

School/Principal

Success stories

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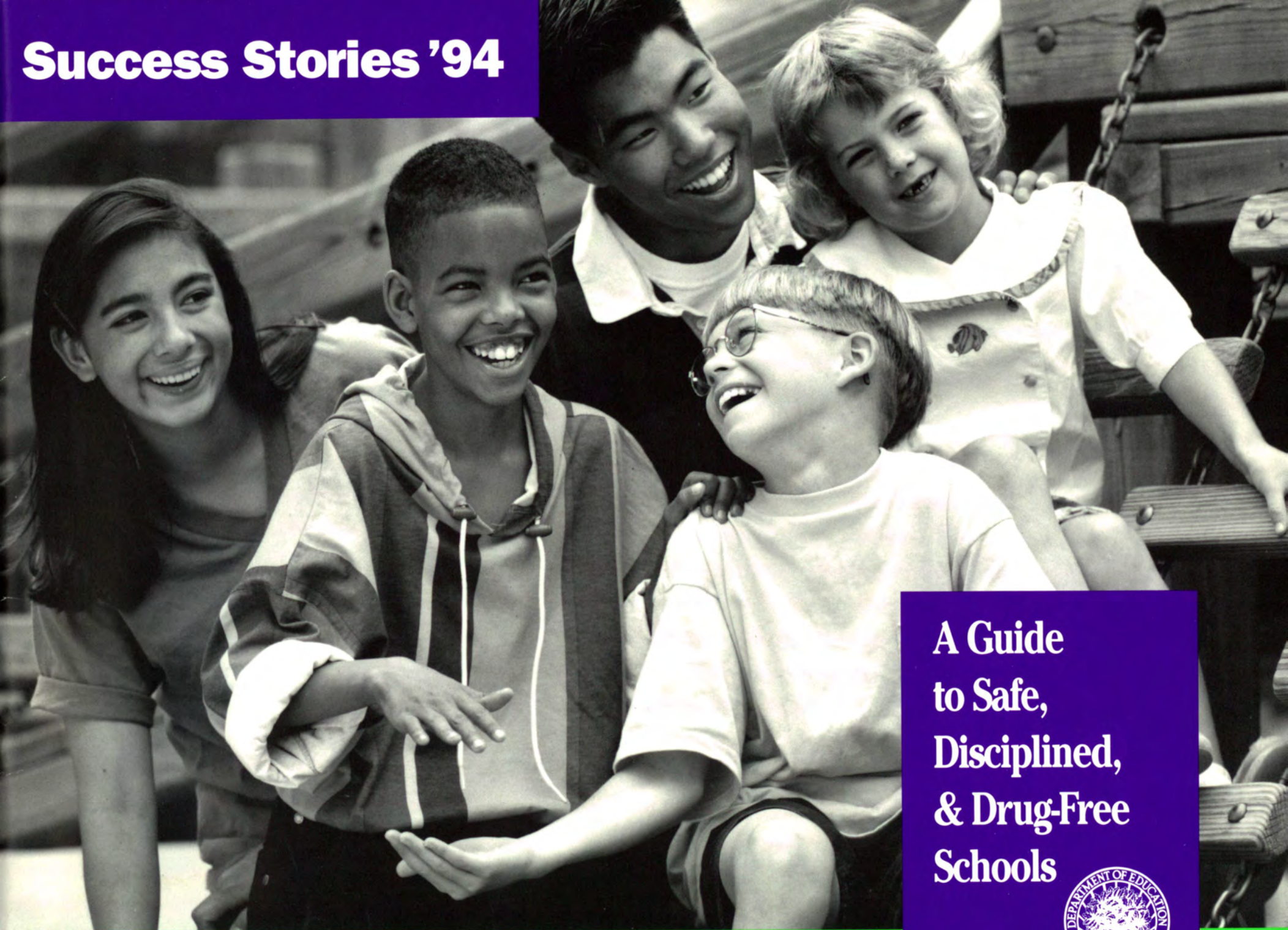
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Success Stories '94



**A Guide
to Safe,
Disciplined,
& Drug-Free
Schools**



21ST STORY of Level 1 printed in FULL format.

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HEADLINE: 'The Forgotten Land Surrounded by Drugs';
SE School Provides Students Haven From Trouble on Streets

BYLINE: Marc Fisher, Washington Post Staff Writer

BODY:

On Monday mornings, when Mr. Tolson greets his ninth-grade math students at Fletcher-Johnson Educational Center, they tell him about their weekends. They tell of gun battles that interrupt their sleep, arguments that echo through the alleys, sirens and screams that are the night sounds of the projects.

"They say things that would shock your pants off," Antonio Tolson said Tuesday. "But you know, for these kids, it just seems like a normal thing."

Fletcher-Johnson, a massive brown concrete building on a hill off Benning Road in Southeast, doesn't feel like a school in a ravaged, drug-infested neighborhood. It is a sprawling place of bright colors and the latest computer equipment. It is graffiti-free. Its halls are carpeted and quiet. In its open classrooms, teachers need not shout to be heard over other classes a few feet away.

"We are out here in the forgotten land, surrounded by drugs," said George Rutherford II, principal since 1978 at the school, which goes from prekindergarten through ninth grade. "The bulk of my students come from Eastgate, Benning-Stoddert Terrace and East Capitol Street projects. Most of them walk past drugs to get to school. And when they step inside, we are going to have high expectations of them, because that is the only way they will have high expectations of themselves."

Rutherford's expectations are academic. He wants students to want to know about Asian geography and long division and how to type a business letter.

The children of Fletcher-Johnson's expectations grow out of a different reality. They want to know about who got shot, who got caught, where it's safe to walk.

Last week, when Mayor Marion Barry visited Fletcher-Johnson to teach a science class, he asked students how many of them knew someone who had been killed. Fourteen of the 19 students raised their hands.

This week, Ronnell Monroe and Bobby Goloson, ninth graders and friends from the same block at 53rd and C streets SE, thought for only a few seconds about the last person they knew who was killed.

The Washington Post, May 22, 1987

"Oh yeah, this lady got kidnaped and he raped her and killed her," Monroe said. "She lived across the street. It got me a little down because my mother knew her. A boy, John, also got shot. Somebody messed with his girlfriend and he bought a .22 and shot at the fella. They ran through the alley. We heard it and my mother said to click off the lights and get down, get down, get down." Monroe said he spent about 10 minutes on the floor that night.

"Then all the cops came and everybody went outside," Goloson said.

"You hear shots around our way mostly all the time," Monroe said.

"The lady's friends chased that man into the house and he didn't come out until the police came," Goloson said. "He only had a .22."

Children of all ages speak almost casually of pools of blood and screams that ricochet through the projects for hours.

The stories flow easily. And they are accurate: Deputy Police Chief Alfonso Gibson confirmed most of the incidents the children related; the others, he said, "are all realistic. These are not things the children dream up."

"There be shots, screaming, everything from these guys, going on every day," said Lakia Gross, who is in the fifth grade and lives in the Eastgate projects just off East Capitol Street.

"I want to move," Gross said. "I don't want to be around people who are bad. All you hear about is drugs and people killed because of drugs. In the parking lot, all they do is sell drugs."

"A dude got shot," said Jermaine Griffin, 13. "He was high and he came and messed with other people and they pushed him and shot him. I knew his name and I felt sad. I was right around the corner. I was scared when I saw the blood."

"In my neighborhood, I always got to watch for people -- crazy, drunk people running from the police. And mostly I'm scared of the police. I try to get away as quickly as I can. Especially now and in the summer. That's when people really get that stuff in them and get crazy. That's what it's really about -- that drugs."

"I hear the shots and I jump and run around and peep out the window and go back to sleep."

Three ninth-grade girls:

Tara Barners: "This person lives right around the corner from me. He went to a party and somebody mistook him for somebody and he got shot. He died. A lot of things go on."

Tawanna Wilson: "This boy was talking and the boy owed him some money. He shot him in the face and he died. It was right across the street."

Celeste Malone: "One of my close friends, she was a prostitute and she became a Christian. Her pimp, he killed her."

The Washington Post, May 22, 1987

Sometimes, when you ask the children if they hear shooting around their homes very often, the answers are relative.

"It hasn't happened in a while," Tawanna Wilson said. "It hasn't happened in about a week, but they do a lot of shooting. They argue a lot. I just look in the window, I don't go outside."

Some children hide when they hear shots. Others check the window to see if they know who's involved, then go about their business. Their attitude is part bravado, part ennui. They have seen it all before. And yet they are children, and they are afraid.

"You only feel really scared when you walk around alone at night," Ronnell Monroe said. "It's best to be with people. My mother used to get home at 6 from work and I would go to the bus stop to walk home with her."

There are some alleys the boys avoid, but generally they walk where they please, even right through the drug dealers' hangouts. "You don't have to walk around them because you know the people who sell drugs," Monroe said. "Yeah, they don't mess with you," Bobby Goloson said.

Monroe and Goloson said they can't think of anything that would make their neighborhood safer. Monroe suggested requiring that guns be licensed, but their friend Michael Campbell said that wouldn't help because people just wouldn't get licenses.

"They shoot almost every night on my street," said Diago Holloway, a seventh grader who lives at 50th and F streets SE. "When I saw this boy, he was 17, laying on the corner after they shot him in the face, I just looked at him -- oooh, nasty. I try to stay out of the Cut," the neighborhood name for a busy alley behind Diago's building.

Some students yearn to move away from the violence, while others have become used to it. Even some of those who do want to move aren't sure it can be done.

"There's really not a lot of places without violence," said Rita Phillips. "There's a lot of bad people. You can't make them all move away."

The school is not oblivious to the trauma that permeates the lives of its students.

When social studies teacher Timothy Sumereau tries to interest seventh graders in a current events discussion about President Reagan or Central America, "they don't relate to it," he said. "Their 'current events' is somebody got shot or killed or raped. Then they're all buzzing. They come in talking about who got caught selling PCP and who was murdered. Things that would shock kids in suburbia don't shock them."

Rutherford, Fletcher-Johnson's principal, knows that "we have former students here who've been killed, knocked off so fast, so young. These kids can tell you more about what goes on than the police officers can." Rutherford knows that as of yesterday, eight students in the junior high school were pregnant. And he knows that despite relative success in keeping drugs out of school, there is plenty to be had immediately outside the building. But while he admits he has a

The Washington Post, May 22, 1987

long way to go to improve academic achievement, he is proud of the school's progress.

"In my first years here, I had 15 car windows broken, two tires cut, sugar in my gas tank and my batteries were stolen," he said. "But nothing since 1981 -- not one broken window. We are developing pride in this school."

Fletcher-Johnson boasts a culinary program in which students cater parties, a fashion course in which students make their own clothes from scratch, and a team of gifted students who will travel to Michigan next week to compete in the national Olympics of the Mind creativity contest.

Above all, the school tries to be an oasis from the tough streets that are home to its students. As Dr. Rutherford walks the halls, walkie-talkie in hand, dressed in jacket and tie as he requires of top male administrators, students greet him with a chorus of "Hi, Doc!"

"Okay, buddy," the principal replies. "Hey, man." He grabs a shoulder here, gives a rambunctious boy a playful bop on the head. He stops a girl and takes her hand, asks how she's doing. "This one here, I taught her mother."

The student smiled and jogged down the stairs and out the door, out onto Benning Road, past the dealers, home to listen to the shootings and the screams.

GRAPHIC: PHOTO, GEORGE RUTHERFORD II, FLETCHER-JOHNSON PRINCIPAL; HIGH EXPECTATIONS OF STUDENTS ARE CRUCIAL TO TO THEIR GROWTH. ELLSWORTH J. DAVIS; MAP, NINTH GRADERS, FROM LEFT, TAWANNA WILSON, CELESTE MALONE AND TARA BARNERS TALK ABOUT HOW VIOLENCE AFFECTS THEIR LIVES. JOSEPH ROBINSON FOR TWP

LANGUAGE: ENGLISH



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: LISA Muscatine

ORGANIZATION: MRS. CLINON

PHONE NUMBER: _____

FAX NUMBER: 456-2935

FROM: Kevin Sullivan

PHONE NUMBER: _____

MESSAGE: Local Control

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1 **PAGE(S) TO FOLLOW**

I think it is so important to have national leaders who are in touch with what you do. This September we will have more young people going to our public and private schools than anytime in our nation's history -- 51.7 million. It is a new record and many of you know first hand what I am talking about.

You are worried about class size, building new schools and record enrollments for the years to come. This is why the President has called for a new \$5 billion school construction initiative over the next four years that can provide up to a 50% interest subsidy to school districts..

Now, there are some who say that public education isn't up to the job of moving American education into the 21st century. Well, I disagree with that opinion and so does the President. Public education -- the common school -- is at the very heart of our democracy -- the one institution that has done more than any in our history to bring us together as a people.

The last thing we need in the White House is a President who is willing to short change public education. This is wrong for America, wrong for public education, and wrong for our children. In this new education era -- this new information era-- we need national leadership committed to public education -- that values your work -- and recognizes that America could not be America without public education.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: hisa muscatine

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: 456-5709

FROM: Kevin Sullivan

PHONE NUMBER: _____

MESSAGE: Vouchers / safe schools

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6 PAGE(S) TO FOLLOW

Talking Points -- Dole Voucher Plan

July 18, 1996

BACKGROUND

Bob Dole's school voucher initiative provides school children with 'opportunity scholarships' to attend private schools by taking money away from public schools, colleges and universities. Under the proposal, the federal government would provide \$2.5 billion in federal grants to States to be matched by State funds on a one to one basis for a total of \$5 billion annually. States would provide a minimum voucher worth \$1,000.00 for elementary/middle schools and \$1,500.00 for secondary schools.

RESPONSE

DOLE VOUCHER PLAN IS BAD

- Bad for parents: Undermines public school system that most parents depend on
- Bad for taxpayers: Drains \$30 billion (over 6 yrs.) from schools with no accountability
- Bad for schools and kids: School enrollment increasing -- wrong to drain funds from public schools just as projections show that record numbers of students enrolling in our public schools over the next decade; This plan takes money away from students currently in public schools in 50 states and gives it for vouchers in D.C. and 14 other states.

THE PLAN IS HOSTILE TO PUBLIC AND PRIVATE EDUCATION

- Vouchers polarize communities; divisive measure
- Vouchers undermine public schools -- schools attended by 89% of U.S. students
- Vouchers drain tax dollars from public schools into private schools
- Vouchers offer no accountability
- Vouchers are harmful to parochial and private schools (makes them public). Federal vouchers will trigger federal regulations of private schools.
- The figures for the plan just don't add up. It claims to be funded through the elimination of certain programs that serve students throughout America, but when you do the math, even cutting these programs don't come close to the cost of the \$2.5 billion voucher proposal.

WHO IS REALLY COMMITTED TO IMPROVING EDUCATION?

- Dole has never been a friend of education -- voted against Head Start and Student Financial Aid
- Dole is resurrecting the same old tired message which is hostile to public schools
- In the Republican version of the 1996 Budget Resolution, Dole/Gingrich cut \$31 in billion education funding over 7 years and forced the government to shut down while the President fought to support education
- In the 1997 Budget Resolution, Dole/Gingrich are seeking \$24 billion in cuts to education

WHAT WE'RE DOING TO IMPROVE SCHOOLS: President Clinton is pro-education: he has a strong record, and is working hard for our children's future.

- Get parents more involved in the education of their children
- Improve recruiting and development of good teachers -- bad teachers should be removed

Drugs

Q: Why is drug use up among kids during the Clinton Administration?

A: Drug use among all Americans is down, but drug use among kids is up. The President and I are deeply concerned about this, and General McCaffrey has developed a solid plan for fighting drugs. It is tragic that at this critical time, the Republicans have tried to slash the one program we have to fight drugs in our schools.

In the House of Representatives, Speaker Gingrich endorsed a plan to cut the Safe and Drug-Free Schools program by nearly 60 percent. In the Senate, Mr. Dole voted to cut it by 51%. President Clinton vetoed their proposals, and funding was restored. And that was a good thing, because a survey of school districts that participate in Safe and Drug-Free Schools programs showed that all districts had programs that clearly discouraged drug use.

Another drug we must fight is cigarettes. Mr. Dole has opposed a Food and Drug Administration proposal to restrict cigarette advertising aimed at kids. 3,000 kids start smoking every day -- 1,000 will ultimately die of the addiction.

So Mr. Dole shouldn't compare cigarettes to milk. One kills kids -- the other helps them grow up healthy.

FY 96 Appropriation

In 1996, the President requested \$500 Million from Congress for the Safe and Drug Free Schools Program. The Senate Appropriations Committee, though, only recommended \$200 Million (-54.6% from the 1995 Revised Appropriation). The House also only recommended \$200 Million. After the Appropriations Bill failed to pass

PRESIDENT CLINTON AND AMERICA'S COMMUNITIES: MEETING THE CHALLENGE OF KEEPING OUR KIDS SAFE May 30, 1996

A long record of hard work, executive action and real success. President Clinton believes that the best way to ensure a safe, strong and secure America is to help our children grow up in an environment that lets them have every chance to enjoy this age of possibility. The President has taken a number of specific steps to provide our children with a safe passage from childhood to adulthood, including:

- * **Supporting school uniforms.** President Clinton has encouraged schools to adopt school uniform policies, which promote discipline and respect. The Administration has developed a guide for schools to assist them in establishing these policies, which will be distributed to 16,000 school districts.
- * **Drug testing.** In January of 1995, the Clinton Administration supported high school athlete drug testing in an amicus brief to the Supreme Court, sending the message to parents and students that drug use will not be tolerated in our schools. (*Vernonia School District 47J vs. Acton*)
- * **Fewer guns in the hands of our children.** President Clinton signed into law a youth handgun ban in his 1994 Crime Bill. The ban makes it a federal offense, with some exceptions, for a juvenile under the age of 18 to knowingly possess a handgun or handgun ammunition.
- * **Safe and drug-free schools.** President Clinton expanded the Drug Free Schools Act into the Safe and Drug Free Schools Act in 1994, making violence prevention a key part of that program. The President has fought throughout his term for full funding of the program, fighting back a \$266 million cut by the House in 1996. Over 97 percent of the school districts in the country use these funds to keep violence and drugs away from students and our schools.
- * **Zero tolerance.** In October 1994, President Clinton signed into law the Gun-Free Schools Act, and issued a Presidential Directive later that month to enforce "zero tolerance" in our schools -- you bring a gun to school, you don't come back for a year. Additionally, the Clinton Administration has encouraged states to adopt a "zero tolerance" standard for drivers under the age of 21 who drive while intoxicated.
- * **Anti-gang and Youth Violence Control Act of 1996.** President Clinton sent this act to Congress to strengthen laws that will help stop the rise of youth violence and drug use, including expanded use of drug and gun courts.
- * **Community schools.** President Clinton is also trying to give kids something to say "Yes" to. The President has requested \$13.6 million for FY 1997, to continue support for the Community Schools program that keeps school doors open after classes have ended and on weekends and holidays so that young people have a safe place to go and positive things to do.

President Clinton has proposed restricting youth access

- * **Working to end teen tobacco use.** President Clinton has taken steps to tobacco products, and reducing the advertising and promotional activities that make these products appealing to young people.
- * **Combatting youth drug use.** The number one goal of President Clinton's 1996 National Drug Control strategy is to motivate America's youth to reject illegal drugs and substance abuse. The first ever White House Conference on Youth, Drug Use and Violence in March 1996 launched a national media literacy and drug deglamorization campaign aimed at youth.
- * **Creating public / private partnerships.** President Clinton initiated the Safe Futures Program, which will demonstrate the importance of public/private partnerships in providing a continuum of services and sanctions for juveniles.

Truancy

Tracking sale of guns to youth

- quickly, fairly, and inexpensively.
- Create safe and drug-free schools and more disciplined classrooms -- uniforms, truancy, no guns
- Improve the basics and reach for high standards -- tough core courses and no more social promotion -- make sure the diploma will mean something
- Promote technology -- computers in all classrooms
- Improve access to college, by investing in student aid and by better preparing students to enter college. (~~70%~~ of Harvard students attended public schools)

62 to 70%

These are the things that make a difference. This voucher proposal is only a distraction and it is divisive. It is a social experiment with your kids.

State example

Dole's voucher plan would force California to give up \$33 million in funds 2000 may - which it has just gotten - That is now being used to rebuild the state's reading program. California currently has the lowest reading scores in the nation. This is a perfect example of why the Dole plan is bad for public education.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 11, 1996

REMARKS BY THE PRESIDENT
ON THE SCHOOL RECONSTRUCTION INITIATIVE

The Rose Garden

2:15 P.M. EDT

THE PRESIDENT: Thank you very much. I want to welcome Senator Moseley-Braun here, along with Senator Claiborne Pell, Senator Bob Graham, Congressman Ben Cardin, and Congressman Elijah Cummings. I thank them all for their concern for this issue and their leadership.

I think some of you know that I had originally planned to make this announcement in Senator Graham's home state in Florida, but Hurricane Bertha had other ideas. So before I get into the announcement, let me say that we are all watching the course of that storm. We pray that it doesn't cause extensive damage. The people of the Southeast know that we will be there to help them if it does. FEMA is now on the ground, and they are prepared. Our thoughts are with the people of the Southeast. And, again, we're hoping for the best.

I'm here to announce a national commitment to rebuild our schools so that they can serve our children in the 21st century. Our nation's mission must be to offer opportunity to all, to demand responsibility from all, and to come together as a community so that we can build better lives together. Our most basic expression of these values is perhaps the education we offer to our children.

We've worked hard to make our young people the best educated in the world as we enter the 21st century, putting in place a comprehensive strategy to renew our schools, to lift our standards at every level. We've expanded the Head Start preschool program. We've helped schools to help to set and to meet higher standards. We've also worked hard to develop higher standards and better training for our teachers. And we've created an important network of school-to-work programs for young people to be properly trained if they don't go on to four-year institutions of higher education.

We're now on our way to connecting every classroom and library in the United States to the Internet by the year 2000. We're making our schools safer with the zero tolerance for guns in our schools, and by encouraging and supporting communities to take their own initiatives, including school uniforms, imposing curfews, and stronger enforcement of the

truancy laws. We're opening the doors of college wider than ever, through lower-cost student loans, including better repayment terms; expanded Pell Grant scholarships -- Senator Pell, thank you for that; AmeriCorps; and our proposals to give families tax cuts to pay for higher education.

But all this progress is at risk if our children are asked to learn in a landscape that is littered with peeling paint and broken glass if our teachers are asked to build up children in buildings that are falling down.

I remember the schools that I attended. They were pretty typical. Most of them were fairly old when I was there. They weren't fancy, but they were clean, they were well-maintained, they were treated with respect. They sent every student a clear message: You are important to us. We take your education seriously. That was how my parent's generation kept faith with us, and that is how we must keep faith with our children. (Applause.)

Now, Senator Moseley-Braun mentioned this report from the General Accounting Office. I want to hold it up again because I want to urge every member of Congress, every governor, every state legislator, every local school official, every school board member who cares about the condition of education and the future of education in our country to get a copy of this report and to read it.

The report came out three weeks ago. It was requested by a number of senators, and it confirms that we are not honoring this generational compact.

I want to thank here, before I go forward, the members of the Senate and the House who have been interested in this. Those who are here whom I've introduced and, especially, Congresswoman Nita Lowey who is sponsoring efforts in the house along with Congressman Cardin and Congressman Cummings and others, but most especially Carol Moseley-Braun. She was the first person who brought this matter to my attention as an area where the national government ought to do something. And she has been literally dogged in her persistence in this issue, staying with it day in and day out, week in and week out, month in and month out. The schoolchildren of our nation owe her a debt of gratitude. (Applause.)

The report shows that our nations schools are increasingly rundown, overcrowded and technologically ill-equipped. Too many school buildings and classrooms are literally a shambles. According to the report, one-third of our schools need major repair or outright replacement; 60 percent need work on major building features -- a sagging roof, a cracked foundation; 46 percent lack even the basic electrical wiring to support computers, modems, and modern communications technology. These problems are found all across America, in cities and suburbs and one-stoplight towns.

This is a matter of real urgency. In just two months our schools will open their door to the largest number of students in the history of our republic -- 51.7 million. And enrollment is expected to continue to rise over the next few years. We have to rebuild these schools for another reason as well. Increasingly our schools are critical to bringing our communities together. We want them to serve the public not just during the school hours but after hours:

to function as vital community centers; places for recreation and learning, positive places where children can be when they can't be at home and school is no longer going on; gathering places for young people and adults alike. Bringing our schools into the 21st century is a national challenge that demands a national commitment.

Today I am proposing that the federal government for the first time join with states and communities to modernize and renovate our public schools. We will provide \$5 billion over the next four years for school construction and renovation. Together with investments by states and localities, this would result in \$20 billion in new resources for school modernization. That's a 25 percent increase over the next four years.

Our school construction initiative would be flexible. It would give communities and states the power to decide how to use the new resources. It would help those who help themselves -- requiring local communities to take responsibility for this effort. And it would focus on sparking new projects, not merely subsidizing existing ones.

The schools of the future should be safe and spacious -- good places to learn. The schools of the future should be equipped with computers, new media and state of the art science labs. And the schools of the future should not only teach our children during the day, but bring together families and neighbors in the evening as community schools. Our initiative can help to make these goals a reality.

You know, we expect an awful lot of our schools. We expect a lot of our students in this age of possibility. And all Americans have a lot riding on their living up to these expectations. But we cannot expect our children and our teachers to build strong lives on a crumbling foundation.

This generation has a duty to give the next generation a future of genuine opportunity. Our children deserve the best. I am determined that they will get it. And this proposal will go a long way toward helping those folks who are out there on the front lines of education to succeed and to build the brightest, the best prepared, the most secure and the most successful generation of young people in the history of our nation.

Thank you very much.

END

2:25 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

July 3, 1996

REMARKS BY THE PRESIDENT
TO THE NATIONAL EDUCATION ASSOCIATION

Washington Convention Center
Washington, DC

2:22 P.M. EDT

THE PRESIDENT: Well, thank you for that wonderful welcome. And thank you for your good spirit and your enthusiasm. And I want you to keep it all the way to November. (Applause.)

Ladies and gentlemen, I'd like to begin by thanking Keith Geiger for seven magnificent years of leadership for the teachers of America. (Applause.) He has been a great leader, a true champion for educational reform. And I was more moved than I can say by the kind words he spoke before I came out.

I'm sorry that we're a little late, but I understand that our security precautions delayed your voting. (Laughter.) I'm sorry for that, but I do want to congratulate Bob Chase and all of you who will be leading the NEA. (Applause.)

I also want to thank our Secretary of Education, Dick Riley, who came over here with me. I believe he is the best Secretary of Education we've ever had, and I thank him for that. (Applause.) I also want to thank Dick Riley for having what at the time was a novel idea. He thought he ought to have an actual teacher working with him in the Secretary's office. And she's here today. I want to thank Terry Dozier for leaving the classroom and coming to work with Secretary Riley. (Applause.)

I'd like to thank the NEA for sending Sharon Robinson, our Assistant Secretary for Education Research and Improvement, to our administration. (Applause.) And I also want to thank -- Debra DeLee who's done a great job managing our convention in Chicago and getting ready for this great new campaign. (Applause.)

Four years ago I had the pleasure of addressing this assembly. And when I looked at the film that you just showed back stage, I saw that address and I said, gosh, I had a lot less gray hair then. (Laughter.) Well, I earned that gray hair. (Laughter and applause.) But if it advanced the cause of education and insured a better future for the children of our country, every gray hair was worth it. And I thank you for staying with us in these fights. (Applause.)

As teachers, administrators, custodial workers, the member of the NEA are out there every day working with and for our children. I thank you for that. And today, I want to talk to you about where we're going from here.

Four years ago, when you endorsed my candidacy, I told you that I was running because I wanted to see a vision I had of our country in the 21st century fulfilled. I wanted our nation to go into the next century with the American Dream genuinely alive for every American without regard to race or gender or religion or region or the station that he or she starts out in life. I wanted to see our country come together instead of be driven apart by our differences. I was tired of seeing the American people cut up into little pieces at election time for short-term political gain, instead of reveling in our diversity, respecting our differences, and joining hands around shared values. And I wanted to restore the sense of community in America. (Applause.)

And I, finally, felt very strong that our country, at the end of the Cold War and the dawn of this new global information age, had to continue to be the world's strongest force for peace and freedom and prosperity. I had a simple strategy. I wanted to renew the basic bargain in America of opportunity for all, responsibility from all, and a commitment to the community of our country -- the idea that we can do more together than we can apart.

Well, we've been working on that for three and a half years. I guess it's about time for a report card before we make a decision on contract renewal. (Laughter.) I want to talk about three things here -- the record, the alternative and the future.

When I became President, our economy was stagnant. We had the slowest job growth since the Depression. We had a spiraling deficit. I said, please enact this economic plan, to Congress. We'll cut the deficit in half and produce 8 million jobs in four years. Well, you know what the Republicans did. They all voted against it and said it would bring on a recession. Well, they were wrong, and we were right. (Applause.) In three and a half years, we now know the deficit will be cut by more than 50 percent in four years. And instead of 8 million new jobs, our economy has produced 9.7 million new jobs in three and a half years. (Applause.)

I asked the Congress to pass the Crime Bill with 100,000 new police officers, a ban on assault weapons, more funds for punishment and prisons, but more funds for prevention, too; to allow children to do something constructive after school and on the weekends, and to help them pay for summer jobs in communities that couldn't afford it.

The leadership of the other party fought us every step of the way on that and on the Brady Bill. They told a lot of people out in the rural areas of our country who love to hunt that their weapons would be in danger if our dangerous proposals passed, and that nothing would be

done to lower the crime rate. Well, we have had a couple of years to see now. Do you know that we have had two deer seasons in my home state and two ducks seasons, and every single hunter is still shooting with the same rifle they had before the Brady Bill and the assault weapons ban passed. They did not tell them the truth. (Applause.)

But there are some people who didn't get guns -- 60,000 felons, fugitives, and stalkers did not get guns under the Brady Bill. They were wrong and we were right about that. (Applause.)

In 1996 the crime rate will go down for the fourth year in a row in America because we're putting more police officers on the street, working with communities, helping kids, giving people something to say yes to, preventing crime as well as catching criminals. They were wrong about that, too. We need to keep on going until we put all those police officers on the street. (Applause.)

When it came to welfare reform, I said we ought to move people from welfare to work, but we should be good to the children and tough on the work requirements -- not easy on work and tough on the kids. That's the fight I had with the majority in Congress today, and why I vetoed what they call welfare reform. They said we couldn't do it. But we have now given over 60 -- 60 -- permissions for experiments to over 40 states. Three-quarters of the people in this country on welfare are already under welfare reform experiments. And you know what -- child support enforcement has gone up 40 percent since I have been in office -- (applause) -- and there are 1.3 million fewer people on welfare today than there were the day I took the oath of office. (Applause.)

When it came to families and communities, it seemed to me what we had to do was to make it possible for more people to succeed at home and at work. Most parents are working people today, and most people who work have to work to support their children. We ought to be struggling to make it possible for people to succeed at home and at work. So we cut income taxes for 15 million hard-pressed working families, so that no one who works full-time and has a child in the home would be in poverty. We passed the Family and Medical Leave law so people could get a little time off when a baby was born or a family member was sick. (Applause.)

And guess what? Poverty began to go down for the first time in many years. And for the first time in a decade average wages are going up. (Applause.) So I believe we're moving this country in the right direction.

Perhaps most important, as the film and as your speakers have said, thanks to the Congress that was in place in 1993 and 1994, we expanded Head Start dramatically, passed the Goals 2000 program, reformed Chapter One, passed the School-to-Work program, expanded Pell grants, passed the Direct College Loan program, which cut the cost and improved the repayment terms so that no person should ever fail to go to college because they were worried about the burden of the loans they would owe afterwards.

These things have made a real difference. And we passed a national service program that has allowed 45,000 young people to earn some money for college by serving their communities all across the United States. (Applause.) That's the first element of the contract evaluation. We had a strategy; it was implemented; the results were good.

The second thing I want to say is that when you're fixing to hire somebody, there's always the questions of, well, if you don't hire this person, who will you hire? And in this case, the happy choice for America's educators, for America's parents and for all American citizens is, you don't have to guess in this election. There is no guesswork. (Applause.)

You know what both parties will do. You know what both candidates will do. They've already put their program in. It would be the law today, except I vetoed it. If you want it, you can get it; give them the White House and the Congress, it will be the law of the land in six months. (Applause.)

You think about that. You just think about that. (Laughter.) If you want, for example, to back away from our commitment to 100,000 police, you want to repeal the assault weapons ban, you want to undermine protection for the environment and safety in the workplace, and made it easier for corporations to raid their employees' pensions funds -- if those are the things that you want, you can have it. Just give them the Congress and the White House, and they'll give it to you. They already tried to do it once. We stopped them, and we will stop them again. (Applause.)

If you believe we ought to drastically cut or eliminate all these education reforms -- even the Eisenhower Professional Development Program, which you have continued to support in your own way, and I congratulate you on your commitment to that -- well, you can get that. Give them White House and the Congress, and they'll give it to you. They tried once, and we stopped them. If you want, in other words, people who believe it was a mistake to pass the Family and Medical Leave law, a mistake to pass the Brady Bill, a mistake to pass the Crime Bill, a mistake to pass the economic program, you can have it.

But that is the choice. And let's not be muddle-headed about this. We now have the evidence. The American people can simply choose. One position is the one that I embrace and that virtually all the members of our party embrace who are running for the Congress. And that is that the American people should have opportunity -- not guarantees, but opportunity -- to make the most of their own lives if they're willing to be responsible for it. That is the clear understanding that we become a greater country when we work together. The other side says, government is always the problem, and you're better off if you're on your own. I think that we're right and they're wrong. But the American people are being given the chance to decide, and you have to help them make that decision. (Applause.)

Finally, there is the third element of the contract decision and maybe the most important, and that is, so what if you did a good job, that's what we hired you for. (Laughter.) What are

you going to do tomorrow and next year and for the next four years? And that's very important, because while things are better now than they were four years ago, this country still has significant challenges. The crime rate is down, but juvenile crime is up. The economy is up, but not every American who works is up. The country is closer to peace than it was, but as we saw again last week, we still face the problems of terrorism, organized crime, the proliferation of dangerous weapons. And we have to work together with our friends around the world to continue to push for peace and freedom.

So what about the next four years? Well, there's plenty to do, folks. In the area of the economy, unless we can get this Congress to act, we've got to raise the minimum wage. We can't let it fall to a 40-year low, it's not right. (Applause.)

Yesterday I was in Chicago -- (applause) -- and I had an occasion to go to Grant Park to that great Taste of Chicago festival they have every year. (Applause.) I hated this, I had to go from food booth to food booth to food booth. (Laughter and applause.) And it was a burden, but someone had to do it. (Laughter and applause.) But, anyway, I was at one of these booths talking to the folks who work there and this young woman looked at me and she said, you know, I really appreciate the fact that you're trying to raise the minimum wage and I hear these people who are opposed to it say everybody in the minimum wage is some middle-class kid living at home with his parents. And she said, let me tell you something: I'm a 28-year-old single mother with two children, I work for the minimum wage and I go to college at night, and it's not true and I need a raise. And that's the truth. And we need to do it. (Applause.)

We need to pass the Kennedy-Kassebaum bill so that people don't lose their health insurance when they change jobs or someone in their family has been sick. (Applause.) We need to pass a real welfare reform bill that is tough on work but good to kids, that lifts up families and enables people to succeed at home and at work. (Applause.) That's what we want for everybody. (Applause.)

We need to finish the job of putting 100,000 police on our streets, because we're not through. The crime rate is still too high, and it will be too high until you go home at night, turn on the television, and you're genuinely surprised if the lead story on your evening news is the latest terrible crime. I want you to be surprised about it again, and we can bring that kind of safety back to American if we work at it. (Applause.)

We need to pass Family Leave II and give working people the opportunity to have more flexible work hours and let people take a little time off not just when a baby's born or when there's a family emergency, but also to take their parents or their kids to regular doctor's appointments and to go to parent-teacher conferences at the school. (Applause.)

And in education we have a lot to do together. I am committed to seeing every classroom and library in every school in this country hooked up to the Internet by the year 2000, and we're going to keep doing it. (Applause.)

I want to thank our teachers who are working -- 100,000 of them -- with the support of the NEA and other groups, to teach another 500,000 teachers in what they call the 21st Century Teachers Effort, to be the kind of teachers who can make maximum use of the new technology going into the classrooms. We need to do that. (Applause.)

We need to make college education even more available. That's why I proposed a \$10,000 tax deduction per year for the cost of college tuition. That's the right kind of tax cut and it would help a lot of teachers who are parents. (Applause.)

But I think we should do even more. I believe if you look at all the evidence, it is clear that it is simply not enough to have a high school education if you want to get a good job with a growing income. And I believe the time has come to make two years of education after high school just as universal as a high school education is. (Applause.)

I believe the way to do that is to give the American people a tax credit, every single person a tax credit of \$1,500 a year for the cost of going to your local community college, and make it refundable so that everybody can afford to go. Give it to everybody the first year; give it to everybody that keeps a B average the second year; let everybody at least have access to a diploma from a community college and we will raise incomes in this country and bring this country together. It is the right thing to do. (Applause.) Thank you.

I believe that we should do even more for people who are in the work force. I proposed, with the help of the Secretary of Labor and the Secretary of Education, that we take 70 big federal job training programs and consolidate them and put them into a block of money and give people who are unemployed or underemployed a certificate that basically says, you can take this to your local community college or to any training facility you want for up to two years. If you lose your job, you can immediately begin to get retraining at the place of your choice in your community that will help you the most to start your life again. (Applause.)

I also think we need to do more to help you in your work. I think we should -- I want you to understand that if the budget process this year works out like it did last year -- I hope it won't; I'm working hard with the Congress -- but I am not going to tolerate an assault on the fundamental structure of educational opportunity and educational excellence in this country. It is wrong. It is wrong. (Applause.)

We have to do more to help you to make schools safe and going to and from school safe. We have worked hard, but still no teacher should ever fear when he or she is in the classroom or going to and from school. No student should be so afraid -- (applause) -- no student should be so afraid that they cannot learn. And we work very hard to preserve funding for the Safe and Drug-Free Schools program, to enforce our zero tolerance for guns in the schools policy. And we will continue to work to help schools deal with the problems that they face every day, that teachers face every day, and to try to find opportunities to bring people together.

Last year, I had the opportunity to work with the Secretary of Education and the Justice

Department on a set of guidelines to schools to deal with the complex questions that often arise when children seek to practice or at least express their religious convictions. We didn't want to turn our schools into religion-free zones, and we didn't want to violate the First Amendment. Because of the work that Secretary Riley and the Attorney General did, we have heard from schools all over America saying, this is not an issue anymore, we have resolved this, we thank you very much. And I hope it has helped you in your school.

We said to people in California and around the country -- (applause) -- who wanted to try experimenting with school uniforms -- well, they did it in Long Beach, and you can do it, too, if you want to do it. (Applause.) And I went to Long Beach, California, and I heard young people tell me amazing stories about this. A young man stood up and said, we picked our uniforms in our school. We picked green and white because the gang colors are red and blue. And, for the first time, all our kids can now walk to and from school, and they're not scared anymore. He said, it's the first time in two years, I can walk to school without having to look over my shoulder.

I had another young woman say that even the wealthiest kids in the school district were better off after they adopted their policy because now, people judge themselves based on what was on the inside instead of what was on the outside. (Applause.) I thought it was pretty perceptive. It may or may not be the right thing to do. But I sure think you ought to have the right to do it.

We have worked hard with other communities to develop community curfews. One of our suburban communities here in the Washington area adopted one just last week. I was in New Orleans talking about the community curfew there. (Applause.) There was a huge drop, a huge drop in juvenile crime in the city of New Orleans after they adopted their curfews. Kids don't need to be out on the street at all hours of the night, they need to be home or in a secure place. (Applause.)

And, by the way, the thing I really liked about what they did in New Orleans is that they didn't punish people who were on the streets. They took them to a community curfew center and they started working with them, and they found out what the children needed and what they were facing, so that it would not only have the disciplinary effect of getting kids off the street, it has the positive effect of giving at least them a chance to meet with people who could help them to put their lives in good order and take it in the right direction. (Applause.)

Now, I want to propose today one other thing that I think is quite important, that I have cared a lot about for a long time. One of the most important things we can do to promote learning and to keep our children safe is the most obvious, old-fashioned thing that I dealt with when I was in school myself -- back in the dark ages -- (laughter) -- and that is to insist that children be in school and not on the streets. (Applause.)

Truancy is a warning signal that a child is in trouble and is often a gateway to crime. The difference between success and failure in life for our children is whether they're learning

on the streets or in the school where they belong. The street is not an acceptable alternative to the classroom. (Applause.)

When I was governor we actually passed a bill which made it possible for local communities to fine parents if they refused to show up at parent-teacher conferences or permitted their children to be chronically absent. I know the NEA has called for federal action to crack down on truancy. So I want to tell you about two things that we're doing in response to the call that you issued. First, earlier today I directed the Department of Education to send this manual -- I don't know if you can see it -- it says, "Manual to Combat Truancy" -- to every school district in America. It shows that when parents are held accountable and when communities come together, you can do something about this problem.

In Milwaukee, for example, attendance is taken at every period in all high schools. Police pick up truants and take them to counselling, again not just negative but positive. Parents are called at home if their child did not attend school. Daytime burglaries -- down by one third.

In Atlantic County, New Jersey, -- (applause.) I'd say that's the highest density of teachers per capita in America based on the cheers there. (Applause.) Listen to this. In Atlantic County, New Jersey, families of truants receive intensive counseling and the vast majority of the students wind up going back to school.

In New Haven, middle school truants go before a panel of high school students. (Applause.) This is very interesting. In New Haven, middle school students go before a panel of high school students and have to sign responsibility contracts.

So these are good things to do. The federal government should not decide what to do; we should help you determine what you're going to do. We should support you when you do it. We should make sure it's legally defensible. And we should encourage every community to do the same thing to put our children back in school. (Applause.)

Yesterday Secretary Riley announced that he would give a total of \$10 million to 25 school districts to help them keep their children in school. This is a beginning. But I want you to know because of what you and others in education have said to me all across the country, this will become a national priority, and we will keep at it with you until we turn this issue around. And I thank you for that. (Applause.)

Now, those are the three points I want to make. (Laughter.) One, when you helped me and Al Gore and indeed our entire administration family -- and by the way, I wish the First Lady were here, but she's in Central Europe today, representing the cause of freedom, and I thank you for that. (Applause.) When you helped us, we said, we have a vision for what we want our country to look like in this extraordinary era of possibility. We have a strategy to achieve that vision. Well, three and a half years later, we did what we said we'd do, or we got caught trying. (Laughter.) The results have been positive. Second, there's a clear difference here. And third, we've got good ideas for the future, and a lot of work still to do.

Now, what I want you to think about as I leave -- we've had a great time today, and I loved all the cheering and the shouting, and it made chills run up and down my spine and kind of got me in the humor for the next three or four months to do what we have to do. And I thank you for that. (Applause.)

But this is what we used to call back home, preaching to the saved. (Laughter.) And there's something to be said for that, but it's not enough. And I want you to take just one moment to be serious before I go. I want you to just ask yourself, now or when you leave, to take a few moments to think about everything you can think about your country today -- all the good and the things that you think are not so good -- and then say, what would I like America to look like when my children or my grandchildren are my age? What do I want America to be like 20, 30, 40, 50 years from now?

We are going to walk across a bridge into the next century beginning with this election. And it's not like 1992 where you can say credibly, this is change against the status quo. That's not so. There is no status quo option. These are two very different visions of how we should walk into the 21st century and what kind of bridge we should build to go there. And the decisions we make will profoundly affect what America looks like when your children and your grandchildren are your age.

Now, in the end, that matters more than all the petty concerns we might have. It matters more than even the immediate and serious personal concerns we might have. Because in the end, for the same reason you decided to commit your careers to education, our fundamental obligation is to maintain and strengthen this country. And we have never been able to do it except by broadening opportunity and by bringing more and more people together, by breaking down the barriers of bigotry and prejudice and fear and bringing this country together in this vast melting pot of freedom that is the most remarkable experiment in self-government in all of human history. We are being given an historic responsibility now, you and I, to pick which bridge we're going to walk into the 21st century. And that will determine what this country will be like when our children and grandchildren reach our age.

So, what I want to ask you to do is to go beyond the preaching to the stage. I want to ask you to walk out of this hall determined, with all your other responsibilities and all your other pressures and all the challenges of the classroom and the schoolhouse, to spend whatever time you can between now and November talking to your family, your friends, people who don't work with you every day, people who don't have the same insight you may have into what goes on here about these big questions.

Because I believe with all my heart, if the American people are given back this choice, if they get to look at the big things not the divisive, distractive, destructive, puny elements that too often dominate our politics, the American people will do what they've been doing for over 200 years, they will make the right decision. And your children and your grandchildren will be the richer for it.

Thank you. And God bless you all.

END

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February 15, 1996

REMARKS BY THE PRESIDENT
ON EDUCATION TECHNOLOGY INITIATIVE

St. Michael's School
Union City, New Jersey

11:30 A.M. EST

THE PRESIDENT: Thank you very much. Mr. Vice President, thank you for that introduction and for your leadership to advance the technological revolution in America and especially to bring its benefits to all of our children. Thank you, Mr. Mayor; Superintendent Highton; Senator Lautenberg; Congressman Menendez, Secretary of Education Klagholz; Bob Fazio, the principal of this fine high school -- (applause) -- I'm glad he's not running for President this year. (Laughter and applause.)

Jim Cullen, the vice chairman of Bell Atlantic, thank you so much for everything you have done to make this school district a success, and the work you have done throughout this state and throughout your area of service. To the folks at Bergen Academy, and Secretary Riley and to others joining us on the Information Superhighway, including students from 65 schools in three counties, and I believe Congressman Torricelli is out there in cyberspace somewhere. It's nice to have all of you with us. And let me say a special word of thanks to the parents, the teachers and the students of this school and the Bergen Academy who joined us today to talk about what all this means to our children and our future. And let me ask us all to give a special word of recognition to the two students who just spoke, who must have been somewhat nervous, but did not betray it, Marlon Grenados and Tonya Nagahwatte, they did a great job. (Applause.)

I've very glad to be back in New Jersey and in Union City. All of you know that the Vice President and I came here today because this school system is undergoing a remarkable transformation. I want the rest of the country to know about it, and I want everybody in the country to be able to emulate it. Let me begin by acknowledging the contributions of Congressman Bob Menendez, who was formerly mayor here, a true native son of Union City -- (applause) -- a sponsor of the New Jersey Telecommunications Act in 1991 that set the stage for the remarkable events we are celebrating today.

The rebirth of Union City and your schools reminds us that we do live in an age of great

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possibility if people are willing to work together to make the most of it. More Americans from all walks of life will have more chances to live up to their dreams than at any time in our nation's history. New technologies are opening prospects for vast new areas of human activity that will bring prosperity. A growing global marketplace is putting a premium on the kind of ingenuity and skills Americans can contribute to the present and the future.

But, let's face it. We also know that this new era is a time of great new challenges, putting new pressures on families that are not particularly well equipped to deal with it. More and more of our citizens are living better, but more and more of our families are working harder and harder just to keep up. They justifiably wonder if they and their children will be winners in this new age, or if they will be left behind in some downsizing or in some job in which they never get a raise.

After what I have seen today, I believe more strongly than ever before the answer to the problems of those who are not yet benefitting from the Information Age is not to try to put walls up or turn around and go back, it is to keep going forward until every child and every family in every home, in every workplace can see what we are seeing here today. (Applause.)

You know, in the State of the Union address, I talked about the importance of the budget discussions we have been having in Washington for the last year, the need to finish the work of balancing the budget but to do it in a way that recognizes our obligations to our future through investments in education and environmental protection, and that recognized our obligations to our families and to our larger American family, including those who through no fault of their own need help from all of us and that's why we ought to preserve the Medicare and Medicaid programs. (Applause.)

But I also said there, and I would like to reiterate here, I believe there is a broad bipartisan consensus in this country to continue the work until we have eliminated this permanent deficit, until we are living within our means, until we are committed, all of us, in living on a balanced budget.

So what we have to do now is look to the future. In that address, I outlined what I believe are the seven great challenges facing America if we want all Americans to have a chance at the American Dream, and if we want to grow together, not be driven apart. We must build stronger families and better childhoods. We must have better education. (Applause.)

We must make sure all of our children -- every single one of them -- has access to the educational opportunities of the present and the future. We must build economic security for every single working family genuinely willing to work for it to hook into that future so that they will not be left behind. We must continue the fight to make our streets safer until crime in America is once again the exception, not the rule. We must work to clean up our environment while we grow our economy and forever dispose of the myth that you cannot have a strong economy unless you are destroying your environment. We cannot afford any more of the luxury of pretending that that is true. (Applause.)

We must continue to work to lead the world toward a direction that is more peaceful and free. And, finally, our government must be one that serves and works and earns your trust, instead of your distrust.

I think it is fair to say that none of those goals can be achieved unless we are successful in improving the quality of education for all Americans. We will do this through a partnership, not through big government. The high-tech Information Age means that all large bureaucracies will be restructured, that more decisions will be pushed down to the grass roots, that people will be able to make more decisions for themselves.

But we dare not go back to an era when all of our people were left to fend for themselves. We have to go forward together, with teamwork, just the way Union City has gone forward together, with teamwork to have this remarkable educational achievement we celebrate today. (Applause.)

I thank Congressman Menendez for what he said and echoing the title of the First Lady's book, which I'm pretty proud of. (Applause.) He is right, it does take a whole village to raise and educate our children. And it takes all of us to meet all these common challenges.

That's what Union City is an example of. That's why we wanted to come here today. I loved looking into the eyes of young people in the meeting which we just came from and hearing one of them say, you know, the thing about this technology is we can all achieve. It doesn't matter whether we're the richest family in the state or not. It doesn't matter what our background is. It doesn't matter if our parents came here just a few years ago. This is the great equalizer. We can have high standards and high expectations and we can all make it if we work together. That is the message America needs to heed today. (Applause.)

For three years, working with our distinguished Education Secretary, Dick Riley, who may not be a cheerleader in his next life -- (laughter) -- but has been a terrific cheerleader for America's children for the last three years and, indeed, even before. We have worked on a simple strategy for education. We believe in high standards. We believe in high expectations. We believe in high levels of opportunity. We believe in high technology. And we believe the doors of college should be open to every single American citizen. (Applause.)

We have worked hard to expand Head Start, to implement the Goals 2000 program, which gives to states and school districts the ability to advance toward high national standards through grass roots reform, like public school choice or even letting teachers start their own public schools; or doing things like you have done here that can't be done everywhere in the beginning. We have worked to create a network of School-to-Work programs to help young people who don't go on to college immediately to at least find good jobs and to continue their education when they leave high school. We have set challenges to schools to recognize that they must impart the basic values that keep our society together, through character education and teaching good values and good citizenship.

All these things we have done. We have expanded Pell Grants and created a new direct lending program that makes it easier for young people to borrow money for college and easier for them to repay it. Our AmeriCorps program is now giving 25,000

young Americans a chance to work in their communities to solve problems at the grass roots and earn money for college.

But we have to do more. In the State of the Union I proposed giving \$1,000 merit scholarship to the top five percent of every high school graduating class, to expand work study to include a million students so more people can work their way through college. (Applause.) And if we are going to cut taxes, what better way to do it than to give a tax deduction of up to \$10,000 to every American family for the cost of college tuition. That would be a good way to cut taxes. (Applause.)

But we know that none of these things will work until we bring the information and technology revolution into every school; and through the schools, into the homes of every school student in the United States of America. You heard the Vice President say he was in Philadelphia yesterday to celebrate the birthday of ENIAC, the first computer. He was too delicate to say it's 50 years old this year, and it was born in the same year I was. (Laughter.) The computer and I this year will become eligible to join the American Association of Retired Persons. (Laughter and applause.) I don't know about the computer, but I hope I don't quite qualify this year. (Laughter.)

Let me just say, when I was the age of the students here -- let me just give you some examples of what has happened in this 50 years. When I was the age of the students that we met with today, the big technological breakthroughs were technicolor movies and stereo music. I can remember when 3-D movies came out and you got to wear little glasses to look at the movies and we really thought that was hot stuff, that we had to put glasses on to see movies that looked like real people. I remember when color televisions and cellular telephones and computers that could fit on somebody's desk were science fiction; nobody could even imagine it.

For our young people today that all seems like ancient history, not science fiction. They interact with computers at the supermarket, at the check-out counter, in video arcades, in their homes. You know, to them it's all second nature. I'd venture to say that at least half the adults in this room have learned more about computers from their kids than from any other source.

But it's a real misfortune that not every schoolroom in America has the computers we celebrate today here and at the Bergen Academy. That is wrong. And that's why I have issued this challenge to our nation to form a national partnership to make sure every young American has access to the future through the Information Superhighway.

When I was young, I thought the future was there for every American who would work for it. It turned out to be true for my generation. It will be true for this generation, too, and it will be a bigger, brighter, broader future, but only if we bring the benefits of the information revolution to every single one of them. (Applause.)

Bob Menendez talked about the achievements of this school district. But think about it. Not so long ago the school system was on the brink of a state takeover under

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New Jersey's law that, actually, has a lot to recommend it, saying that if students aren't learning, the state should have a right to move in. But you rescued it. And you did it the way we have to meet our challenges -- everybody working together, everyone doing their part, the Board of Education voting to modernize, Bell Atlantic making all the contributions it made linking up the schools, the state of New Jersey helping with its resources, teachers and experts writing a new curriculum, parents actually coming here for weekend training taught by a teacher and her students, parents who now can work with their children at home on the computer. And the students have taken this opportunity and this responsibility. They feel empowered, and they know it makes learning more fun.

You know that with the computers in the classroom and at home, linked together, homework is being done in a new way; classrooms, lessons take on a new life; parents and teachers can keep in touch by e-mail. Test scores have gone up and truancy and dropout rates have gone down. In the words of the Vice President, that he coined four years ago: everything that should be up is up and everything that should be down is down, and that's the way it ought to be all over America. (Applause.)

We're not just talking about an option that it would be nice for schools to have. Over 130 recent academic studies have shown clearly that the use of technology and support of instruction has led to higher achievement and language and art and math and social studies and, of course, in science. We have dramatic proof of the power of technology to expand opportunity for our young people. We have to harness that power and spread it throughout this country.

In the State of the Union, I called on Americans to join in this national mission to make every child technologically literate, to connect every classroom and library in our country by the dawn of the 21st century, which is just a few years away, to connect them with quality computers, trained teachers, creative software. We must do everywhere what you have done here.

We are making real progress. We are bringing companies and volunteers together in California to wire 20 percent of those schools this year alone. And the Vice President and I are going out there in a few days to celebrate that. And in the telecommunications bill which I signed last week, there is a requirement for companies to provide a discount for connecting all of our classrooms and libraries to the Information Superhighway. And I thank the people in Congress who unanimously -- almost unanimously -- passed that bill, and the industries that supported it. We must all continue to do our part.

But our national government must do its part, too. Consistent with the recommendations of the National Information Infrastructure Advisory Committee, which I appointed and which recently issued its last reports full of communications executives and others expert in communication around our country, I am today announcing a major initiative to energize our people to work to fulfill that mission even more quickly. I am proposing in my present budget, paid for in the balanced budget, a \$2 billion technology literacy challenge

MORE

that will put the future at the fingertips of every child in every classroom in America.
(Applause.)

The two members of Congress here present are in a unique position to support this endeavor -- Senator Lautenberg, because before he became a senator, he was in the information business, and he saw the possibilities of computers, and he knows it should be used to do more than make successful businesses, it should make successful students; and Congressman Menendez because of what he has done with you here.

Together, working with like-minded Democrats and Republicans, we can make this America's cause. We can do this. We can have computers in every classroom. We can have all students eager to learn. We can have the face of every, single child light up, and we can know that down deep inside every child can believe again that he or she -- no matter what their background, no matter what their economic challenges -- can fulfill the mission that they have the capacity to fulfill. We can do this. We can do it together and I believe we will. (Applause.)

Thank you, and God bless you all. (Applause.)

END

12:50 P.M. EST

THE WHITE HOUSE

Office of the Press Secretary
(Palisades, New York)

For Immediate Release

March 27, 1996

REMARKS BY THE PRESIDENT
AT THE NATIONAL GOVERNORS ASSOCIATION EDUCATION SUMMIT

IBM Conference Center
Palisades, New York

12:25 P.M. EST

THE PRESIDENT: Thank you very much, Governor Miller, Governor Thompson; Lou Gerstner -- thank you for hosting this terribly important event. To all of the governors and distinguished guests, education leaders and business leaders who are here, let me say that I am also delighted to be here with the Secretary of Education, Governor Dick Riley. I believe that he and Governor Hunt and Governor Branstad and I were actually there for -- when the "Nation At Risk" report was issued, as well as when the Education Summit was held by President Bush. I want to thank Secretary Riley for the work that he has done with the states and with educators all across the country. And I know that every one of you has worked with him, but I'm glad to have him here and he's been a wonderful partner for me, and I think for you. (Applause.)

This is an extraordinary meeting of America's business leaders and America's governors. I know some have raised some questions about it, but let me just say on the front end I think it is a very appropriate and a good thing to do, and I applaud those who organized it and those who have attended.

The governors, after all, have primary, indeed, constitutional responsibility for the conditions of our public schools. And the business leaders know well, perhaps better than any other single group in America, what the consequences of our failing to get the most out of our students and achieve real educational excellence will be for our nation.

So I am very pleased to see you here, doing this, and I want to thank each and every one of you. I also think you have a better chance than perhaps anyone else, even in this season, to keep the question of education beyond partisanship, and to deal with it as an American challenge that all the American people must meet and must meet together.

All of you know very well that this is a time of a dramatic transformation in the United States. I'm not sure if any of us fully understands the true implications of the changes through which we are all living, and the responsibilities that those changes impose upon us. It is clear to most people that the dimensions of economic change now are the greatest that they have been since we moved from farm to factory and from rural areas to cities and towns 100 years ago.

In his book, "The Road From Here," Bill Gates says that the digital chip is leading us to the greatest transformation in communications in 500 years, since Gutenberg printed the first Bible in Europe. If that is true, it is obvious beyond anyone's ability to argue, that the educational enterprise, which has always been central to the development of good citizens in America, as well as to a strong economy, is now more important than ever before.

That means that we need a candid assessment of what is right and what is wrong with our educational system and what we need to do. Your focus on standards, your focus on assessment, your focus on technology is all to the good. We know that many of our schools do a very good job, but some of them don't. We know that many of our teachers are great, but some don't measure up. We know that many of our communities are seizing the opportunities of the present and the future, but too many aren't.

And, most important, we know that -- after the emphasis on education which goes back at least until 1983 and the whole country and, to my native region, to the South, to the late '70s when we began to try to catch up economically with the rest of the country -- we know that while the schools and the students of this country are doing better than they were in 1984 and better than they were in 1983, when "The Nation At Risk" was issued, and in 1989 when the Education Summit was held at Charlottesville, most of them still are not meeting the standards that are necessary and adequate to the challenges of today. So that is really what we have to begin with.

Now, America has some interesting challenges that I think are somewhat unique to our country in this global environment in which education is important, and we might as well just sort of put them out there on the front end -- not that we can resolve them today. The first is that we have a far more diverse group of students in terms of income and race and ethnicity and background and, indeed, living conditions than almost any other great country in the world.

Second, we have a system in which both authority and financing is more fractured than in other countries, is typically the case. Third, we know that our schools are burdened by social problems, not of their making, which make the jobs of principals and teachers more difficult.

And, fourth, and I think most important of all, our country still has an attitude problem about education that I think we should resolve, that is even prior to the standards and assessment issue, and that is that too many people in the United States think that the primary determinant of success and learning is either IQ or family circumstances instead of effort. And I don't. And I don't think any of the research supports that.

So one of the things that I hope you will say is in a positive way that you believe all kids can learn, and in a stronger way that you believe that effort is more important than IQ or income -- given the right kind of educational opportunities, the right kind of expectations. It's often been said that Americans from time to time suffer from a revolution of rising expectations. This is one area where we need a revolution of rising expectations. We ought to all simply and forthrightly say that we believe that school is children's work and play; that it can be great joy, but that effort matters.

I see one of our business leaders here, a former state senator from Arkansas, Senator Joe Ford. His father was the head of our educational program in Arkansas for a long time. We had a lot of people in one-room schoolhouses, 40 and 50 and 60 years ago, reading simple readers who believed that effort was more important than IQ or income. They didn't know what IQ was. And we have got to change that. And governors, every governor and every business leader in this country can make a difference.

I'm no Einstein, and not everybody can do everything, but if you stack this up from one to the other, all the Americans together in order by IQ, you couldn't stick a straw between one person and the next. And you know it as well as I do. Most people can learn everything they need to know to be good citizens and successful participants in the American economy and in the global economy. And I believe that unless you can convince your constituents that that is the truth, that all of your efforts to raise standards and all of your efforts to have accountability through tests and other assessments will not be as successful as they ought to be. And I think, frankly, a lot of people, even in education, need to be reminded of that from time to time.

Now, let's get back to the good news. Thirty or 40 years ago, maybe even 20 years ago, no one could ever have conceived of a meeting like this taking place. Governors played little role in education until just a couple of decades ago. And business didn't regard it as their responsibility. In the late '70s and early '80s this whole wave began to sweep America. And one important, positive thing that ought never to be overlooked is that the business leadership of America and the governors of this country have been literally obsessed with education for a long time now. And that's a very good thing, because one of the problems with America is that we tend to be in the grip of serial enthusiasms. It's the hula hoop today and something else tomorrow. Boy, that dates me, doesn't it? (Laughter.)

In this country the governors have displayed a remarkable consistency of commitment to education. And at least since 1983, the business community has displayed that commitment. And I think it's fair to say that all of us have learned some things as we have gone along, which is what has brought you to this point, that there is a -- you understand now, and I've heard Lou Gerstner talk about it in his, almost his mantra about standards -- that we understand that the next big step has to be to have some meaningful and appropriately high standards and then hold people accountable for them.

I think it's worth noting that the 1983 "Nation At Risk" report did do some good things. Almost every state in the country went back and revised its curriculum requirement. Many

revised their class size requirements. Many did other things to upgrade teacher training or to increase college scholarships or to do a lot of other things.

In 1989 I was privileged to be in Charlottesville working with Governor Branstad and with Governor Campbell, primarily as we were trying to get all the governors together to develop the statement at the Education Summit with President Bush. And that was the first time there had ever been a bipartisan national consensus on educational goals.

The realization was in 1989 was that six years after a "Nation At Risk," all these extra requirements were being put into education, but nobody had focused on what the end game was. What did we want America to look like? It's worth saying that we wanted every child to show up for school ready to learn, that we wanted to be proficient in certain core courses and were willing to assess our students to see if we were, that we wanted to prepare our people for the world of work, that we wanted to be extra-good in math and science and to overcome our past deficiencies. All the things that were in those educational goals were worth saying.

Another thing that the Charlottesville summit did that I think is really worth emphasizing is that it defined for the first time, from the governors up, what the federal role in education ought to be and what it should not be. I went back this morning, just on the way up, and I read the Charlottesville statement about what the governors then unanimously voted that the federal role should be and what it should not be.

When I became President and I asked Dick Riley to become Secretary of Education, I said that our legislative agenda ought to be consistent, completely consistent with what the governors had said at Charlottesville. So, for example, the governors said at Charlottesville, the federal government has a bigger responsibility to help people show up for school prepared to learn. So we emphasized things like more funds for Head Start and more investment in trying to improve the immunization rates of kids and other health indicators; and more responsibility for access to higher education, so we tried to reform the Student Loan Program and invest more money in Pell Grants and national service and things like that.

And then, more responsibility to give greater flexibility to the states in K-12 and to try to promote reform without defining how any of this should be done.

And so that's what Goals 2000 was about. We tried to have a system in which states and mostly local school districts could pursue world-class standards based on their own plans for grass-roots reform. And we overhauled the Elementary and Secondary Education Act, and we redid Title I to do one thing that I think is very important: We took out of what was then in the law for Chapter One, which was lower educational expectations for poor children -- it was an outrage, and we took it out of the law. I don't believe that poor children should be expected to perform at lower levels than other children.

And Dick Riley, since he has been Secretary of Education, has cut federal regulations over states and local school districts by more than 50 percent. It seems to me that that is

consistent with exactly what the governors said at Charlottesville they wanted done.

Now, the effort to have national standards, I think it's fair to say, has been less than successful. The history standards and the English standards effort did not succeed for reasons that have been well analyzed, although I'm not sure the debate was entirely worthless; I think the debate itself did some good.

But there are recommended standards that have been widely embraced, coming out of the math teachers, that most people think are quite good, and the preliminary indications for science are encouraging. And I want to say again, it would be wrong to say that there's been no progress since 1983. The number of young people taking core courses has jumped from 13 percent in '82, to 52 percent in '94. The national math and science scores are up a grade since 1983, half of all the four-year-olds now attend preschool, 86 percent of all our young people are completing high school. We're almost up to the 90 percent that was in the National Education Goals. That is progress.

But what we have learned since Charlottesville and what you are here to hammer home to America is that the overall levels of learning are not enough, and that there are still significant barriers in various schools to meeting higher standards.

I accept your premise; we can only do better with tougher standards and better assessment, and you should set the standards. I believe that is absolutely right. And that will be the lasting legacy of this conference. I also believe, along with Mr. Gerstner and the others who are here, that it's very important not only for businesses to speak out for reform, but for business leaders to be knowledgeable enough to know what reform to speak out for, and what to emphasize, and how to hammer home the case for higher standards, as well as how to help local school districts change some of the things that they are now doing so that they have a reasonable chance at meeting these standards.

Let me just go through now what I think we should do in challenging the country on standards for students, as well as for teachers and schools. I suppose that I have spent more time in classrooms than any previous president, partly because I was a governor for 12 years, and partly because I still do it with some frequency. I believe the most important thing you can do is to have high expectations for students -- to make them believe they can learn, to tell them they're going to have to learn really difficult, challenging things, to assess whether they're learning or not, and to hold them accountable as well as to reward them.

Most children are very eager to learn. Those that aren't have probably been convinced they can't. We can do better with that. I believe that once you have high standards and high expectations, there is an unlimited number of things that can be done. But I also believe that there have to be consequences. I watched your panel last night, and I thought -- the moment of levity on the panel was when Al Shanker was asked, when I was teaching school and I would give students homework, they said "does it count?" That's the thing I remember about the panel last night. All of you remember, too. You laughed, right? (Laughter.) Does it count? And

the truth is that in the world we're living in today, "does it count" has to mean something, particularly in places where there haven't been any standards for a long time.

So if the states are going to go back and raise standards so that you're not only trying to increase the enrollment in core courses, you're trying to make the core courses themselves mean more -- I heard Governor Hunt last night say he'd be willing to settle for reading and writing and math and science -- I think were the ones you said.

Once you have to -- if you're going to go back and define what's in those core courses and you're going to lift it up, you have to be willing, then, to hold the students accountable for whether they have achieved that or not. And again, another thing that Mr. Shanker said that I've always believed, we have always downgraded teaching to the test, but if you're going to know whether people learn what you expect them to know, then you have to test them on what you expect them to know.

So I believe that if you want the standards movement to work, first you have to do the hard work in deciding what it is you expect children to learn. But then you have to have an assessment system, however you design it, in your own best judgment at the state-level, that says, no more social promotions, no more free passes. If you want people to learn, learning has to mean something. That's what I believe. I don't believe you can succeed unless you are prepared to have an assessment system with consequences.

In Arkansas in 1983 when we redid the educational standards, we had a very controversial requirement that young people pass the 8th grade tests to go on to high school. And not everybody passed it. And we let people take it more than once. I think it's fine to do that.

But even today, after 13 years, I think there are only five states in the country today which require a promotion for either grade to grade or school to school for its young people, to require tests for that. I believe that if you have meaningful standards that you have confidence in, that you believe if they're met your children will know what they need to know, you shouldn't be afraid to find out if they're learning it, and you shouldn't be deterred by people saying this is cruel, this is unfair, or whatever they say.

The worst thing you can do is send people all the way through school with a diploma they can't read. And you're not being unfair to people if you give them more than one chance, and if at the same time you improve the teaching and the operation of the schools in which they are. If you believe these kids can learn, you have to give them a chance to demonstrate it. This is only a cruel, short-sided thing to do if you are convinced that there are limitations on what the American children can do. And I just don't believe that.

So that I think is the most important thing. I believe every state, if you're going to have meaningful standards, must require a test for children to move, let's say, from elementary to middle school, or from middle school to high school, or to have a full-meaning high school

diploma. And I don't think they should measure just minimum competency. You should measure what you expect these standards to measure.

You know, when we instituted any kind of test at home, I was always criticized by the fact that the test wasn't hard enough. But I think it takes time to transform a system. And you may decide it takes time to transform a system. But you will never know whether your standards are being met unless you have some sort of measurement and have some sort of accountability. And while I believe they should be set by the states and the testing mechanism should be approved by the states, we shouldn't kid ourselves. Being promoted ought to mean more or less the same thing in Pasadena, California, that it does in Palisades, New York. In a global society, it ought to mean more or less the same thing.

I was always offended by suggestion that the kids who grew up in the Mississippi Delta in Arkansas, which is the poorest place in America, shouldn't have access to the same learning opportunities that other people should and couldn't learn. I don't believe that.

So I think the idea -- I heard the way Governor Engler characterized it last night, I thought was pretty good. You want a non-federal, national mechanism to sort of share this information so that you'll at least know how you're doing compared to one another. That's a good start. That's a good way to begin this. I also believe that we shouldn't ignore the progress that's been made by the Goals panel, since Governor Romer was first leader of that going through Governor Engler, and by the National Assessment on Educational Progress. I know a lot of you talked about that last night. They've done a lot of good things, and we can learn a lot from them. We don't have to reinvent the wheel here.

I also would like to go back and emphasize something I heard Governor Hunt say last night. I think we should begin with a concrete standard for reading and writing because the most troubling thing to me is that we've been through a decade in which math and science scores have risen and reading scores have stayed flat. Intel recently had to turn away hundreds of applicants because they lacked basic reading and writing skills.

Now, that will present you with an immediate problem because if you want to measure reading and writing, you will not be able just to have a multiple choice test which can be graded by a machine. You'll have to recognize that teachers do real work with kids when they teach them how to write, and you have to give them the time and support to do that. And then there has to be some way of evaluating that. I know that's harder and more expensive, but it really matters whether a child can read and write.

And for all the excitement about the computers in the schools -- and I am a big proponent of it -- I would note that when we started with a computer program in our school, and I believe when Governor Caper started in West Virginia, he started in the early grades for the precise purpose that technology should be used first to give children the proper grounding in basic skills. So I think that's quite important.

Secretary Riley says that every child should be able to read independently by the end of the third grade. And, parenthetically, that if that were the standard, I think we would be more successful in getting parents to read to their children every night, which would revolutionize the whole system of education anyway.

The second thing I think we have to do is to face the fact that if we want to have these standards for children, standards and tests, we have to have a system that rewards and inspires and demands higher standards of teachers. They, after all, do this work; the rest of us talk about it and they do it.

So that means that, first of all, you've got to get the most talented people in there. There's been a lot of talk about this for a decade now, but most states and school districts still need work on their certification rules. We should not bar qualified, even brilliant young people from becoming teachers. The Teach For America group in my home state did a wonderful job, and a lot of those young kids wind up staying and teaching, even though they can make two and three times as much money doing something else. Every state should, in my view, review that.

I also believe any time you're trying to hold teachers to higher standards they should be rewarded when they perform. I know that in South Carolina and Kentucky, if schools markedly improve their performance, they get bonuses and the teachers get the benefit. That's not a bad thing, that's a good thing, and we should have more of that.

I want to thank Governor Hunt for the work he's done on the National Board for Professional Teaching Standards. We had the first group of teachers who are board-certified in the White House not very long ago. Every state should have a system, in my opinion, for encouraging these teachers to become board-certified. The federal government doesn't have anything to do with that. Encourage these teachers to become board-certified because they have to demonstrate not only knowledge, but teaching skills. And when they achieve that level they should be rewarded. There should be extra rewards when they do that.

We also need a system that doesn't look the other way if a teacher is burned out or not performing up to standard. There ought to be a fair process for removing teachers who aren't competent, but the process also has to be much faster and far less costly than it is. I read the other day that in New York it can cost as much as \$200,000 to dismiss a teacher who is incompetent. In Glen Ellen, Illinois, a school district spent \$70,000 to dismiss a high school math teacher who couldn't do basic algebra and let the students sleep in class. That is wrong. We should do more to reward good teachers; we should have a system that is fair to teachers, but moves much more expeditiously and much more cheaply in holding teachers accountable.

So states and school systems and teachers unions need to be working together to make it tougher to get licensed and recertified, easier and less costly to get teachers who can't teach out of the classrooms, and clearly set rewards for teachers who are performing, especially if they become board-certified, or in some state-defined way prove themselves excellent.

The third thing I think we have to do is to hold schools accountable for results. We have known now for a long time; we have no excuses for not doing -- we have known for a long time that the most important player in this drama besides the teachers and the students are the school principals, the building principals. And, yet, still, not every state has a system for holding the school districts accountable for having good principals in all these schools and then giving the principals the authority they need to do the job, getting out of their way and holding them accountable, both on the up side and the down side. To me, that is still the most important thing. Every school I go into, I can stay there about 30 minutes and tell you pretty much what the principal has done to establish a school culture, an atmosphere of learning, a system of accountability, a spirit of adventure, you can just feel it, and it's still the most important thing.

Secondly, the business community can do a lot of work with the governors to help these school districts reinvent their budgets, I think. There are still too many school districts spending way too much money on administration and too little money on education and instruction. And there needs to be some real effort put into that, that goes beyond rhetoric. I mean, I was given these statistics, which I assume are true because I had it vetted four different times -- I hate to use numbers -- if it is true that New York City spends \$8,000 a student on education, but only \$44 goes to books and other classroom materials, that's a disgrace, that's wrong. And that's true in a lot of other school districts.

We cannot ask the American people to spend more on education until we do a better job with the money we've got now. That's an area where I think the business community can make a major, major contribution. A lot of you have had to restructure your own operations, a lot of you have had to achieve far higher levels of productivity. If we can reduce the federal government by 200,000 people without undermining our essential mission, we can do a much better job in the school districts of the country.

Let me also say I think that we ought to encourage every state to do what most states are now doing, which is to provide more options for parents. You know, the terms of the public school choice legislation and the charter schools -- a lot of you have done a very good job with the charter schools. But I'm excited about the idea that educators and parents get to actually start schools, create and manage them and stay open only if they do a good job within the public school system. Every charter school I visited was an exciting place. Today, 21 of you allow charter schools. There are over 250 schools with are open, 100 more are going to open next year. Freed up from regulation and top-down bureaucracy, focusing on meeting higher standards. The schools have to be able to meet these standards if you impose them.

Secretary Riley has helped 11 states to start new schools, and in the balanced budget plan I submitted to Congress last week, there is \$40 million in seed money to help start 3,000 more charter schools over the next five years, which would be a tenfold increase. That may become the order of the day. So I believe we need standards and accountability for students, for teachers and for schools.

Let me just mention two other things briefly. I don't believe you can possibly minimize -- and a lot of the governors I know have been in these schools -- you cannot minimize how irrelevant this discussion would seem to a teacher who doesn't feel safe walking the halls of his or her schools, or how utterly hopeless it seems to students who have to look over their shoulders when they're walking to and from school. So I believe that we have to work together to continue to make our schools safe and our students held to a reasonable standard of conduct, as well.

You know, we had a teacher in Washington last week who was mugged in a hallway by a gang of intruders -- not students, a gang of intruders who were doing drugs and didn't even belong on the school grounds. We have got to keep working on that. All the federal government can do is give resources and pass laws. That's another thing the business community can help with, district after district. This entire discussion we have had is completely academic unless there is a safe and a disciplined and a drug-free environment in these schools. (Applause.)

We passed the Safe and Drug-Free Schools Act, the Gun-Free Schools Act. We supported random drug testing in schools. We have supported the character education movement. We've almost ended lawsuits over religious issues by the guidelines that Secretary Riley and the Attorney General issued, showing that our schools don't have to be religion-free zones.

We have worked very hard to help our schools do their job here.

The next thing I hope we can do -- all of us -- in this regard, is to help to work our schools stay open longer. Our budget contains \$14 million for helping people set up these community schools to stay open longer hours. But remember that 3:00 p.m. in the afternoon to 6:00 p.m. in the evening are the peak hours for juvenile crime, and all that comes back into the schools. So I think that's another thing we really need to look at. A lot of these schools do not have the resources today to stay open longer hours, but they would if they could.

And one of the primary targets I would have if I were a local leader trying to redo my district school budget is to reduce the amount spent on administration so that I could invest more money in keeping it open longer hours, especially for the latch-key kids and the other kids that are in trouble that don't have any other place to go. So that's something that I think is very important.

Finally, let me just echo what Governor Miller said about the technology. We did have a barn-raising in California, and we hooked up actually more than 20 percent of the classrooms to the Internet on a single day. But we need every classroom and every library and every school in America hooked up to the Internet as quickly as possible. We set a goal as the year 2000; we could actually get there more quickly. I propose that in the budget, a \$2 billion fund to help the communities who don't have the money to meet the challenge, but every community, every state in America, at least, has a high-tech community that could help get this done.

The Congress passed a very fine Telecommunications Act that I signed not very long ago which gives preferential treatment to people in isolated rural areas or inner-city areas for access to schools and hospitals. So the infrastructure, the framework is there.

Anything you can do to help do that, I think is good if the educators use the technology in the proper way. And I'll just close with this example. I was in the Union City School District in New Jersey not very long ago. That school district was about to be closed under the State of New Jersey's school bankruptcy law -- which I think, by the way, is very good, holding school districts accountable, and they can actually lose their ability to operate as an independent district in New Jersey and the state takes them over if they keep failing.

There are a lot of first-generation immigration children in that school, it was basically a poor school. Bell Atlantic went in and worked with others. They put computers in all the classrooms, they also put computer outlets in the homes of a lot of these parents. And you had -- I talked to a man who came here from El Salvador 10 years ago who is now E-mailing his child's principal and teacher to figure out how the kid's doing.

But the bottom line is, the dropout rate is now below the state average and the test scores are above the state average in an immigrant district of poor children, partly because of the technology and partly because the business community said, hey, you kids are important, and partly because the place has a good principal and good teachers.

But I do think that the business community -- if you look at the technology as an instrument to achieve your higher standards and to infuse high expectations into the community and to give the kids the confidence they need that they can learn, then this technology issue is a very important one.

Well, that's what I hope we'll do. I think we ought to have the standards, you should set them. We'll support you however you want. But they won't work unless you're going to really see whether the standards are being met and unless there are consequences to those who meet and to those who don't. I think you have to reward the good teachers and get more good people in teaching, and that we have to facilitate the removal of those who aren't performing.

I think the schools need more authority and should be held more accountable. We've got to redo these central school budgets until we have squeezed down the overhead costs and put it back into education. And unless we have an environment in which there is safety and discipline, we won't succeed. And if we do have an environment in which the business community brings in more technology, we will succeed more quickly.

I believe that this meeting will prove historic. And again, let me say, I thank the governors and the business leaders who brought it about. In 1983, we said we've got a problem in our schools, we need to take tougher courses, we need to have other reforms. In 1989, we said we need to know where we're going, we need goals. Here in 1996, you're saying you can have all of the goals in the world, but unless somebody really has meaningful standards and a

system of measuring whether you meet those standards, you won't achieve your goals. That is the enduring gift you have given to America's schoolchildren and to America's future.

The governors have to lead the way, the business community has to stay involved. Don't let anybody deter you and say you shouldn't be doing it. You can go back home and reach out to all the other people in the community because, in the end, what the teachers and the principals and, more importantly, even what the parents and the children do is what really counts. But we can get there together. We have to start now with what you're trying to do. We have to have high standards and high accountability. If you can achieve that, you have given a great gift to the future of this country.

Thank you very much. (Applause.)

END

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HEADLINE: Princess Whitfield Ends Hine Reign; District Principal Transformed A
Once-Troubled Junior High

BYLINE: Sari Horwitz, Washington Post Staff Writer

BODY:

They called her Princess inside the little school on the Hill. But to those who knew all that she had done, Princess Whitfield was queen of the District schools.

In her 13-year reign as principal of Hine Junior High School, Whitfield turned what was once a beleaguered spot on Capitol Hill -- nicknamed "Horrible Hine" -- into a shining example of an urban school that works.

Now dubbed the "The Thrill on the Hill," Hine won the Blue Ribbon for Excellence from the U.S. Department of Education in 1991. A year later, Reader's Digest named Whitfield one of America's 10 outstanding educators. And in 1993, the Hine Junior High Panthers marching band was the only junior high band chosen to march in President Clinton's inaugural parade.

Last week, amid hugs and tears, Whitfield stepped down as principal. She had missed months of school this year, first battling a bout of pneumonia and then a hiatal hernia.

"I'm just tired," Whitfield, 57, said.

She has been with the D.C. schools for 34 years, starting as a teacher of English, French and Latin. Then Whitfield moved up the ranks to assistant principal. But nowhere has she touched more lives than as principal of Hine, the four-story brick building at Eighth Street and Pennsylvania Avenue SE, near Eastern Market.

She said her secret for success was simple.

"I saturated them with love," Whitfield said. "Nothing kept me from getting on the intercom and telling them I loved them. I kissed them. I hugged them."

Sally Anderson, who was PTA president at Hine for six years, recalled how Whitfield gave every student in the school her home phone number so she could be contacted at any hour. "She was like a mother to these children," Anderson said. "The kids saw in her some of the things they didn't get from their own parents at home."

The Washington Post, June 18, 1995

A native Washingtonian, Whitfield attended District schools before receiving an English degree from Howard University and a master's degree from Trinity College. Her "doctorate," she said, was her experience at Hine.

In the early days, she said, she had to be tough as well as loving. Known for patrolling the halls and barking orders into her bullhorn, Whitfield sometimes put locks on the bathrooms to prevent children from vandalizing them, required students to walk single file in the halls, appointed troublemakers as student monitors and established a dress code.

Before she could teach her students to count or read, Whitfield said she had to first touch their souls.

"People keep telling us this is the worst school system," she said. "Do they understand the children with whom we're working are angry because they're hurting? First, we have to reach that anger and mistrust. We don't need any more fancy computers. We first have to put more psychiatrists and psychologists in the schools."

Reaching out to parents, she visited students' homes and neighborhoods. She began holding her students to tougher academic standards and refused to tolerate drug use. She also put her students' names up on the walls any time their attendance improved or they made the honor roll.

"She walked around and made sure everyone was in class," said Miya Jackson, 15, a member of the marching band who just graduated from Hine. "She'd go to classes and sit down to see what we were studying."

Hine's enrollment more than doubled under Whitfield to 900 students; vandalism dropped, and standardized test scores went from among the lowest in the city to average or better. So impressed by what Whitfield was accomplishing, the U.S. Department of Transportation sent its employees to help mentor students.

Whitfield said she wants to spend time encouraging other principals and teachers. One of Whitfield's three sons -- she also has 11 grandchildren -- teaches at H.D. Woodson High School.

she's retiring, Whitfield has promised to keep "peeping in on Hine."

"My kids have my phone number and know where I live," she said. "I will always be there for them and their parents. It's never too early in the morning or too late at night for them to call."

GRAPHIC: Photo, James A. Parcell, Princess Whitfield has retired after 34 years with D.C. schools, 13 as principal of Hine Junior High on Capitol Hill.

LANGUAGE: ENGLISH

LOAD-DATE: June 18, 1995



Notional Association of
Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
Contact: June Million
703-684-3345

SCHOOL PRINCIPALS RANK CLINTON EDUCATION, DOMESTIC POSITIONS

ALEXANDRIA, Va., February 10, 1993--As the Clinton administration gets to work, school principals want them to begin with children, and not just those in school. In a January survey, the National Association of Elementary School Principals asked members to rank campaign domestic and education proposals.

"Their top priorities reflect growing concern for student and family status outside of school," said Samuel G. Sava, NAESP's executive director.

The 880 principals responding to the survey overwhelmingly favored:

- * Smaller classes in early elementary grades (91%)
- * Free preschooling for all at-risk children (90%)
- * Tougher child-care standards (90%)
- * Parent-education programs (86%)
- * Professional counselors in every elementary school (80%), and
- * Comprehensive prenatal, maternal, and child health care to assure that all children enter school ready to learn (76%).

They also soundly supported:

- * Balancing education spending among rich and poor districts through federal funding (68%-20%).
- * Tax relief for families with children (65%-14%).
- * Federal assistance to keep schools safe (57%-19%).
- * National standards, "so that all K-8 schools work toward the same basic curricular goals" (57%-28%).
- * Greater efforts to educate disabled children with their peers, rather than assigning them to separate classes (52%-32%).

Principals strongly opposed:

- * Vouchers that provide cash for parents sending children to private and religious schools (89% against, 6% for).
- * "Alternative certification" that would let schools hire teachers without teacher training (62% against, 27% for).
- * A national test, or student-assessment system, based on national standards (58% against, 26% for).

(over)

Principals favored, though more narrowly:

- * Public school "choice," 50 percent to 45.

- * School prayer in noncoercive settings, 42 percent to 37.

Setting achievement standards for all American students to meet by the year 2000, advocated by both President Bush and then-Governor Clinton at the 1989 "Education Summit" in Charlottesville, Va., was supported by the principals, 69 percent to 17. But they were against, 44 percent to 35, Bush's plan for federal financing of 535 "New American Schools," one in each congressional district.

Asked to comment on what one policy governing their schools they would like to see changed, the principals overwhelmingly said that the federal government should stop asking schools to provide services, then not follow through with the financial support needed pay for them.

"For instance," said Dr. Sava, "when the government says that schools must offer a free lunch program, which is often based and budgeted on surplus food, and then the supply dries up, the schools must make up the difference. Or, when a disabled child needs hospital care, a full-time aide, or a computer system to get the education the government promises, a school may end up paying \$100,000 a year for one child.

"When passing legislation, the federal government must consider and provide the funding needed to support a program."

The mail-back survey entitled, "Federal Education Policies," reflects the views of NAESP members in every state.

Established in 1921, the National Association of Elementary School Principals serves 26,000 elementary and middle school principals in the United States, Canada, and overseas.

Focus:

Post-secondary
education

+ America's HOPE
Scholarship

THE WHITE HOUSE

Office of the Press Secretary
(Princeton, New Jersey)

For Immediate Release

June 4, 1996

REMARKS BY THE PRESIDENT
AT PRINCETON UNIVERSITY COMMENCEMENT ADDRESS

Princeton University
Princeton, New Jersey

12:00 Noon EDT

THE PRESIDENT: Thank you very much. President Shapiro, members of the faculty, alumni, to parents and friends of this graduating class, especially to the graduates of the Class of 1996 -- (applause.) Let me thank you co-Presidents, George Whitesides and Susan Suh, who came to say hello to me this morning; and compliment your valedictory address by Bryan Duff, and the Latin address by Charles Stowell. I actually took four years of Latin in high school. (Laughter.) And even without being prompted, I knew I was supposed to laugh when he was digging me about going to Yale. (Laughter.)

I want to also thank Princeton for honoring the high school teachers and the faculty members here for teaching, for today we celebrate the learning of the graduates and we should be honoring the teachers who made their learning possible. I thank you for that. (Applause.)

It's a great honor to be here in celebrating Princeton's 250 years. I understand that Presidents are only invited to speak here once every 50 years. President Truman and President Cleveland -- you've got to say one thing, for all the troubles the Democrats have had in the 20th century, we've had pretty good timing when it comes to Princeton over the last 100 years. (Laughter and applause.)

I want to thank President Shapiro for his distinguished service to higher education in our country. I thank Princeton for its long and noble service to our nation. I also am deeply indebted to Princeton for the contributions it has made to our administration and my presidency.

My Press Secretary, Mike McCurry, sat in these seats in 1976. I'm sure that Princeton had something to do with the fact that he not only thinks, but talks so fast. (Laughter.) The

Chair of our National Economic Council, Laura Tyson, was a Princeton Professor then, and Mike McCurry's thesis advisor. And you got back from me Professor Alan Blinder, who was a distinguished member of the Council of Economic Advisors and the Vice Chairman of the Federal Reserve, and a brilliant contributor to our efforts to improve the economy. I want to thank Alan Blinder here among his colleagues and these students for what he has done.

I thank Tony Lake and Bruce Reed and John Hilley and Peter Bass, all members of our staff who graduated from Princeton. Two Princeton graduates who are no longer living -- Vic Raiser and his son, Monty, were great friends of mine. Vic's wife, Molly, is here -- our protocol chief. And if it hadn't been for him I might not be here today, and I want to recognize their contributions to Princeton and Princeton's gifts to them.

I also want to say that one of my youngest staff members is a classmate here -- Jon Orszag. And when the ceremony is over I'd like to have you back at work, please. (Laughter.)

I would like to talk to the senior class today about not only the importance of your education, but the importance of everyone else's education to your future. At every pivotal moment in American history, Princeton, its leadership, its students have played a crucial role. Many of our Founding Fathers were among your first sons. A president of Princeton was the only university president to sign the Declaration of Independence. This hall was occupied by the British since 1776, liberated by Washington's army in 1777, and as the President said, sanctified forever to American history by the deliberations of the Continental Congress in 1783.

In 1896, the last time there was a Class of '96, when Princeton celebrated its 150th anniversary and, as has been said, Grover Cleveland was President, Professor Woodrow Wilson gave his very famous speech, "Princeton in the Nation's Service." I read that speech before I came here today. And I'd like to read just a brief quote from it: "Today we must stand as those who would count their force for the future. Those who made Princeton are dead. Those who shall keep it and better it still live. They are even ourselves." What he said about Princeton 100 years ago applied then to America and applies to America even more today.

At the time of that speech 100 years ago, America was living as it is living today, through a period of enormous change. The Industrial Age brought incredible new opportunities and great new challenges to our people. Princeton, through Wilson and his contemporaries, was at the center of efforts to master these powerful forces of change in a way that would enable all Americans to benefit from them and protect our time-honored values.

Less than three years after he left this campus, Woodrow Wilson became President of the United States. He followed Theodore Roosevelt as the leader of America's response to that time of change. We now know it as the Progressive Era.

Today, on the edge of a new century, all of you -- our Class of '96 -- are living through another time of great change, standing on the threshold of a new Progressive Era. Powerful forces are changing forever our jobs, our neighborhoods, the institutions which shape our lives.

For many Americans, this is a time of enormous opportunity. But for others, it's a time of profound insecurity. They wonder whether their old skills and their enduring values will be enough to keep up with the challenges of this new age.

In 1996, like 1896, we really do stand at the dawn of a profoundly new era. I have called it the Age of Possibility because of the revolution in information and technology and market capitalism sweeping the globe -- a world no longer divided by the Cold War. Just consider this: There's more computer power in a Ford Taurus every one of you can buy and drive to the supermarket than there was in Apollo 11 when Neil Armstrong took it to the moon. Nobody who wasn't a high-energy physicist had even heard of the World Wide Web when I became President. And now even my cat, Socks, has his own page. (Laughter.) By the time a child born today is old enough to read, over 100 million people will be on the Internet.

This Age of Possibility means that more Americans than ever before will be able to live out their dreams. Indeed, for all of you in the Class of '96, this Age of Possibility is actually an age of high probability, in large measure because of the excellent education you celebrate today.

But we know that not all Americans see the future that way. We know that about half of our people in this increasingly global economy are working harder and harder without making any more money; that about half of the people who lose their jobs today don't ever find another job doing as well as they were doing in their previous one.

We know that, therefore, our mission today must be to ensure that all of our people have the opportunity to live out their dreams in a nation that remains the world's strongest force for peace and freedom, for prosperity, for our commitment that we can respect our diversity and still find unity.

This is about more than money. Opportunity is what defines this country. For 220 years, the idea of opportunity for all and the freedom to seize it have literally been the defining elements of America. They were always ideals never perfectly realized, but always our history has been a steady march of striving to live up to them.

Having these ideals achievable, imaginable for all is an important part of maintaining our sense of democracy and our ability to forge an American community with such disparate elements of race and religion and ethnicity across so many borders that could so easily divide this country.

And so I say to you, creating opportunity for all, the opportunity that everyone has, that many of you are now exercising, dreaming about your future -- that is what you must do in order to make sure that this Age of Possibility is really that for all Americans.

When I took office, I was concerned about the uncertain steps our country was taking for that future. We'd let our deficit get out of hand, unemployment had exploded, job growth was

the slowest since the Great Depression. The country seemed to be coming apart when we needed desperately to be coming together.

I wanted to chart a new course, rooted first in growth and opportunity -- first, to put our economic house in order so that our businesses could prosper and create jobs; second, to tap the full potential of the new global economy; third, to invest in our people so that they would have the capacity to meet the demands of this new age and to improve their own lives.

This strategy is in place, and it is working. The deficit is half of what it was. The government is now the smallest it's been in 30 years. As a percentage of the federal work force, the federal government is the smallest it's been since 1933, before the beginning of the New Deal. We signed over 200 trade agreements. Our exports are at an all-time high. Fifteen million of our hardest-pressed people have gotten tax cuts. Most of the small businesses have as well.

We've invested in research and defense transformations. We've invested in new technologies. And we've invested in environmental protection and sustainable development. And I will say, parenthetically, the great challenge of your age will be to prove that we can bring prosperity and opportunity to people all across the globe without destroying the environment, which is the precondition of our successful existence. And all of you will have to meet that challenge, and I challenge you to do it. (Applause.)

Our economy, while most of the rest of the world was in recession, has produced 8.5 million new jobs, the lowest combined rates of inflation, unemployment and home mortgages in three decades, the lowest deficit as a percentage of our income of any advanced economy in the world, 3.7 million more American homeowners, and record numbers of new small businesses in each of the last three years.

We are doing well, but we must do better if we are going to make the promise of this new age real to all Americans. That means we have to grow faster. How fast can we grow? No one knows the exact answer to that. But if we look at the long-term, if we believe in our people and invest in them and their opportunities, and our people take responsibility, the sky is the limit.

We must look with the greatest skepticism toward those who promise easy and quick solutions. We know that the course that leads to long-term growth is in the minds and spirits and ideas and discipline and effort of people like those of you who graduate here today. We are on the right course; we must accelerate it, not veer from it.

We have to finish the job we started in 1993 and balance the budget -- not only because we want to free you and your children of the legacy of debt, but because that will keep interest rates down, increase savings, expand companies, start new small businesses, help more families buy homes and more parents send their children to college.

We know we have to continue to fight for fair and open trade because we proved now if other markets are as open to our products and services as we are to theirs, we'll do just fine. We know we have to do more to help all Americans deal with the economic changes of the present day in a more positive way by investing in the future and targeting tax cuts to help Americans deal with their own problems and build strong families.

We know we have to continue to invest in the things that a government needs to invest in, including research and development, and technology, and environmental protection. We know that since so many people will have to change jobs more often than in the past, we have to give families the security to know that if they change jobs they can still carry with them access to health care and pensions and education for a lifetime.

But finally and most importantly, if we really want Americans -- all Americans -- to participate in the future that is now at your fingertips, we have got to increase the quality and the level of education not just for the graduates of Princeton and Georgetown and Yale and the state universities of this country, but for all the American people. It is the only way to achieve that goal. (Applause.)

The very fact that we have been here or our forebears have for 250 years is testimony to the elemental truth that education has always been important to individual Americans. And for quite a long time, education has been quite important to our whole country. Fifty years ago when the Class of '46 was here, coming in after World War II the G.I. Bill helped to build a great American middle class and a great American economy. But today, more than ever before in the history of the United States, education is the fault line, the great Continental Divide between those who will prosper and those who will not in the new economy.

If you look at the census data, you can see what happens to hard-working people who have a high school diploma or who drop out of high school and try to keep up in the job market, but fall further and further behind. You can also see that if all Americans have access to education, it is no longer a fault line, it is a sturdy bridge that will lead us all together from the old economy to the new.

Now, we have to work to give every American that kind of opportunity. And we've worked hard to do it -- from increasing preschool opportunities, to improving the public school years, to increasing technology in our schools. And this spring the Vice President and I helped to kick off a Net Day in California where schools and businesses and civic leaders hooked up nearly 50 percent of the schools to the Internet in a single weekend. What I want to see is every schoolroom and every library in every school in America hooked up to the Internet by the end of the year 2000. We can do that. (Applause.)

And I am very proud that I was asked to announce today that a coalition of high-tech companies, parents, teachers and students are launching Net Day New Jersey this week to connect over a thousand schools in New Jersey to the Internet by this time next year. That will make a huge difference in making learning more democratic and information more accessible in this country. I thank them for that. Every single person in New Jersey who will be a part

of that. (Applause.)

But we have to face the fact that that is not enough. We have to do more. Just consider the last hundred years. At the turn of the century, the progressives made it the law of the land for every child to be in school. Before then there was no such requirement. After World War II, we said 10 years are not enough, public schools should extend to 12 years. And then, as I said, the G.I. Bill and college loans threw open the doors of college to the sons and daughters of farmers and factory workers. And they have powered our economy ever since.

America knows that higher education is the key to the growth we need to lift our country. And today that is more true than ever. Just listen to these facts. Over half the new jobs created in the last three years have been managerial and professional jobs. The new jobs require higher-level skills. Fifteen years ago the typical worker with a college degree made 38 percent more than a worker with a high school diploma. Today, that figure is 73 percent more. Two years of college means a 20-percent increase in annual earnings. People who finish two years of college earn a quarter of a million dollars more than their high school counterparts over a lifetime.

Now, it is clear that America has the best higher education system in the world, and that it is a key to a successful future in the 21st century. It is also clear that because of cost and other factors, not all Americans have access to higher education.

I want to say today that I believe the clear facts of this time make it imperative that our goal must be nothing less than to make the 13th and 14th years of education as universal to all Americans as the first 12 are today. (Applause.)

We have put in place an unprecedented college opportunity strategy: Student loans can now be given directly to people who need them, with a provision to repay them based on the ability of the graduate to pay -- based on income. This is a dramatic change which is making loans more accessible to young people who did not have them before. Americorps, which by next year will have given over 65,000 young people the chance to earn their way through college by serving their country and their communities. More Pell Grants, scholarships for deserving students every year.

Now we want to go further; we want to expand work-study so that a million students can work their way through college by the year 2000. We want to let people use money from their Individual Retirement accounts to help pay for college. We want every honor student in the top five percent of every high school class in America to get a \$1,000 scholarship.

And we also want to do some other things that I believe we must do to make 14 years of education the standard for every American. First, I have asked Congress to pass a \$10,000 tax deduction to help families pay for the cost of all education after high school -- \$10,000 a year. (Applause.)

Today I announced one more element to complete our college strategy and make those two years of college as universal as four years of high school -- a way to do it, by giving families a tax credit targeted to achieve that goal and making clear that this opportunity requires responsibility to receive it.

We should say to Americans who want to go to college, we will give you a tax credit to pay the cost of tuition at the average community college for your first year, or you can apply the same amount to the first year in a four-year university or college. We will give you the exact same cut for the second year, but only if you earn it by getting a B average the first year. A tax deduction for families to help them pay for education after high school; a tax credit for individuals to guarantee their first year of college and the second year if they earn it.

This is not just for those individuals, this is for America. Your America will be stronger if all Americans have at least two years of higher education. (Applause.)

Think of it: We're not only saying to children from very poor families who think they would never be able to go to college, people who may not have stellar academic records in high school, if you're willing to work hard and take a chance, you can at least go to your local community college and we'll pay for the first year. If you're in your 20s and you're already working, but you can't move ahead on a high school diploma, now you can go back to college. If you're a mother planning to go to work, but you're afraid you don't have the skills to get a good job, you can go to college. If you're 40 and you're worried that you need more education to support your family, now you can go part-time, you can go at night. By all means, go to college and we'll pay the tuition.

I know this will work. When I was the governor of my home state, we created academic challenge scholarships that helped people who had good grades and who had good behavior to go to college. But my proposal today builds mostly on the enormously successful HOPE Scholarships in Georgia, which guaranteed any student in the state of Georgia free college as long as they had a B average. This year those scholarships are helping 80,000 students in the state of Georgia alone -- including 70 percent of the freshmen class at the University of Georgia.

In recognition of Georgia's leadership, I have decided to call this proposal America's HOPE Scholarships. And I want to thank the Governor of Georgia, Zell Miller, who developed this idea. I also would like to recognize him -- he came up here with me today -- and thank him for the contribution that he is now going to make to all of America's future.

Governor Miller, where are you? Would you please stand up? Here he is. Thank you. (Applause.)

Let me say, as all of you know, money doesn't grow on trees in Washington, and we're not financing deficits anymore. I'm proud to say, as a matter of fact, for the last two years our budget has been in surplus, except for the interest necessary to pay the debt run up in the several

years before I became President. So we are doing our best to pay for these programs. And this program will be paid for by budgeted savings in the balanced budget plan. We cannot go back to the days of something for nothing or pretend that in order to invest in education we have to sacrifice fiscal responsibility.

Now, this program will do three things. It will open the doors of college opportunity to every American, regardless of their ability to pay. Education at the typical community college will now be free. And the very few states that have tuition above the amount that we can afford to credit, I would challenge those states to close the gap. We're going to take care of most of the states. The rest of them should help us the last little way.

Second, it will offer free tuition and training to every adult willing to work for it. Nobody now needs to be stuck in a dead-end job or in unemployment. And finally, this plan will work because it will go to people who, by definition, are willing to work for it. It's America's most basic bargain. We'll help create opportunity if you'll take responsibility. This is the basic bargain that has made us a great nation.

I know that here at the reunion weekend the Class of '46 has celebrated its 50th reunion. And I want to just mention them one more time. Many members of the Class of '46 fought in the second world war. And they came home and laid down their arms and took up the responsibility of the future with the help of the G.I. Bill. That's when our nation did its part simply by giving them the opportunity to make the most of their own lives. And in doing that, they made America's most golden years.

The ultimate lesson of the Class of 1946 will also apply to the Class of 1996 in the 21st century. Because of the education you have, if America does well, you will do very well. If America is a good country to live in you will be able to build a very good life.

So I ask you never to be satisfied with an age of probability for only the sons and daughters of Princeton. You could go your own way in a society that, after all, seems so often to be coming apart instead of coming together. You will, of course, have the ability to succeed in the global economy, even if you have to secede from those Americans trapped in the old economy. But you should not walk away from our common purpose.

Again I will say this is about far more than economics and money. It is about preserving the quality of our democracy, the integrity of every person standing as an equal citizen before the law, the ability of our country to prove that no matter how diverse we get, we can still come together in shared community values to make each of our lives and our family's lives stronger and richer and better. This is about more than money.

The older I get and the more I become aware that I have more yesterdays than tomorrows, the more I think that in our final hours, which all of us have to face, very rarely will we say, gosh, I wish I'd spent more time at the office, or if only I'd just made a little more money. But we will think about the dreams we lived out, the wonders we knew when we were

most fully alive. This is about giving every single, solitary soul in this country the chance to be most fully alive. And if we do that, those of you who have this brilliant education, who have been gifted by God with great minds and strong bodies and hearts, you will do very well and you will be very happy.

In 1914, Woodrow Wilson wrote as President, "The future is clear and bright with the promise of the best things. We are all in the same boat. We shall advance and advance together with a new spirit." I wish you well, and I pray that you will advance, and advance together with a new spirit.

God bless you and God bless America. (Applause.)

END

12:31 P.M. EDT



NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Serving All Elementary and Middle School Principals

FACT SHEET

The National Association of Elementary School Principals (NAESP), founded in 1921, is a professional organization serving more than 26,000 elementary and middle school principals and other educators throughout the United States, Canada, and overseas.

The Association believes that the progress and well-being of the individual child must be at the forefront of all elementary and middle school planning and operations. Further, NAESP members accept the challenge inherent in research findings that the development of quality education in each elementary and middle school depends on the expertise, dedication, and leadership of the principal.

As a national organization, NAESP operates through a network of affiliated associations in every state and the District of Columbia.

As the representative of principals serving some 30 million children in grades Kindergarten through 8, the Association seeks:

- * To serve as an advocate for children and youth, especially by ensuring them access to an excellent education
- * To sustain and promote high professional standards and creative leadership among principals
- * To heighten public awareness of elementary and middle school education as the foundation for all future academic achievement
- * To serve as a national representative for elementary and middle school education to Congress, the Executive Branch, state and federal agencies, the news media, researchers, educators, and other education groups
- * To serve as an advocate for the professional tenets and priorities of elementary and middle school principals in the nation's capital and in state capitals throughout the country
- * To work toward assuring that education continues to be recognized as a matter of national priority.

Among the Association's many services are the award-winning *Principal* magazine and *Communicator* newsletter, along with seven publications per year that address the specific needs of practicing school administrators; a Legal Assistance Program; an annual convention; a variety of professional development training programs including the National Fellows, Certificate of Advanced Proficiency, and School-Age Child Care Programs. Services for students are offered through NAESP's American Student Council Association, and the Skills for Growing program. Together with the U.S. Department of Education, NAESP brings national recognition to principals through the annual National Distinguished Principals awards program.



National Association of Elementary School Principals
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Brenda

July 11, 1996

MEMORANDUM

To: Nicole Rabner 
Office of the First Lady
The White House

From: Dr. Deborah B. Reeve 
Associate Executive Director

Re: Requested Information

As promised during our telephone conversation yesterday afternoon, please find the requested information attached.

Additionally, I've enclosed a packet of press releases, articles and other materials which substantiate NAESP's strong and public support of President Clinton's agenda for children and their education. As I shared with you, NAESP is a nonprofit, nonpartisan education association (one of the top six in the U.S.) and our mission is serving as an advocate for children and promoting the principal as a leader of leaders within the school community. We have a strong grassroots network throughout the U.S. and the American community overseas through our state affiliates in every state and the District of Columbia and the U.S. Department of State, Office of Overseas Schools.

In past administrations, the nation's principals have had the benefit of meeting with the President. This has not happened at any time during the Clinton administration and I believe if we can find a way to make this happen, it would provide an excellent opportunity for the nation's school leaders to extend their appreciation and gratitude to the Clintons for their leadership.

As I shared with you, the principals named Mrs. Clinton to receive our highest and most prestigious award. Others who have received this award include C. Everett Koop, Jonathan Salk, Dr. Seuss, Augustus Hawkins, Ernest Boyer and most recently, Marian Wright Edelman. Traditionally this award is presented before a congregation of America's principals and I know you shared our disappointment over the scheduling conflicts during April. Hopefully, we will be able to present the award to Mrs. Clinton the end of this month. If so, NAESP will issue an AP

Page two -

release and will make every effort to work with the Office of the First Lady to generate any additional media attention that you might suggest. Again, we feel this would be an excellent way to focus national attention on the strong and outstanding contributions that Mrs. Clinton has made to America's children and their families.

Once you've reviewed the enclosed information, please let me know should you need additional information or have further questions. Again, Nicole, many thanks for your effort on behalf of our children and their schools. ! /



National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314-3483
(703)684-3345 • Fax: (703)548-6021

May 28, 1996

Nicole Rabner
Office of the First Lady
The White House
Washington, D.C.

Dear Nicole *Nicole* —

We last spoke several months ago regarding Mrs. Clinton being named the recipient of NAESP's *National Award for Distinguished Service* by America's elementary and middle school principals. If you recall, Marian Wright Edelman was also named and we had hoped to make the presentation to both Mrs. Clinton and Mrs. Edelman during our annual convention held here in Washington. However, due to Mrs. Clinton's overseas travel, we were unable to make the presentation at that time.

As I shared with you, this award is the most prestigious recognition school principals offer to Americans who have made a significant and long-term commitment to children and it is traditionally presented before a delegation of school principals. Past recipients include C. Everett Koop, Jonas Salk, Theodor Geisel (Dr. Seuss), Ernest Boyer, Augustus Hawkins and Marian Wright Edelman.

As a follow-up to our earlier discussion, I've given a great deal of thought to the next best opportunity for making the presentation to the First Lady. I believe our annual State Leaders' Conference, to be held July 25 - 27, would offer maximum impact and set the stage for a significant and positive ripple throughout the country. The individuals who will be attending the conference are school principals who are education leaders in each of the fifty states and the District of Columbia, principals who are members of the NAESP Board of Directors representing nine geographic regions of the U.S., and other prominent educators and representatives from corporations who partner in education.

As I shared with you in our earlier phone conversations, NAESP has taken a strong and public stand with President Clinton and his agenda for children and their education. The principals and NAESP would be greatly honored if Mrs. Clinton could accept her award during this time. We would welcome the opportunity to express our gratitude to the First Lady and to the Clinton Administration for their ongoing commitment to children and for their critical and dynamic leadership.

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I've enclosed a memo with background information and earlier correspondence. On behalf of the nation's elementary and middle school principals, special thanks for your consideration of our request. I look forward to hearing from you.

Sincerely,



Deborah B. Reeve, Ed.D.
Associate Executive Director

*I Hope all is
well with you -*

Enclosures

To: Nicole Rabner
First Lady's Office

From: Dr. Samuel G. Sava
Executive Director

Dr. Deborah B. Reeve
Associate Executive Director

Request: To formally present the National Association of Elementary School Principal's *National Award for Distinguished Service* to Mrs. Clinton before a delegation of 300 education leaders representing every state in the nation and the District of Columbia.

Purpose: For the First Lady to accept the award from America's elementary and middle school principals, and to reaffirm the administration's priority on children and their education; to thank school principals for the important leadership that they bring to school communities throughout the nation.

Background: NAESP, representing the nation's elementary and middle school principals, has provided ongoing support to President Clinton's agenda for children and their education (see attachment). As the representative of principals serving some 30 million children in grades Kindergarten through 8, the Association works in partnership with the National PTA and other groups toward assuring that education continues to be recognized as a matter of national priority. NAESP has partnered with the White House and the U.S. Department of Education on program initiatives such as The President's Award for Academic Excellence, Safe and Drug-Free Schools and the Blue-Ribbon Schools Program.

The Association believes that the progress and well-being of the individual child must be at the forefront of all elementary and middle school planning and operations. Further, NAESP members accept the challenge inherent in research findings that the development of quality education in each elementary and middle school depends upon the expertise, dedication and leadership of the principal. NAESP has an affiliate association in each of the fifty states and the District of Columbia. In July, NAESP convenes an annual meeting of principals who serve in state leadership roles such as President and Federal Relations Coordinator. These leaders are actively engaged in issues affecting education at the local, state and national level. They lobby at every level on behalf of the children in our nation's schools. Sam Sava worked with the President during his Governorship when he chaired the National Goals Panel. NAESP has stood firmly and publicly behind President Clinton throughout his Administration.

Page two -

Purpose:
(cont'd)

Each year, America's principals name an outstanding American to be the recipient of our National Award for Distinguished Service. Traditionally, this award is given to those recognized by school principals as having made a significant and long-term commitment to children. This year, two outstanding Americans were named: Marian Wright Edelman, in recognition of her tremendous contribution to the health and welfare of children, and Hillary Rodham Clinton, in recognition of her unwavering dedication to improving the quality of life for children and families.

We had hoped to present the award to both Mrs. Clinton and Mrs. Edelman during our annual convention last March, however, Mrs. Clinton was traveling overseas during that time. We believe that NAESP's annual Leaders' Conference will provide an excellent opportunity for the nation's school principals to express their gratitude for Mrs. Clinton's ongoing commitment to children and to thank you the Clinton Administration for the President's leadership.

Previous
Participation:

NAESP national education leaders have not met with a Presidential Administration since Ronald Reagan hosted them at the White House.

Date and
Time:

Thursday, July 25, 9:00 am or
Friday, July 26, anytime between 2:00 - 4:00 pm

Duration:

Approximately 45 minutes to 1 hour:

- * A brief photo with principals who form the NAESP Board of Directors (15 minutes)
- * Introduction and presentation of award (5 minutes)
- * Mrs. Clinton's remarks (20 -30 minutes)

Location:

Crystal Gateway Marriott Hotel
Arlington, VA

Participants:

250 elementary and middle school principals who are designated leaders representing the 50 states and the District of Columbia; 15 principals who serve on the NAESP Board of Directors representing regions of the U.S., ethnic minorities and middle grades; Executive Directors representing the nine overseas regional associations of American schools overseas and 50 other prominent educators and business officials representing corporate partnerships (approximate total of 300).

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Outline of
Events:

Thursday, July 25th - AM - First General Session
Legislative Briefing
PM - Meetings with Congressional Leaders
Debriefing
Welcoming Reception - U.S. Department of
State, Diplomatic Suite

Friday, July 26th - AM - Second General Session
PM - Role-Alike Meetings
Breakout Sessions - Issues/Trends

Media
Coverage:

Open. NAESP will issue an AP release naming Mrs. Clinton the recipient of the *National Award for Distinguished Service* presented by America's elementary and middle school principals.

Contact:

Deborah B. Reeve, Ed.D.
Associate Executive Director
National Association of Elementary School Principals
Phone: (703) 684-3345 Fax: (703) 518-6281

Attachments:

- #1 - NAESP Fact Sheet and Brochure
- #2 - Copy of earlier correspondence
- #3 - List of NAESP Board of Directors
- #4 - NAESP Press Releases, articles and other documentation of support



National Association of
Elementary School Principals

SAMUEL G. SAVA, Ed. D
Executive Director

February 14, 1996

Hillary Rodham Clinton
The White House
1600 Pennsylvania Ave., NW
Washington, DC 20050

Dear Mrs. Clinton:

The nation's elementary and middle school principals applaud your lifelong efforts on behalf of America's children. As First Lady, you contribute a strong and compassionate voice to the important dialogue in which we all must engage. For that, we are grateful.

The National Association of Elementary School Principals has chosen two outstanding Americans to receive our national Award for Distinguished Service, given to those recognized by school principals as having made a significant and long-term commitment to children. We would be honored to make this presentation to you, our nation's First Lady, in recognition of your unwavering dedication to improving the quality of life for children and families. We are also honored to present a Distinguished Service Award to Marian Wright Edelman in recognition of her tremendous contribution to the health and welfare of children. Past recipients include C. Everett Koop, Jonas Salk, Theodor Geisel (Dr. Seuss), Ernest Boyer, and Augustus Hawkins.

We anticipate over 6,000 elementary and middle school principals from across America and overseas will join us in Washington, DC, for our national convention and celebration of NAESP's 75th Anniversary of service to children. Marian Wright Edelman will speak on Tuesday, March 26 from 10:30 - 11:30 a.m. in Hall A of the Washington Convention Center. We would be privileged to present the Award for Distinguished Service to you prior to her address. In view of the release of your insightful book, I could think of no better time to invite you to join school leaders in the tribute to our profession and to children and their families.

On behalf of America's parents, teachers, and principals, I thank you and commend you for your inspirational leadership in creating an America where all children can realize their promise as informed, productive and fulfilled citizens. The nation's school principals welcome the opportunity to express their gratitude for your ongoing commitment to children.

I look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read "Sam", is written over the word "Sincerely,".

Samuel G. Sava
Executive Director

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
1996-1997 BOARD OF DIRECTORS

President 1996-1997
Carole L. Kennedy, Principal
New Haven Elementary School
3301 New Haven Road
Columbia, MO 65201 (573) 886-2390
FAX: (573) 886-2392
Home: 2204 Topaz
Columbia, MO 65203
(573) 445-7907

Past President 1996-1997
Dominic A. Palazzolo, Principal
Yake Elementary School
16400 Carter
Woodhaven, MI 48183 (313) 692-2233
FAX: (313) 692-2234
Home: 29845 East River Road
Grosse Ile, MI 48138
(313) 675-0163

Director, Zone 2 1996-1999
Richard F. Barbacane, Principal
Buehrle Alternative School
426 East Clay Street
Lancaster, PA 17602 (717) 291-6232
FAX: (717) 291-6177
Home: 363 Rineer Road
Conestoga, PA 17516
(717) 872-4138

Director, Zone 4 1995-1998
Jill A. Eaton, Principal
Walter Jackson Elementary School
1950 Park Street, S.E.
Decatur, AL 35601 (205) 552-4285
FAX: (205) 552-4693
Home: 1320 Brindwood Lane, S.E.
Decatur, AL 35601-6904
(205) 355-9006

Director, Zone 6 1995-1998
C. Lynn Babcock, Principal
Grant Elementary School
9300 Hubbard
Livonia, MI 48150 (313) 523-9480
FAX: (313) 523-0534
Home: 1070 York
Plymouth, MI 48170
(313) 416-9199

President-elect 1996-1997
Yvonne G. Allen, Principal
Whiteville Elementary School
P.O. Box 659
Whiteville, TN 38075 (901) 254-8013
FAX: (901) 254-9528
Home: Route 3, Box 705
Bolivar, TN 38008
(901) 658-4520

Director, Zone 1 1996-1999
James C. Brown, Principal
Washington Oak Elementary School
1675 Flat River Road
Coventry, RI 02816 (401) 822-9420
FAX: (401) 822-9406 (Dist. Office)
Home: 39 Audubon Avenue
Providence, RI 02908
(401) 831-7963

Director, Zone 3 1995-1998
Rodney P. Woods, Principal
Valley View Elementary School
Rt. 4, Box 269
Martinsburg, WV 25401 (304) 229-1970
FAX: (304) 229-1973
Home: 906 Hillcrest Drive
Martinsburg, WV 25401
(304) 263-4286

Director, Zone 5 1994-1997
Jerry W. Vrshek, Principal
Lane Elementary School
4600 W. 123rd Street
Alsip, IL 60658 (708) 371-0720
FAX: (708) 396-3753
Home: 950 Milton Bridge
Frankfort, IL 60423
(815) 469-5059

Director, Zone 7 1994-1997
Dennis R. Arnold, Principal
McKinley School
5 12th Street, SW
Watertown, SD 57201 (605) 882-6350
FAX: (605) 882-6351
Home: 844 Pompeska Drive
Watertown, SD 57201
(605) 886-2174

NAESP Board List
Page 2

Director, Zone 8 1996-1999
William W. Barnes, Principal
Spring Garden Elementary School
2400 Cummings Road
Bedford, TX 76021 (817) 354-3395
NO FAX
Home: 608 Spring Garden Drive
 Bedford, TX 76021
 (817) 485-1027

Director, Foundation 1995-1997
Richard A. Shirley, Principal
South Sumter Middle School
773 N.W. 10th Avenue
Webster, FL 33597 (352) 793-2232
FAX: (352) 793-3976
Home: 12564 C.R. 727
 Webster, FL 33597
 (904) 793-5538

Director, Zone 9 1994-1997
Don R. Lapinski, Principal
Cascade Middle School
1015 24th Street, NE
Auburn, WA 98002 (206) 931-4998
FAX: (206) 931-8006 (Dist. Office)
Home: 2915 27th Street, SE
 Auburn, WA 98002
 (206) 735-8168

Director, Foundation 1996-1998
Nancy E. Dickerson, Principal
Mattahunt Elementary School
100 Hebron Street
Boston, MA 02126 (617) 635-8792
FAX: (617) 635-8799
Home: 97 Orlando Street
 Boston, MA 02126
 (617) 296-4413

Samuel G. Sava, Executive Director
NAESP
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REVISED JULY, 1996

Education

Strong defense of public edue

Assault on funding -

Challenge these

Vigorous public schools w/ lots of local control

Anti drug programs are key - also being cut
by GOP



National Association of
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Contact: June Million
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703-548-6021(fax)

75 YEARS OF SERVING AMERICA'S CHILDREN

For Immediate Release

SCHOOL PRINCIPALS GIVE PRESIDENT CLINTON "A" FOR EFFORT

ALEXANDRIA, VA--November 14, 1995--The National Association of Elementary School Principals (NAESP) commends President Clinton for standing up for children and their education yesterday with his veto of the short-term appropriations bill. NAESP urges the President to continue to refuse to sign legislation that will abandon America's youngest, most vulnerable, and non-voting citizens.

"Every educator in the nation should celebrate the President's veto," said Samuel G. Sava, NAESP's executive director. "It proved to us that the White House is not kidding, and that President Clinton does care about kids. We want him to know that we sincerely appreciate his strength under incredible pressure. We're proud that he has been steadfast and we urge him to continue to insist on a national budget that doesn't shortchange our children."

Established in 1921, the National Association of Elementary School Principals serves 26,000 elementary and middle school principals in the United States, Canada, and overseas.

SCHOOL PRINCIPALS GIVE AMERICAN VOTERS AN "A"

Washington, D.C.--April 19, 1993--The National Association of Elementary School Principals (NAESP) sent American voters to the head of the class today, to reward their solid reasoning. After 100 days of the Clinton administration, voters say the state of children's health, education, and safety is a critical measure of an economic recovery and a top priority for tax dollars.

High public support for children's issues, including increasing the level of funding for public education (from preschool to college), are among the findings of a bipartisan survey of 1,000 registered voters, Mandate for Children, released today by the Coalition for America's Children.

"It's very gratifying that Americans of all ages, all incomes and from both political parties, think children are a sound investment," says Samuel G. Sava, NAESP's executive director. "School principals most certainly agree," he continued. "They, too, have confidence in President Clinton's approach to helping children."

A January NAESP survey, in which members ranked Clinton campaign education proposals, reflects many of the same findings

as the Mandate for Children. The principals' top priorities showed a growing concern for student and family status outside of school. They favored sound investment in Head Start, tougher child-care standards, parent-education programs, and comprehensive prenatal, maternal, and child health care to assure that all children enter school ready to learn.

The Coalition for America's Children is a nonpartisan alliance of 250 national, state, and local nonprofit organizations who work together to emphasize the serious problems faced by American children.

Because elementary schools are increasingly called on to offer an array of social services to students and communities, said Sava, joining forces with national health, education, and welfare organizations in Washington is a powerful way to get a unified children's message to Congress and the President. The Coalition's 40 million members, in turn, hold their candidates accountable at the state and local levels.

A member of the steering committee for the Coalition for America's Children, the National Association of Elementary School Principals serves 26,000 elementary and middle school principals in the United States, Canada, and overseas.

NAESP News

National Association of
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For Immediate Release

ELEMENTARY PRINCIPALS HAIL APPOINTMENT OF EDUCATION SECRETARY

Alexandria, VA --December 21, 1992--The National Association of Elementary School Principals (NAESP) applauds the appointment of former South Carolina governor Richard Riley as U.S. Secretary of Education.

"Richard Riley is a superb choice," said Samuel G. Sava, NAESP's executive director. "As governor of South Carolina, he was a giant step ahead of the nation in education reform. He did his homework, found the resources, and got the results. Under Riley, support for public education skyrocketed and test scores followed."

Years before the report A Nation at Risk took the nation's schools to task, Riley led a grassroots movement to reform South Carolina's public schools, culminating in the comprehensive Educational Improvement Act of 1984. This innovative five-year plan, fully funded by a Riley-initiated hike in sales tax, has raised the state's educational accomplishments significantly at every level, Sava said.

From the perspective of the elementary school principal, Riley is an excellent choice, says Sava, because he understands the intricacies of education finance and the importance of elementary education, as demonstrated by South Carolina's emphasis on building a strong foundation in the early grades.

"We welcome him to Washington," says Sava. "He's already proven that he's a strong partner in the principal's office. We look forward to working together to assure that every child in the nation receives the best possible education."

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National Association of
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Principals Challenge Congress to Increase Education Funding

ALEXANDRIA, VA--June 28, 1994--The National Association of Elementary School Principals today urged the U.S. Senate to restore 1995 federal education funds slashed last week by the House Appropriations Committee.

"Goals 2000 becomes Mission Impossible if education funds aren't increased significantly," said Samuel G. Sava, NAESP's executive director. "And, as usual, those who will suffer the most are children who are disadvantaged, disabled and who need special services."

In May, in an effort to improve American education on all levels, Congress adopted a budget resolution that recommended sufficient funds to maintain existing services and initiate new programs, including the Goals 2000: Educate America Act.

In June, however, the House Appropriations Committee cut President Clinton's recommended \$1.7 billion increase by two-thirds, to \$568 million. This means that the programs administered by the U.S. Department of Education would be funded at or below the projected rate of inflation, woefully inadequate, according to NAESP, to implement the improvements called for by Congress.

"Congress is passing laws that will improve education, but not allocating the money to make it happen," said Sava. "And America's most vulnerable school children suffer the consequences."

"We're counting on the Senate to restore the critical funding we need to make education reform a reality."

The Senate Labor/HHS/Education Appropriations Subcommittee will consider its education funding levels on July 15.

#

Established in 1921, the National Association of Elementary School Principals serves 26,000 elementary and middle school principals in the United States, Canada, and overseas.

NAESP PRINCIPALS' OPINION SURVEY

Results based on 880 responses.
Percentages rounded to nearest digit.

Federal Education Policies

The election of Governor Clinton as President will probably change some federal policies on K-8 education. In order to represent you and the profession in Washington, we would like your opinion on proposed Clinton policies, as well as your views on President Bush's and Governor Clinton's past policies.

PLEASE RESPOND AS SOON AS POSSIBLE!

What is your opinion of these proposed Clinton policies?

	Strongly Favor	Favor	No Opinion	Oppose	Strongly Oppose
1. Allow parents to choose the <i>public</i> school their children attend, as long as acceptable racial balance is maintained.	19	31	5	22	23
2. Fully fund Head Start to provide preschool for every at-risk child.	49	41	5	3	1
3. Use Chapter 1 funding to <i>equalize</i> spending for all districts.	32	36	12	14	6
4. Establish parent-education programs.	35	51	10	3	.5
5. Offer comprehensive prenatal, maternal, and child health care to assure that all children enter school ready to learn.	34	42	16	6	2
6. Support a family and medical leave act, enabling parents to take unpaid leave in case of family emergency without losing their jobs.	22	28	15	11	23
7. Work for tougher enforcement of child-care standards.	51	39	8	1	.1
8. Establish tax relief for families with children, such as credits for child care.	26	39	21	12	2
9. Establish nationwide education standards in core subjects, so that all K-8 schools work toward the same basic curricular goals.	18	39	15	21	7
10. Create a national assessment system based on these standards.	8	18	16	41	17
11. Increase efforts to bring disabled children into regular classrooms.	16	36	15	26	6
12. Reduce class size in early elementary grades.	68	23	6	2	1
13. Launch a "Safe Schools Initiative" with federal assistance to help with such measures as mentoring and outreach programs, hiring of security personnel, and installation of metal detectors.	16	41	24	15	4
14. Place a professional counselor in every elementary school.	48	32	12	6	2
15. Permit alternative certification for teachers, so that schools can hire candidates lacking majors in education, but desirable in other respects.	7	20	10	49	13
16. Provide "differential pay" to attract teachers into specific curricular "shortage areas" (e.g., math, sciences) or distressed urban and rural schools.	16	34	13	28	9
17. Establish a national board to recommend minimum professional teaching standards for all states.	11	35	23	20	10
18. Support voluntary school prayer in "noncoercive" settings.	22	20	21	23	14

What is your opinion of these past Bush and Clinton policies?

19. Bush: Suggested providing low- and middle-income parents with \$1,000 vouchers to extend choice programs to include private and religious schools.	3	3	5	25	64
20. Bush: Suggested providing federal funds to create 535 innovative "New American Schools," one in each Congressional district.	14	21	21	24	20
21. Bush/Clinton: Set achievement standards for all students to meet by the year 2000.	18	51	14	13	4
22. Clinton: Required all Arkansas teachers to pass a basic competency test.	20	30	15	21	14
23. Clinton: Required state to issue a yearly "report card" on the schools.	12	37	17	25	9

NAESP News

National Association of
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1615 Duke Street
Alexandria, VA 22314-3483
Contact: June Million
703-684-3345

School Principals Support "Educate America" Act

Alexandria, VA--April 22, 1993--The National Association of Elementary School Principals (NAESP), representing 26,000 members nationwide, is pleased to add its support to *Goals 2000: Educate America Act*.

From the perspective of the school principal, this legislation would give significant opportunity for the school staff, the principal, and the community to adjust federal programs to improve education in the way that makes sense in their community. Based on national standards, education improvement plans would be developed and put into action by those who work closest to the students.

"*Goals 2000* begins to give our principals flexibility they've never had with federal mandates," said Dr. Samuel G. Sava, NAESP's executive director. "They will be able to direct the resources to the place where they are needed the most. And the Act allows funding for the professional development that all educators need to reform and restructure a school program."

Goals 2000 is squarely based on the six National Education Goals that were developed nearly four years ago at the governors' education summit. However, these goals have yet to be addressed by federal legislation.

"Principals have begun to wonder whether it will be the year 2000 before Congress joins the governors' commitment to our national goals," said Sava. "We encourage Congress to give full consideration to this education legislation."

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In Brief

Safety Stopgap

Early last month, the Senate passed two amendments to the Elementary and Secondary Education Act (ESEA) proposed by Senators Slade Gorton (R-WA) and Jim Jeffords (R-VT). The measures allow principals to suspend, for up to 90 days, special education children who bring weapons to school. Under the Individuals with Disabilities Education Act (IDEA), which is up for reauthorization next year, such students may be removed from classes for only ten days.

In supporting the stopgap amendments, NAESP urged Congress to include wording to assure that the children would continue to receive the special education services they need during the suspension.

Mr. Rogers, For Keeps

Educators may now tape several ongoing series on PBS—including *Ghostwriter*, *NOVA*, *Nature*, *Newton's Apple*, *The American Experience*, *Mister Rogers' Neighborhood*, *Reading Rainbow*, and *Where in the World Is Carmen Sandiego?*—and use them in the classroom for one year. (Previous rights extended only for seven days.)

The same applies for PBS' two new weekly science series, *Future Quest* and *The Magic School Bus*.

Reinventing Lunch

The USDA is serious about trimming the fat: By 1998, schools participating in the National School Lunch Program must reduce the fat

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Principals Pledge Support for Goals 2000

"Once again, we see the nation's principals in the vanguard of advocates for students," said U.S. Secretary of Education Riley as he accepted NAESP's proclamation supporting the Goals 2000: Educate America Act. "The principals' call is one that should be heeded by everyone concerned with America's future."

The proclamation was drawn up by NAESP to rally support of principals nationwide for Goals 2000, which was signed into law by President Clinton on March 31, 1994. The law spells out the eight national education goals—on school readiness, high school completion, subject matter proficiency, teacher education, math and science achievement, adult literacy, safe schools, and parent involvement. It also sets voluntary "content standards" for English, history, math, science, foreign language, the arts, geography, civics, and economics, and encourages schools to use new assessment tools.

Terry Peterson, special counsel to Secretary Riley, praised both NAESP's

proclamation of support and the Goals 2000 in his address to NAESP's State Leaders Conference this summer.

"Goals 2000 is a remarkable piece of legislation," he told state leaders. "For the first time in the nation's history, we have a catalyst—a law that passed with bipartisan support, and the backing of teacher, parent, and administrator groups."

Funding Schedule Set

Although the standards and other reform measures in the Act aren't mandatory, schools that plan to implement them could be considered for federal grants, to be awarded to the states over the next five years. During the next fiscal year (which begins October 1), between \$360,000 and \$10 million will be awarded to states, depending on their population of school-age children. Forty percent of a state's allocation may be used for administrative expenses, while 60 percent must be funneled directly to school districts.

As *Communicator* goes to press, only Hawaii and Michigan are slated to receive funds. At least 17 other states have applied and are likely to receive grants this fall. In

continued on page 6



U.S. Secretary of Education Richard W. Riley (left) accepts the proclamation of support for Goals 2000 from NAESP Past President Sandra Ann Lawrence and President Fred Brown. This fall, every elementary and middle school principal in the country will receive a copy of the proclamation—along with a poster on the national education goals.

CO-OP

Happy Birthday

Center Road School will turn 25 this year, and principal Dave Engelson is looking for ways to celebrate. Send ideas (and birthday cards from your school to him, which his students are collecting) to him at Center Road School, 20 Center Road, Vernon, CT 06066; or call (203) 872-9143.

Parent Input

Principal Marilyn Hagen would like samples of parent surveys seeking input on multiage grouping and/or report cards for multiage classes. Send samples and suggestions to Hagen at Edgerton Elementary School, 100 Elm High Drive, Edgerton, WI 53534; or call (608) 884-9402.

Need advice from your colleagues? Send "Co-Op" items to *Communicator*, NAESP, 1615 Duke Street, Alexandria, VA 22314-3483; fax to (703) 548-6021; or call editor Betsy Berlin at (703) 684-3345.

Bus Line Busters

How do you keep your bus dismissal area quiet and orderly? Do you show videos? Pipe in music? Have a read-a-book plan? Principal Alice Blueglass has 350 children lined up at bus dismissal, and would appreciate any suggestions. Send to Blueglass at Liberty Elementary School, 142 Lake Road, Valley Cottage, NY 10989.

By the Rules

Principal Gerald Hunt is updating his Pre-K-5 school's discipline policy for the school handbook, and would appreciate samples from other schools. Send to Hunt at 2739 Campbell Road NW, Albuquerque, NM 87104.

Multiage Mania

Principal Arlene Hoffman would like to hear from districts that have multiage classrooms or groupings. She is interested in why and how you tried the approach, and in any assessment/evaluation documents you use. Send to Hoffman at Montebello Elementary School, 52 Montebello Road, Suffern, NY 10901.

Dedicated Dads

The Families and Work Institute is conducting a national search to identify programs and projects aimed at getting and keeping fathers and other men

involved in caregiving and the nurturing of children. If you know of private groups, government agencies, businesses, or foundations taking a "life-cycle" approach that addresses men's responsibilities throughout pregnancy, childbirth, paternity establishment, and the child's entry to school, the Institute would like to hear from you.

Write to The Fatherhood Project, c/o the Families and Work Institute, 330 Seventh Avenue, 14th Floor, New York, NY 10001; or fax to (212) 465-8637. Please provide a contact's name, title, address, telephone, fax, and a brief description of the program, project, or person. For details, call (212) 465-2044.

You're Invited to Contribute!

NAESP's educational products center is gathering (1) samples of elementary and middle school report cards and (2) samples of letters principals send to parents (congratulatory letters, letters asking for volunteers, about new school policies, etc.). Materials will be compiled in collections and offered to NAESP members through the Association's educational products center.

Principals who contribute will receive a free copy of the entire collection. Send to: Jim Gandorf, Educational Products Manager, NAESP, 1615 Duke Street, Alexandria, VA 22314-3483.

In Brief

(continued from page 1)

content of meals to 30 percent of calories, and saturated fat to 10 percent of calories, over a week's time. (A recent USDA study found that only 1 percent of schools currently comply with these guidelines.) New USDA rules also relax some of the paperwork requirements of the meals program, and encourage the use of federally-approved computer software for nutritional analysis.

Dietary regulations have not been changed since 1946, when President Truman instituted the National School Lunch Program.

Goals 2000 (continued from page 1)

FY95, the pot promises to be even bigger: the House and Senate expect to allot around \$400 million, and in FY96 President Clinton is recommending over \$1 billion. According to the law, local districts must receive 90 percent of this money (10 percent may be devoted to administrative costs).

The Principal's Role

Sally McConnell, NAESP's new director of status and advocacy, stresses the important role elementary and middle school principals play in Goals 2000 reform. Her advice to principals: "Work with your district to be on the planning team that will submit reform plans to the state. If possible, develop a relationship with your state's governor and chief state school officer. They will lead the state's

effort to submit a reform plan to the federal government—and they will allocate the money the state receives.

"Above all," McConnell says, "make sure state and district officials know the innovative things your school is doing to improve education—and have specific ideas about how you'd spend reform money."

The U.S. Department of Education has produced a video to help principals build support among teachers, students, parents, and the community for Goals 2000 and education reform in general. The video features Secretary Riley, the Superintendent of the Year, the Teacher of the Year, and Patricia Henley, 1994 National Distinguished Principal from Missouri. For a free copy, call 1-800-USA-LEARN. ☐

In Brief

Country Pride

The nation's rural students outperform their urban counterparts, despite comparably high poverty rates and scanty school resources, says a new study. *The Condition of Education in Rural Schools*, released earlier this year by the U.S. Department of Education, notes that the 6.9 million students living in rural communities fare close to the national average on standard assessments. In general, the study found, rural schools face growing poverty, declining resources, less experienced staff, and low student aspirations—but compensate with a climate that encourages a sense of belonging, high attendance, and extracurricular participation.

Special Ed Numbers Up

The number of children with disabilities who receive special services at school continues to grow, according to the latest enrollment data. Nearly 5.2 million students from birth to age 21 were enrolled in special education programs in 1992-93, a 3.7 percent increase over the previous year. Last year, the U.S. Department of Education reported a 3.9 percent enrollment jump in special education, the largest increase since 1976-77.

SBM Gets Graded

Empowering principals and teachers to run their own schools inspires innovation but may not lead to higher student achievement, says a two-year federal study of

continued on page 2

NAESP Goes Toll-Free

You asked for it, you got it: members can now call NAESP headquarters without paying long-distance charges.

In October, NAESP installed two toll-free numbers, 1-800-38-NAESP (phone) and 1-800-39-NAESP (fax). The telephone number is staffed weekdays from 9:00 a.m. until 5:00 p.m. Eastern Time; however phone messages can be left and faxes can be sent 24 hours a day.

The Association added the toll-free service after surveys of NAESP members and state affiliates showed concern over the rising cost of long-distance calls.

"We are a service organization, committed to helping our members save time and money on their professional development needs," NAESP Executive Director Sam Sava told *Communicator*. "We didn't want members hesitating to call. The new 800 numbers make it easy for them pick up the phone and communicate with us, in a timely way, at no additional cost to them."

To accommodate the expected increase

in call volume, the Association has also installed a user-friendly voice messaging system to help members get the information they need quickly, and to serve as a backup to prevent callers from staying on hold. Anyone calling the new 800 number will be prompted to connect with Membership Services, Educational Products, Convention Registration, Convention Information, or they may speak with the headquarters operator. As part of the new system, NAESP staff members now have voice mailboxes, so that callers can leave detailed messages.

If you live in the Washington, DC, metro area—or don't mind the long-distance charges—never fear: the "old" NAESP numbers, 703-684-3345 (phone) and 703-548-6021 (fax) are still in operation. ☺

1-800-38-NAESP (phone)
1-800-39-NAESP (fax)



Blue Ribbon Bravo

Representatives of the 1994 Blue Ribbon Schools were honored this past October at a ceremony held on the White House's South Lawn. Sharing the dais with President Bill Clinton, Vice President Al Gore, and Education Secretary Richard Riley is Missouri principal Pat Henley, one of six Blue Ribbon School winners who are also 1994 National Distinguished Principals.

In Brief

They Mean Everybody

A new report released by the National Association of State Boards of Education (NASBE) calls for sweeping changes in the education of disabled students.

Rather than mainstreaming, which usually means disabled students spend *part* of their days in regular classrooms, NASBE advocates *full* inclusion, where disabled students are taught in regular classrooms all day. Special education teachers would team-teach or provide support in other ways for students with special needs.

The report, entitled "Winners All: A Call for Inclusive Schools," also promotes linking special and general education funding, as current funding formulas pit special and general education advocates against each other. It urges state boards to foster partnerships and joint training for general and special educators.

Copies of the report are \$10 from NASBE, 1012 Cameron Street, Alexandria, VA 22314; (703)684-4000.

Number One Excuse

It's not the flu, or sore throat, or even the common cold: it's asthma that's the top cause of student absences.

According to new U.S. Centers for Disease Control (CDC) statistics, asthma causes 10 million missed school days a year. The number of children with the condition rose from 3.2 percent in 1981 to 4.3 percent in 1988—possibly due to energy-efficient

A New Year, a New Administration

What's Ahead for Educators?

When Bill Clinton takes office later this month as the 42nd President of the United States, he'll have NAESP and most of the nation's other education associations solidly behind him.

"We're delighted to have as Chief Executive a man who believes so deeply that America's economic tomorrow must be created in the nation's classrooms today," NAESP Executive Director Sam Sava wrote in a congratulatory letter to Clinton the day after the election.

As governor of Arkansas for 12 years, Clinton made education a top priority. He worked to reorganize the state's school finance system after the Arkansas Supreme Court declared it unconstitutional in 1983. Clinton's initiatives included higher teacher salaries, smaller class sizes, teacher competency tests, high student achievement standards, and one of the first public school choice programs in the nation. As a member of the National Governors' Association, Clinton played a leading role in crafting the National Education Goals.

What will Clinton do at the federal level for education?

According to NAESP Deputy Executive Director Ed Keller, Clinton is likely to act early on full funding for Head Start, as well as a new college aid formula that includes public service (see "Capitol Comments," page 4).

"We're also enthusiastic about the effect that the economic stimulus package Clinton proposed during the campaign will have on schools," says Keller. "We hope the new Administration will agree that renovating schools is just as important as fixing potholes."

Landmark Year Ahead

"This will be a big year for education," says Keller. "The Elementary and



Bill Clinton, together with NAESP Executive Director Sam Sava, at the Association's 1991 Federal Relations Conference in Washington, DC. Clinton spoke on school readiness initiatives and the national education goals.

Secondary Education Act (ESEA) is up for reauthorization, and it will take a new spirit of cooperation to assure education receives the funding it deserves."

Along with ESEA and increased funding, national standards and assessment are critical education issues facing the 103rd Congress. The private school choice debate, however, is likely to take a back seat on Capitol Hill, shifting instead to state and local levels.

Veterans and Rookies

In Congress, virtually all the major players in education policy and funding were reelected—many by narrow margins.

Representative William Ford (D-MI), chairman of the House Education and Labor Committee, won a close race with 53 percent of the vote. Another ranking member on this committee, Bill

Consider Becoming a Trainer

Free School-Age Child Care Workshop in San Francisco

NAESP members have a great opportunity to broaden their skills just prior to NAESP's annual convention in March: experts will teach them to teach others the basics of school-age child care. As families look to schools for help in before- and after-school care, NAESP wants its membership to be ready to respond.

Funded through Grants

Thanks to grant funding, the Wellesley School-Age Child Care Project and NAESP are able to provide free registration, materials, lodging, and meals for a two-day "Training of Trainers" workshop, Friday, March 26, and Saturday, March 27, 1993 in San Francisco.

Participants will learn how to conduct one- to four-hour presentations on:

- identifying good before- and after-school programs
- starting a program
- improving an existing program.

Applications Due Immediately

Attendance is limited to 50; principals must have direct school-age child care program experience. For an application, call Merrie Hahn, Director of Program Administration at NAESP, (703)684-3345, or write to her at NAESP, 1615 Duke Street, Alexandria, VA 22314-3483. ☐



Special thanks to the NAESP Resolutions Committee, chaired by President-elect Sandra Ann Lawrence, which developed the proposed resolutions for the 1993 convention in San Francisco (resolutions appear on pages 6 and 7). Seated, L-R: Grace Jones, Reading, PA; Sandra Ann Lawrence, Iowa City, IA. Standing, L-R: Steve Sprunger, Indianapolis, IN; Dominic Palazzolo, Woodhaven, MI; Nicholas Gledich, Windermere, FL; Ann Fagundes, East Providence, RI; Donald Graham, Derwood, MD; Linda Childers, Springdale, AR; Darrell Rud, Billings, MT; and John Richardson, Port Orchard, WA.

Election continued from page 1

Goodling (R-PA), won a closely watched three-way contest with 45 percent.

"We'll have experienced members of Congress back on these important committees," says Keller. "That's comforting in a year when we'll be rewriting education legislation."

Another plus for education: 14 of the 120 new members of Congress have professional ties to education. According to *Congressional Quarterly*, nine are college administrators or instructors, four are teachers or retired teachers, and one is director of a foreign student exchange program.

Bonds, Amendments Pass

Overall, education measures fared well in the November election, with school improvement bonds passing in several states, including California and New Mexico. But other states, such as Idaho and Colorado, either capped or voted against higher taxes for education.

In Colorado, voters also defeated a far-reaching school choice initiative that would have allowed vouchers to be used at private schools and for home school-

ing. NAESP's Colorado affiliate campaigned actively against the measure.

Although most Illinois voters agreed that taxes should be raised and redistributed to make education a "fundamental right," the concept didn't have the two-thirds majority needed to amend the state's constitution. ☐

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EDUCATION:



NAESP ANNUAL CONVENTION
MARCH 27-31, 1993 — SAN FRANCISCO, CA



New Year, New Congress

by Sally McConnell

The 104th Congress takes office on January 4, launching a time of great change on Capitol Hill. At this writing, ideas, plans, and rumors are circulating throughout metropolitan Washington about the size and makeup of congressional committees, who will (or won't) emerge as bipartisan leaders, and what might happen with various issues.

The incoming Speaker of the House, Newt Gingrich (R-GA), has pledged that within the first 100 days of Congress, there will be votes on the ten bills mentioned in the Republicans' Contract With America.

Plenty of Changes

Some of the things that have long been touted by conservatives—a balanced budget amendment, vouchers that would divert public education funds to private and parochial schools, increased reliance on block grants instead of funds for individual programs—are likely to be voted on early in the new Congress. Many

of these would take money away from the public education system, leaving many children without the educational services they need.

There are also indications that Head



Start and many other proven programs are to be studied for possible cuts or elimination. In the House, there are plans to eliminate some committees and subcommittees, and to reorganize others. House Republicans intend to rename the Education and Labor Committee the Economic and Educational Opportunities Committee.

Look Out for the Kids

What do these things mean for NAESP? They mean that we must be diligent about protecting the good things that are happening in education. Funding will be a major battle. Education and other domestic programs usually suffer

when there is a defense build-up, and such a build-up is expected. Education will have to compete with many other interests for scarce federal dollars. It's crucial for principals and other educators to let policy makers know about all that is being accomplished in the nation's schools. Let them know what is working in your school and how you make use of the federal funds you receive.

Children, Not Parties

Because NAESP is a nonpartisan association, we have consistently worked with members of both major political parties. As long as we keep the focus on serving the needs of children, we should continue to be well received and have our views considered. But there are some clear differences between the Association's positions and those of many of the Republican leaders regarding issues such as school prayer, vouchers, and appropriations. NAESP will work, as always, to assure that our legislative goals are met and this nation's children are provided with the best possible education. ☺

Sally McConnell is NAESP's Director of Status and Advocacy.

In Brief

Continued from page 1

from \$3.50 to \$2.95. (The hourly rate applies after the first five hours of use, which are included in the \$9.95 monthly charge.) Free software, including ten free hours of connect time, is still available for principals who want to explore NAESP's National Principals' Center Online. Call 1-800-827-6364, ext. 9607.

Fat Kids

The Center for Health Statistics reports that 21 percent of all youngsters between ages 12 and 19 are overweight—20 percent or more above their desirable weight on standard weight tables.

The Center attributes the high percentage, which is a jump of 6 percent since the late '70s, to fatty foods, too much TV, and "a sedentary lifestyle that favors computer games over active sports." ☺

TAKE ACTION!

- ☒ Call, fax, or write to President Clinton, urging him to make a real investment in education a priority in his Fiscal 1996 budget request and in his State of the Union Address. Mention your work as a principal and your membership in NAESP. Here's how to address a letter to the President:

The President
The White House
Washington, DC 20500

Dear Mr. President:

The White House phone number is (202) 456-1414.
The fax is (202) 456-2461. (On America Online, type Keyword White House.)

- ☒ Become involved in the NAESP Federal Relations Network! Write, call, or fax the NAESP Federal Relations Office with your name, address, phone (work and home), and fax numbers. We'll make sure you hear about federal actions and how you can help. Call us at: 1-800-38-NAESP; or fax: 1-800-39-NAESP.



Contract with America

School Meals in Jeopardy?

by Sally McConnell

One of the bills associated with the Republicans' Contract With America is the welfare reform bill, the Personal Responsibility Act (PRA). Although most of the publicity surrounding the PRA has focused on the idea of placing the children of some welfare mothers in orphanages, there is another section that would have a more direct impact on schools. That is the provision that would combine several food assistance programs—including school lunch, school breakfast, the Emergency Food Assistance Program (TEFAP), the supplemental nutrition program for women, infants, and children

(WIC), food stamps, and programs for the elderly—into a single block grant to states.

Total funding for these nutrition programs would be cut 5 percent in the first year of the block grant, with funding in future years increased only for population growth and food price inflation. Estimates of the actual amount that would be cut range from \$11 billion to \$18 billion for the first five years. Any figure in that range would be extremely detrimental to efforts to end hunger.

Hungry Kids

For the first five years of the block grant, each state would be required to spend 20 percent of its block grant on school nutrition programs, but after that there would be no set-aside, and states could spend as little as they want. There is no guarantee of adequate spending to feed hungry children.

An additional concern is that putting the nutrition programs into a block grant would change them from entitlements—programs that must serve all who are eligible—to discretionary programs, which are subject to annual appropriations that Congress could set at any level it chooses. This means that in any given year, Congress could decide not to appropriate any funds for child nutrition programs. The Food Research and Action Center (FRAC) estimates that, even with the nutrition programs, some five million children under the age of 12 go hungry at some point each month in this nation. Cutting funds for hunger-relief programs would multiply that number.

Learning Suffers

Researchers at Tufts University's School of Nutrition have provided extensive evidence of the harmful effects of undernourishment on children's intellectual, physical, and social development. According to the Tufts research:

- Undernutrition can permanently retard physical growth, brain development, and cognitive functioning.

- The longer a child's nutritional, emotional, and educational needs go unmet, the greater the likelihood of cognitive impairments.

- Poor children who come to school hungry perform significantly below non-hungry low-income peers on standardized tests.

- When children are chronically undernourished their bodies conserve the limited food energy available. Energy goes first to the major organs, next to growth, and only then to cognitive and social development.

The cost of hungry children to our nation is high and long-lasting. It leads to lost intellectual potential, lost productivity, and lost dreams. Child hunger increases educational costs because children who do not get enough to eat are more likely to need special education services than are the well-fed. Under the block grant proposal, the funds for nutrition programs might go to state agriculture or social services departments instead of the department of education. If this occurs, the individuals in control of the funds would not necessarily be sensitive to the relationship between nutrition and educational achievement.

Make Food a Priority

Many of the terrible effects of undernourishment can be alleviated by adequate nutrition. Children can be given another chance to reach their potential and thrive, but that depends on a real and permanent commitment on the part of Congress to fund nutrition programs.

Collapsing nutrition programs into a block grant and cutting their funding is not the way to save federal money. The short-term savings would lead to long-term problems and more costs in the end. NAESP is working to assure that the funding for nutrition programs will not be cut and the programs will be preserved as unique entities. ☺

Sally McConnell is NAESP's Director of Government Relations.

TAKE ACTION!

- ☒ Lend your voice to the fight to preserve vital child nutrition programs! Let policymakers know how important the school lunch and school breakfast programs are to your students. Write to the congressional leaders listed below, urging them to keep the child nutrition programs intact, not putting them into a block grant and not cutting funding. Be sure to mention your work as a principal and your membership in NAESP. It's important to act *soon*, because this bill is on a fast track.

The Honorable Newt Gingrich
The Honorable William Goodling
The Honorable Charles Stenholm
When writing to these representatives, use the following address: (Name), U.S. House of Representatives, Washington, DC 20515.

The Honorable Robert Dole
The Honorable Nancy Kassebaum
The Honorable Patrick Leahy
Write to these senators at the U.S. Senate, Washington, DC 20510.

(Please send NAESP copies of your letters.)



The 104th Congress started with quick action on the first day, and the pace has not slowed. This is particularly true in the House, where Members are on track with their 100-day deadline to pass legislation associated with the Contract with America.

School Lunch Crunch

Some of the action has been particularly onerous for education. For instance, the House Committee on Economic and Educational Opportunities has voted to put school nutrition programs into a block grant. As I indicated in February's "Federal Report," there are many reasons why this block grant is a bad idea. The plan leaves no safety net for times of recession, when demands on all nutrition programs would increase. There are no nutrition standards in the block grant; the current school lunch program requires that meals provide at least one-third of children's recommended daily allowance of vitamins and minerals. Up to 20 percent of funds could be transferred to other block grants within the larger

Federal Government at Work for Families, Schools

Lunch and Other Real-Life Tales

by Sally McConnell

welfare reform bill, further reducing a funding level that school-nutrition experts have deemed inadequate.

Grass Roots Results

The original version of the block grant bill included senior citizens' nutrition programs authorized by the Older Americans' Act. However, once word of this spread to members of various seniors' organizations, calls and faxes poured in to Congress, protesting the idea. One congressional office received 500 phone calls. The result: seniors' programs were soon removed from the block grant.

This is grassroots power in action, exactly what it will take to achieve pro-children victories in this Congress. Seniors vote, so Members of Congress listen to them. Children can't vote, so it's up to parents, principals, teachers, and others to speak on behalf of children to Members of Congress in their home states and districts. The lobbying NAESP does on Capitol Hill works best when it is backed up by communication from you, the constituents. Many in Congress sing the praises of term limits, but few want to be limited to their *current* term.

A Day with the Feds

Many people believe that Washington is far removed from what happens in real life. It's easy to fall into that kind of thinking. But let me offer a little scenario.

Two siblings, Justin and Carrie, awaken one morning to get ready for school. They brush their teeth, rinsing with water whose quality has been guaranteed by the Clean Water Act. For breakfast, they have cereal and milk made safe through federal inspections.

Justin and Carrie's parents drive them to school on a highway built by the federal government, in a car that meets federal safety standards. In the car, the family listens to National Public Radio. The mother is a medical student whose education is financed in large part by federal financial aid. The father works in a computer firm that receives several federal government contracts.



Don't mess with school lunch: With all the bad press the nutrition block grant is receiving, there is a real chance of defeating it, especially in the Senate.

At school, Justin, who is slightly dyslexic, receives extra assistance from a teacher in a program authorized by the Individuals with Disabilities Education Act (IDEA). The children enjoy a hot meal at lunch, paying the full (federally subsidized) price. They banter at the table with friends, some of whom are eating (free, or at a reduced price), the only nutritious meal they will have that day.

After school, Justin and Carrie go to a day-care center until their parents can pick them up. The center receives federal financial assistance, so more staff can be hired and more children cared for. Later that evening, the family settles down to watch a documentary about whales on the local PBS channel. The children go to bed, wearing pajamas made inflammable according to federal standards. Their father listens to a talk radio program, and calls his Representative the next day to say we should cut federal spending and get government off our backs.

A little extreme? Maybe. But perhaps it will inspire you to add one more thing to an already packed schedule: a call to a legislator, a visit to his or her home office, or a letter. That one call, visit, or letter may be the one to influence someone to vote for a bill that helps children—or against one that does not.

Sally McConnell is NAESP's Director of Government Relations.

TAKE ACTION!

- ☒ **Pat yourself on the back** If you have written to Congress in protest of the school nutrition block grant (or on any other topic). Several of you have sent me copies of your school meal letters, which provide eloquent testimony to the need for adequately funded federal nutrition programs. Thank you, and keep up the good work by urging others to write, call, or fax.
- ☒ **Let your legislators know** that you are opposed to any cuts in education funding. Bills moving through Congress would cut proven education programs, even as defense spending is increased and taxes on the wealthy are cut.

National Goals Panel Report:

Schools Make Modest Gains in Health, Math, Safety

The U. S. is inching closer to reaching the ambitious national education goals, according to the latest report of the National Education Goals Panel.

Results of the panel's "education scorecard" for the nation and for each of the 50 states show modest gains in four areas since 1990:

- math achievement for fourth and eighth graders is up,
- fewer infants are born with health and developmental risks,
- student alcohol use is down, and
- threats and injuries to students at school have declined.

Several of the core indicators, however, reveal little or no progress over the past four years, and are "cause for concern," according to the panel:

- high school completion rates are unchanged, at 86 percent,
- there is still a large gap in preschool participation between children from high- and low-income families,
- African-American and Latino students have lost ground in math achievement, and
- tenth graders report that their drug use is up.

The report identifies steps parents can take to speed progress toward the goals, such as seeking early prenatal care; making sure children are immunized; limiting TV; monitoring homework; and encouraging children to meet high academic standards.

"The American people want their children to do well in school," Education Secretary Richard Riley told reporters at a Washington press conference where the

survey was released. "If we help parents get more connected to their children's learning, I believe we will make good, steady progress."



Student Achievement



Math and Science

Bringing the Goals Home

In conjunction with its report, the Goals Panel released a Community Action Toolkit to help citizens rally community support for school reform. The kit includes a step-by-step guide to gaining community support; camera-ready fact sheets; an audio-tape with public service announcements; clip art; a local goals



Professional Development

reporting handbook; case studies of communities that have been successful in reform; a resource directory of key education groups and suggested reading; and a computer disk of all print materials for local adaptation.

The kit is \$37 from the Government Printing Office, (202) 512-1800. (Cite Community Action Toolkit, stock number 065-000-00680-4 when ordering.) Text of the Goals report and the Community Toolkit is available on the Internet at gopher.ed.gov or ftp.ed.gov.



Parent Involvement



Adult Literacy



School Completion



Safe Schools

Classrooms Equipped, but Materials Aging

Do your students have atlases, encyclopedias, and at least one computer in their classrooms?

Three-fourths of NAESP members answered "yes" to this question in a survey this past summer. But much of this equipment is aging: the average classroom atlas was published over five years ago (prior to the breakup of the Soviet Union); most encyclopedia sets are 10 years old (back when Ronald Reagan was just starting a second term); and the typical personal computer is five years old (before the machines were powerful enough to run today's newest software).

Mailed to a random sample of 3,000 members by NAESP and World Book Educational Products, the survey showed that most third- through sixth-grade classrooms are adequately equipped with basic learning and reference materials. Virtually all of the principals who responded said their classrooms have dictionaries, maps, and globes, and teachers have access to traditional audio-visual equipment such as TVs, VCRs, and slide projectors.



On the technology front:

- The student-to-computer ratio is 21 to 1—ranging from a low of 17 to 1 for fifth grade to a high of 35 to 1 for sixth grade (The average class size in the survey was 23.)

- Local Area Networks (LANs) connect computers in 40 percent of classrooms; the likelihood of being connected to a LAN increases in the higher grades. Thirty-eight percent of principals report that their computers are connected to other district schools through a wide area network (WAN).

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Schools Take Aim at Toy Weapons

Elementary students—even kindergartners—in many schools across the nation could be in big trouble if they bring squirt guns, cap guns, or play swords to school this fall. Under growing pressure to put a stop to violence, districts are adopting "zero tolerance" policies that ban not only the real McCoy, but toy weapons, too.

"Schools are adopting these policies to make sure children know from the start that we mean business," says NAESP's president-elect Dominic Palazzolo, principal of Yuke Elementary in Woodhaven, MI. Palazzolo, like most other school leaders interviewed by *Communicator*, says his district leaves it up to the principal to decide whether to simply confiscate the toy and call a parent, or to take the more drastic step of expulsion or suspension.

A few districts, however, give principals little flexibility in the matter. Last spring, a 7-year-old Boston girl and two of her friends were suspended for three days

for playing with a squirt gun on the bus. In Oak Park, IL, a third grader was suspended for 10 days after threatening another student with a cap gun. And in a widely publicized Nashville case, a 9-year-old wearing a one-inch replica of a gun on a necklace was suspended for five days.

"Last year, our school board passed a policy of expulsion," says Alma Pena-Sanchez, principal of Malabar Elementary in Los Angeles. "I still have the option *not* to expel a student, but I have to write a memo to the superintendent supporting that recommendation."

Pena-Sanchez says most of the students at her Pre-K-K-6 school support the no-nonsense policy. Last year, the student council sponsored a toy weapon "buy back" before school one morning, where children could exchange their guns for cookies and punch. Similar events have been held in Boston and Hackensack, NJ.



Look familiar? Elementary and middle school principals across the nation have confiscated toy weapons like these from students for years. Now, in many districts, principals can go beyond a reprimand to suspend the toy-toting student.

Back-to-School Spotlight on Parents

Two federal departments targeted parents and the important role they play in education this September in back-to-school messages.

Just before Labor Day, the Department of Agriculture asked parents to help schools serve healthier meals. A few days later, the Department of Education, along with NCPIE, the National Coalition for Parent Involvement in Education (of which NAESP is a founding member), issued a nationwide call for families to "reconnect" with their children and education.

Be Bright! Eat Right!

The Agriculture Department issued a Parent's Guide for Healthy School Meals to enlist parents' help in getting the USDA's new school meals guidelines under way. Over the summer, Agriculture Secretary Mike Espy announced sweeping changes in the school lunch program, aimed at reducing fat and sodium and offering more vegetables.

A generation ago, adults may have been puzzled by the fuss over toy weapons, but today, many are speaking out against them. Recently, members of Congress, mayors, and even the Surgeon General have denounced toy weapons as the first step toward grownup violence. Carol Silverman Saunders, in her new book *Safe at School* (Free Spirit Publishing), suggests that parents consider forbidding their children to play with toy guns. "While it is true that children will 'create' guns from almost any toy, it is not necessary to hand them look-alikes of killing machines," writes Saunders. "The same goes for cigarettes and alcohol. Letting children play with toy cigarettes and/or pretend to get drunk is not appropriate if you want to discourage smoking and drinking."



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Coming to a Location Near You!



NAESP, in cooperation with Phi Delta Kappa, is offering a variety of workshops for principals over the next several weeks. To

register, or for more information, call Phi Delta Kappa at 1-800-766-1156.

Beyond Bribes and Threats (2 days)

Presenter: Alfie Kohn, author of *Punished by Rewards*, which explains how students' academic performance is hurt by reward systems. Kohn is a former teacher and author of several books and articles on human behavior and education, including *No Contest: The Case Against Competition*.

Nov 17-18 Southfield, MI

Teaching for Multiple Intelligences (2 days)

Presenter: David Lazear, one of a handful of practitioners working on classroom applications of Howard Gardner's theory of multiple intelligences. Lazear is director of New Dimensions of Learning, and also conducts workshops on cooperative learning, expanding creativity, and applying brain-mind research to daily life.

Nov 1-2 Austin, TX

Dec 5-6 Philadelphia, PA

Inclusive Classrooms (2 days)

Presenter: Dave Ebeling, veteran educator and author of *Adapting Curriculum and Instruction in Inclusive Classrooms*.

Ebeling is a consultant to the Institute for the Study of Developmental Disabilities.

Oct 25-26 Charlotte, NC

Nov 9-10 Carmel, IN

Nov 17 Syracuse, NY (1 day)

Creative Conflict Resolution (2 days)

Presenters: Carol Lieber, teacher and co-founder of Crossroads, a St. Louis urban independent school. Lieber is a senior program associate for Educators for Social Responsibility (ESR), where she conducts conflict resolution programs for both adults and students.

William Kreidler, Senior Conflict Resolution Associate at ESR's National Center. Kreidler is author of *Elementary Perspectives: Teaching Concepts of Peace and Conflict*.

Oct 27-28 South Bend, IN

(Carol Lieber)

Nov 3-4 Long Beach, CA

(William Kreidler)

Child Development Project (1 day)

Presenter: Stefan Dasho, senior staff developer of the Child Development Project, which aims to take research about how elementary-age children learn and

develop—ethically, socially, and intellectually—and translate it into a comprehensive, practical program for classroom, school, and home use.

Nov 14 Phoenix, AZ

Nov 15 Houston, TX

Nov 16 St. Louis, MO

Number Power (Gr. 1-6) (1 day)

Presenter: Laurel Robertson, Director of the Cooperative Mathematics Project.

Robertson has 22 years experience as a classroom teacher, staff developer, and curriculum developer. Her workshop, cosponsored by the Child Development Project, shows educators how to introduce math to children through a real-world context.

Nov 1 Omaha, NE

Nov 2 Kansas City, MO

Nov 3 Albuquerque, NM

Reading, Thinking, and Caring (K-3) and Reading for Real (Gr. 4-8) (1 day)

Presenter: Maryann Gatheral, elementary teacher and university professor.

Gatheral is a reading consultant to state and local organizations and a principal developer of the Reading for Real and Reading, Thinking, and Caring—literature-based programs with an emphasis on social skills. Cosponsored by the Child Development Project.

Nov 7 Portland, OR (K-3)

Nov 8 Portland, OR (Gr. 4-8)

Parents

Continued from page 1

fruits, and grains. Schools have until 1998 to comply with the new school meal regulations, and the USDA hopes the Parents' Guide will help rally family support for the process.

The Guide's ready-to-photocopy tips, appropriate for hanging on the refrigerator, include recommendations for parents to "Do Lunch with the Kids" at school and "Discuss Your Principles" about nutrition with the principal. The guide will be distributed through the National PTA's 27,000 chapters, and will be mailed to all NAESP state affiliates. Individual copies are available from: Team Nutrition, 3101 Park Center Drive, Room 802, Alexandria, VA 22302.

Strong Families: Strong Schools

Citing 30 years of research that shows parents' participation at school improves learning, Education Secretary Richard Riley launched a year-long family involvement initiative on September 7. He urged parents to read to their children more, to make sure they attend school regularly, and to limit TV to two hours on school nights.

Riley also asked teachers and principals to be more welcoming to families. He advocated a telephone in every U.S. classroom, and urged educators to eliminate baffling jargon, to reach out to families at convenient hours, and to use technologies such as voice mail and homework hotlines.

The Secretary charged businesses to find ways to help employees give more attention to children—through flextime,

on-site child care, and release time to visit school.

A major focus of the Department's family initiative will be identifying and describing effective programs that connect families and communities with schools. NAESP will continue to work closely with NCPIE and the Department of Education on this effort. ☺

Free copies of the Department of Education's research report, "Strong Families, Strong Schools," can be obtained by calling 1-800-USA-LEARN. For more on the Department's new Family Initiative, look for the article by Secretary Riley in the November issue of NAESP's Principal magazine.

CAPITOL COMMENTS

Best Laid Plans

by Ed Keller

As you start the 1994-95 school year, I am beginning a new phase of life called retirement. It is as thrilling to me as that first day of school used to be. And I have to say, too, that every year at NAESP has had its own excitement.

This year has been no different for Congress. A great deal of work has gone into the reauthorization of the Elementary and Secondary Education Act (ESEA). Thanks to your suggestions and support, much of what NAESP recommended appears in the bill. It has been exciting to participate in the development of that bill, which will have a significant impact on children, families, and schools.

Short on Funds

It has *not* been very exciting to consider the prospects for federal funding of education. When the Budget Enforcement Act was passed in 1990, it projected that savings would be made up in the "out years"—read that as "later." Well, later has happened—right now—and education is paying dearly for that 1990 deal.

When the Administration proposed its education reform measures (Goals 2000, the Improving America's Schools Act, the School-To-Work Transition Act, and others), the media trumpeted the dawning of effective, high-quality education in our nation's schools. But the media forgot to trumpet just as loudly in favor of the funds needed to support those reforms.

Be Prepared

Goals 2000 is already law, and the others are very close to enactment. You have probably heard that Goals 2000 requires extensive planning by states, school districts, and local schools. Even if your school district does not receive a Goals 2000 planning grant, you will still be required to plan comprehensively by Title One, Part A, and other components of the ESEA, otherwise known as the Improving America's Schools Act.

In industry, planning is a regular phase of every project—and part of the budget. In all too many school districts, however,

planning is expected to be done after school and on weekends. This will have to change under the new federal laws.

Principals Up Front

Where will principals be in the planning process? Hopefully, in leadership roles. But if the current composition of the state Goals 2000 planning teams is any indication, they will be spectators, not participants.

At the end of May, the Department of Education convened a meeting of the state teams to brief them on how to secure Goals 2000 planning grants. Only five state teams included an elementary school principal, one of whom was there as state PTA president.

Principals must do better than that!

And you can. The opportunities are there. Goals 2000 requires a great deal of involvement in planning—both in peer reviews of state plans, and in carrying them out. Principals, through the state associations, can be represented on state-level planning teams. And all of you should be involved in preparing your local district and individual school plans.

The Bucks Stop

All of this planning is focused on providing all children with the opportunity

to achieve world-class content and performance standards. Goals 2000 endlessly calls the standards "voluntary." ESEA never uses that word, making standards a required component of local plans.

To help accomplish all this, the Administration requested a \$1.7 billion increase in education funding, an amount viewed as the *minimum* for start-up. Congress has proposed to approve less than 45 percent of that request.

Unless Congress reorders its priorities to support greater investment in education, principals will find the next several years exciting times indeed!

Say Hello to Sally

On another note, I'm pleased to introduce to you NAESP's new Director of Status and Advocacy, Dr. Sally McConnell. Sally brings to us a strong education background, solid experience from her years as a Senate staffer, and recent association political service on the National Education Association staff. Sally will lead NAESP's federal relations program very effectively. ☺

Ed Keller is NAESP's Deputy Executive Director.



Ed Keller, wearing a lei from the Hawaii delegation, introduced Sally McConnell at NAESP's State Leaders Conference. Keller retires this month after 19 years of service to the Association; McConnell will head up NAESP's government relations efforts—and will take over as contributor of Communicator's "Capitol Comments" column next month.

CAPITOL COMMENTS

Going for the Goals

by Ed Keller

Much to the relief of a number of senators who wanted to get home for the Easter recess, the "Goals 2000: Educate America Act" finally was passed. Much to the relief of the Department of Education and the National Education Goals Panel, President Clinton signed the bill into law before April 1, the deadline after which no 1994 funding would have been available.

What Goals?

According to a recent survey, 65 percent of the public has no knowledge that there is a set of national goals, let alone what they are. Now that the national goals—all eight of them—have been codified into federal law, you can be sure that a lot more people will become

familiar with them soon.

Yes, there are *eight* goals. Congress took the six the governors handed them and added two more: teacher education/professional development and parent participation. The eight goals (*see box*) make up the first section of Goals 2000.

It's All Optional

The next section of Goals 2000 creates the National Education Goals Panel and the National Education Standards and Improvement Council. It specifies the roles of these groups in establishing voluntary content, performance, and opportunity-to-learn standards—as well as assessments.

Voluntary is the critical word here. Over and over, the word "voluntary"

appears in the law, an assurance that there is no intent to create national mandatory standards (in essence, a national curriculum).

Another key word that entered the debate was "strategies." Several leading senators were concerned about the opportunity-to-learn standards, which will spell out the fiscal, human, and material resources necessary to provide a world-class education. These senators were so concerned that they insisted on adding the phrase "or strategies" to "or standards," to give states the option of developing one or the other. Why fret over semantics?

At one of the meetings where opportunity-to-learn standards were discussed, one governor stated that he did not want to be held accountable for any standard that dealt with qualified science teachers because he knew he had unqualified teachers teaching science in his state. Yet he was willing to hold students accountable for meeting the science content and performance standards. The weaker word "strategies" gives him a way out.

Goals Rush

Governors and chief state school officers are moving rapidly to translate the new law into action. A major part of their efforts are based not only developing content standards, but also on the third section of Goals 2000, which deals with planning.

States wishing to plan for the implementation of standards and assessments must submit a proposal to the Secretary of Education that incorporates all the requirements specified in the law. Local school districts must follow similar requirements to receive funds from the states. Because these are competitive grants, many districts will not receive any Goals 2000 money.

ESEA on the Horizon

Not only is planning to incorporate

The National Education Goals

By the Year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography...so that students may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.
4. The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
5. U.S. students will be first in the world in mathematics and science achievement.
6. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
7. Every school in America will be free of drugs, violence, and the unauthorized presence of firearms and alcohol, and will offer a disciplined environment conducive to learning.
8. Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

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Ed Keller is NAESP's Deputy Executive Director.

NAESP a Partner in Anti-Violence Ads

By now, you've probably seen one or both of the new public service spots on crime and children that feature President Clinton. The public service ads are sponsored by the U.S. Department of Justice, and were produced as a volunteer effort by Saatchi & Saatchi Advertising on behalf of the National Crime Prevention Coalition. NAESP is an active member of the Coalition, creator of the crime dog McGruff.

One ad tells how 14-year-old Alicia Brown used to look forward to getting together with her friends on Friday nights. She describes one night when one of her friends was killed at a dance. "Why did this have to happen?" she says.

President Clinton then appears with Alicia and says, in part, "As a parent, I want this violence to stop. And, as your President, I'm committed to ending it... We must give Alicia, and all our children, back their childhood."

The second spot opens to children on a playground surrounded by fences that look like prison bars. Gunshots are heard, then



President Clinton appears with Alicia Brown, an eighth grader at Eliot Junior High School in Washington, DC, in the new public service announcements.

President Clinton says, "Too many children in this nation are being held prisoner. Their captors are fear and violence. Their playgrounds are no place to play in."

In both ads, President Clinton urges viewers to call a toll-free number (1-800-WE-PREVENT); callers receive a free booklet with ideas on how they can help stop violent crime in their communities. ☐

\$2 Could Save a Million

NAESP has joined a grassroots effort to persuade Congress to pass a \$2-per-pack increase in the federal cigarette excise tax.

The Association is one of more than 100 groups participating in the "Campaign to Save a Million Lives," which was founded by the American Cancer Society, the American Heart Association, and the American Lung Association. The effort is co-chaired by former President Jimmy Carter and former Surgeon General C. Everett Koop.

The campaign takes its name from the number of additional lives that would be saved over time if a \$2 tax increase were adopted instead of the 75-cent increase proposed by President Clinton. The increase would also raise approximately \$23 billion per year in new revenue, which could be used to fund health care reform.

"Preventing Tobacco Use Among Young People," a report issued in February by the Surgeon General, found that 82 percent of daily smokers began smoking before the age of 18; close to 20 percent started in elementary school. The same report concluded that tax increases are successful in reducing adolescent use of tobacco.

Principals are encouraged to write or call members of Congress urging them to support the \$2 increase. Or, you may call the \$2 Tobacco Tax Action Hotline at 1-800-554-6333 to request that a Western Union Mailgram be sent to your representatives and senators (cost for this service is \$7.70).

to achieve the national education goals. As soon as the kits are available, NAESP will let you know how to secure one.

What are you doing about Goals 2000? What is your district or community doing? NAESP would like to know. Please write and share your Goals 2000 program with us. ☐

Capitol Comments

Continued from page 4

standards and assessments required for Goals 2000 funds, but it would also be required for the proposed Elementary and Secondary Education Act's Title I (Chapter 1) grants as well. Under the new ESEA legislation, Title I programs must be based on high-quality, voluntary content and performance standards.

But the funding for such planning, and for the transition to this new reform mode, is severely lacking. NAESP, along with several other education groups, is working hard to assure that a new Chapter 2 (Title 2E) is included in the ESEA reauthorization and that it is funded at last year's level (\$370 million). Title 2 will help school districts make the transition to their new standards and assessment program.

The House has already passed its version of ESEA (H.R. 6), and it contains the new Title 2 provisions; the Senate has not yet decided what to do. NAESP members are encouraged to contact their senators and ask them to support the inclusion of the Title 2, Part E provisions

in the Senate version of ESEA reauthorization.

Parents as Goalkeepers

Meanwhile, the Department of Education has proposed a "Connecting Families and Schools" program to help implement Goals 2000. A major teleconference will be held this month (June), with a nationwide Kickoff "Back-to-School" event in September. For details, call 1-800-USA-LEARN.

Also on the parent involvement front, an international conference will be held in Oakland, CA, October 26-29, 1994. As 1994 is the International Year of the Family, the Center for the Study of Parent Involvement has united numerous parent, child, and family advocacy groups—including NAESP—in cosponsoring this important conference. For information, call 1-800-493-2775.

Not to be outdone by the Education Department, the National Education Goals Panel is preparing community action kits. These kits will help the public learn to organize and effectively implement a plan

PRESIDENT'S PERSPECTIVE

Not Just a Frill



Sandra Ann Lawrence

Education made front-page news this spring when President Clinton signed into law the "Goals 2000: Educate America Act." This landmark legislation formally adopts the National Education Goals—and sets up a system of voluntary national standards in the major subject areas.

Most of us are familiar with the standards for math, developed five years ago by the National Council of Teachers of Mathematics. Whether or not your school has adopted the standards (the Department of Education estimates 40 percent of districts have), their renewed focus on problem-solving, manipulatives, and technology has changed the way this subject is taught across the nation.

Now, "Goals 2000" proposes that we adopt standards in other areas as well, namely in English, science, history, civics, geography, foreign language, and the arts.

Educators should take note: Congress and the Administration have placed the arts on an equal footing with reading, writing, and arithmetic. The arts standards (82 in all) have been drawn up by a consortium of arts education groups; they spell out what every student—regardless of talent or family income—should know and be able to do in dance, music, theater, and visual arts.

The new standards are rigorous and thorough. Some examples: By the end of fourth grade, students should be able to perform folk dances from a variety of cultures, sing partner songs and rounds, and identify specific works of visual art as belonging to particular periods and cultures. In grades 5-8, students should be able to play a musical instrument, alone and in a large ensemble, and describe the role of dance in at least two different cultures or time periods. By the time they graduate, students should be able to sing music in four parts without accompaniment, write theater scripts, and create and

answer questions about dancers prior to the 20th century.

Why, in an already overcrowded curriculum, should there be so much emphasis on the arts? Research has shown that strong arts programs can improve overall academic performance and may even enhance the development of abstract thinking skills. Perhaps most importantly, the arts are essential to the healthy development of children's minds and spirits. In ways that other disciplines cannot, the arts help children develop hard-to-teach skills like intuition and imagination. They also foster self-discipline, self-esteem, and, of course, creativity.

I encourage elementary and middle school principals to support the adoption of the arts standards within their school districts. In these days of budget shortfalls, this may not be easy. You may want to consider forming an articulate group of parents, local artists, and business people to help assess program needs and garner community support.

Whether or not you adopt all 82 of the arts standards, I hope you will take a closer look at your current program. Are school expectations for students distributed to parents? Do exhibits of student art works at schools and in the community include the objectives of the project? Do program notes for concerts include instruction and performance goals? Are dance and drama a part of your curriculum?

"Goals 2000" has spelled out the challenge. It's up to us to make sure the arts are viewed not as a frill, but as one academic staple of a world-class curriculum.

Sandra Ann Lawrence
NAESP President
Principal, Robert Lucas Elementary School
Iowa City, IA

Editor's Note: Copies of the arts standards may be obtained from the Music Educator's National Conference, 1806 Robert Fulton Drive, Reston, VA 22091 for \$15, plus shipping and handling. Call (703)860-4000 for details.

Oklahoma, Kentucky Hold Workshops for Principals-To-Be

Ninety-three teachers, counselors, curriculum specialists, assistant principals, and others got an insider's view of what it's like to be a principal at workshops sponsored by NAESP affiliates in Oklahoma and Kentucky.

The state groups sponsored Aspiring Principal workshops this past February, led by area principals using materials from NAESP. Participants were put through

their paces: they sorted through a busy principal's in-basket; prioritized a principal's daily log; mapped personal career plans; set specific personal goals; and questioned a panel of veteran principals.

In Kentucky, attendees received six hours of inservice training credit. In Oklahoma, the day also included an in-depth discussion of site-based manage-

ment and its implications for the principalship.

"It was most helpful to see education, its ups and downs, from the principal's point of view," said one participant.

For information on conducting a workshop in your state or district, contact Aspiring Principals, NAESP Special Projects, 1615 Duke Street, Alexandria, VA 22314-3483, or call Kay Plitt at (703) 684-3345. ☐

1994 Federal Relations Conference Report

Principals to Congress: Cut Red Tape, Make Education a Top Priority

Close to 100 elementary, middle, and high school principals from across the U.S. traveled to the nation's capital last month to discuss education issues and funding with members of Congress, their staffs, and key administration officials, including Surgeon General Joycelyn Elders.

The principals, in Washington for the annual Federal Relations Conference jointly sponsored by NAESP and the National Association of Secondary School Principals (NAASP), urged continuation of the 45 programs that fall under the Elementary and Secondary Education Act (ESEA), the 1965 federal act that is up for reauthorization this year. Specifically, principals asked legislators to:

- make rules and regulations more flexible, so that principals can use federal money to the best advantage for eligible students;
- cut red tape and paperwork by encouraging the coordination of education, health, and social services for children; and
- redirect funds to better serve the children that need help the most, such as English programs for non-English speakers and aid for the children of migrant workers.

Principals also expressed concern about a proposed amendment to the U.S. Constitution to require a balanced federal budget. "Not only would the ratification procedure take seven years, but we're certain that the amendment would have negative repercussions for education, low-income families, and minorities," NAESP Deputy Executive Director Ed Keller told *Communicator*. Keller said the amendment process is a delaying tactic, and that Congress has full power to balance the budget now (see "Capitol Comments," January 1993 *Communicator*).

Vermont Senator James M. Jeffords was honored during the conference for his "one percent solution" to education funding. The veteran Republican, who also delivered a keynote address, proposed an increase for education funding of 1 percent of the total federal budget each year until it reaches a total of 10 percent. Jeffords' solution would enable schools to

fully fund the programs Congress has asked them to implement, such as educating children who are disabled, non-English speaking, and economically or socially disadvantaged. (The federal budget now devotes only 2 percent to education, approximately \$30 billion.)

Other conference speakers included:

- Thomas W. Payzant, Assistant Secretary for Elementary and Secondary Education, who reviewed the Clinton administration's education initiatives.
- Editor and *Roll Call* columnist Charles E. Cook, who shared predictions

about the 1995 political landscape.

• Surgeon General Joycelyn Elders (see box below).

• Representative Lynn Woolsey, freshman Congresswoman from California and former welfare mother, who briefed principals on how coordination of health, education, and social services in schools could help children and their families.

• Maine Governor John McKernan, chairman of the National Education Goals Panel, who updated principals on the governors' recommendations for achieving the goals by the year 2000. ☐



NAESP President Sandra Ann Lawrence and Executive Director Sam Sava greeted Surgeon General Joycelyn Elders prior to her address to the NAESP/NAASP Federal Relations Conference.

Schools Must Help "5-H" Students, Says Elders

U.S. Surgeon General Joycelyn Elders told principals attending the 1994 NAESP/NAASP Federal Relations Conference that too many of their students are members of the 5-H club: Hungry, Homeless, Healthless, Hugless, and Hopeless.

Elders' prescription? Health and social services offered at school.

"People ask me, 'Why do you want to pile more on schools?'" Elders said. "I tell them, 'Schools are the only institutions we've got where all the children go!'"

"We've been using a Band-Aid approach, but now we're at a point where we need major surgery," said Elders. "We need to use schools as the operating suite."

Elders said that the administration's health care proposal includes provisions to assist schools—especially those with high numbers of at-risk students—in offering services at school. Under the plan, schools could qualify as health providers, billing health alliances and Medicaid for services. The Clinton plan also gives schools resources for health education at every grade level, she said.

"You have to start early to make a difference," Elders emphasized, pointing out that only 5 percent of schools now offer such comprehensive K-12 health education.

In Brief

Better for Less?

Watch out, education: Vice President Al Gore's National Performance Review report, "Creating a Government that Works Better & Costs Less," includes 12 recommendations that would cut or redirect an estimated \$3.7 billion in federal education funds, making education the third largest target in the report.

On the bright side, education could benefit if Congress accepts some of Gore's recommendations, including less red tape in grant programs, collaboration of social services, and a limit on unfunded mandates.

Getting Behind Choice

Former U.S. Secretary of Education Lamar Alexander has formed a coalition of state and city leaders, business officials, teachers, and members of Congress to promote school choice and charter school efforts nationwide. Americans for School Choice, according to the group's mission statement, is a "national, grass-roots membership organization, unafraid of political action and focused outside Washington where real change must occur." The organization will provide a communications network, along with seed money for state choice initiatives and legal services.

Disabled Child Abuse

Disabled children are more likely to be abused and neglected, according to a study by the National Center on Child Abuse and Neglect.

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Health Care Reform

Good Medicine for Kids and Schools?

One of your teachers tells you that David is not paying attention in class. He's always speaking out of turn, and doesn't do well in group work. Your school nurse believes he has a hearing problem, but without insurance, his parents can't see a specialist.

And then there's Jenny, absent again. She's always pale and doesn't seem to have any energy. You think she may have a serious medical problem, but you're sure her mom and dad can't afford a doctor.

David and Jenny are not atypical: 8.4 million children in the U.S. are uninsured, even though 80 percent of them live in families where at least one parent works. All too often, poor health affects their ability to learn.

Child advocates say any health care reform plan that assures coverage for all children is good news. But just how will it impact schools?

President Clinton's health care reform proposal guarantees comprehensive

coverage for children, beginning at birth, with an emphasis on prevention. Along with emergency and hospital services, it includes free medical exams (16 exams between birth and age 19, according to a schedule set by the government), and provides all "medically necessary" vaccines for children by age 2. Basic dental, vision, hearing, and mental health care for children are included; the plan expands coverage for these services in the year 2000.

Under the proposal, funds for prevention could be channeled through schools. The federal government would award grants for health education programs, on subjects such as nutrition, substance abuse, and AIDS.

In addition, school clinics could receive compensation for services they provide, not only through Medicaid but through private insurance reimbursements. (See related article on EPSDT, page 7.) This

continued on page 7



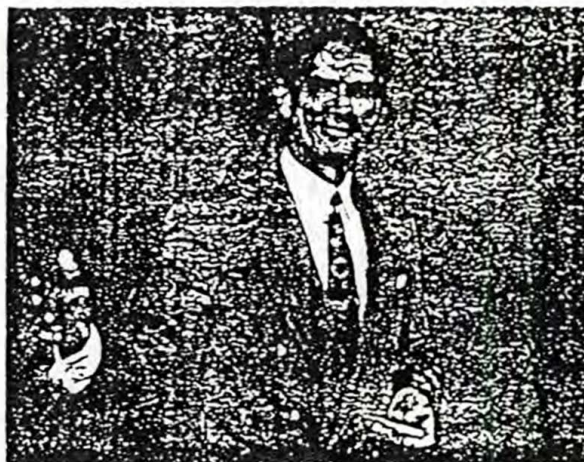
Unfortunately, children are on the front lines of the nation's health care crisis: 8.4 million children in America are uninsured, and close to 40 percent of 2-year-olds are not fully immunized.



NDP Tip of the Month

"Carry index cards in your pocket, as you circulate throughout the building and receive requests by teachers you want to honor, but know you'll forget. hand them a card and ask them to jot it down and send it to your office. Those with legitimate requests will take time to put it in written form, and you'll have a written reminder to follow through."

Terry Broussard
National Distinguished Principal
Dozier Elementary School
Dozier, LA



Parent Challenge

Georgia principal Jimmy Motos has a new twist on the principal's reading challenge—a challenge for parents. Motos, principal of Reese Road Elementary School in Columbus, promised that if the PTA reached its goal of 1,000 members, he'd do the weather forecast on the local CBS affiliate. Parents at the 570-student, K-5 school achieved their goal and Motos went on the air.

Motos says he has new appreciation for the job of the meteorologist. "I had to report the possibility of some snow, which never materialized," Motos told *Communicator*. "The newscasters told everyone to blame me if it didn't come true."

Health Care Reform

Continued from page 1

may lead to expansion of school-based clinics, which now number around 500 nationwide and are located mainly in high schools.

Another potential positive: the cigarette tax. According to the National Association of Children's Hospitals and Related Institutions, studies suggest child smokers are the most sensitive to price increases, so in addition to raising income, the tax could decrease childhood addiction.

Child advocates and some administration officials (including U.S. Secretary of Education Richard Riley), however, worry that the Clinton plan has serious gaps in coverage for children with disabilities.

Under the proposal, children now served by Medicaid but not by Aid to Families with Dependent Children could lose such benefits as transportation to and from doctors and special education/rehabilitation services. Children with birth defects could also lose coverage for some services and equipment.

In addition, school districts could find themselves strapped when it comes to paying health benefits under the Clinton plan. Some education groups, including the National School Boards Association (NSBA), feel that requiring districts to pay 80 percent of employees' health benefits amounts to an unfunded mandate.

In Texas, NSBA reports, a full third of school districts currently provide no health insurance for employees. Another third provide very limited plans—and it seems unlikely that voters would agree to raise property taxes to make up staff benefits.

Nationwide, many districts don't offer the basic benefits the Clinton plan requires, such as well-baby care, preventive health screenings, prenatal care, immunizations, and mental health services. In addition, bus drivers, substitutes,

cafeteria workers, and other part-timers who work more than 10 hours per week would have to be covered.

Ideally, the health care reform package finally passed by Congress will consider the potential burden the plan could place on school budgets—and the services that must remain available to disabled children. NAESP will work to assure that children and schools are at the forefront of the debate in the weeks and months to come. ☐

Federal Funds Available for School Health

Did you know that your school may be eligible to receive compensation from the federal government for health care services provided by your school nurse or nurse practitioner?

Through a program called "EPSDT"—Early and Periodic Screening, Diagnostic, and Treatment—schools can be reimbursed for preventive and treatment services for Medicaid-eligible children. Such services include:

- screening for vision, hearing, scoliosis, diabetes, and other health problems.
- glasses and hearing aids,
- immunizations,
- comprehensive physicals and dental exams,
- wellness promotion (e.g., mental

health counseling, nutrition education).

• and many others, depending on state EPSDT programs.

"School administrators are often faced with choices they shouldn't be," Beverly Farquhar, president of the National Association of School Nurses, told *Communicator*. "A teacher, a textbook, a program, or a student's health. Many schools don't realize they can seek funds, besides education funds, for health services, which are so important to students' success."

For information on EPSDT, contact your state's Medicaid agency. For a free copy of *EPSDT: A Guide for Educational Programs*, write HCFA, Medicaid Bureau, Room 1 J 2 East Low Rise, 6325 Security Blvd., Baltimore, MD 21207; or call (410)956-5639 ☐

CAPITOL COMMENTS

ESEA: Off to a Good Start

by Ed Keller

The Department of Education has recently unveiled its proposal for the reauthorization of the Elementary and Secondary Education Act. According to Department spokespersons, the bill focuses on five areas:

1. high standards for *all* children,
2. improved teaching and learning,
3. resources targeted to greatest needs,
4. flexibility to stimulate local initiatives, and
5. strengthened linkages among schools, parents, and communities.

A Rose by Any Other Name

Remember when "Chapter 1" was "Title I"? We're back to the old name—and a few new features. The proposed Title I takes significant steps to place decision making at the school level by authorizing schools, in consultation with school districts, to determine local school programs. After a phase-in period, schools may use Title I funds for programs for all students if 50 percent of the students live in poverty—down from the current requirement of 75 percent for schoolwide projects. If the proposed ESEA bill is passed, schools will have more authority and more flexibility than ever before.

Those schools that do not have poverty levels that qualify them for schoolwide projects or that choose not to participate in schoolwide projects will be classed as "targeted assistance" schools. Both types of local schools will be required to develop a plan that assures continuous improvement toward achieving high standards.

The department's proposal also requires that all schools at the 75 percent or above poverty level be served. (Currently, even though around 8,000 schools are eligible to collect Chapter 1 funds, only about 1,300 participate.) Most of the schools now participating in this program are elementary schools, so this opens the door to secondary schools that may have been eligible but not previously selected by their districts to participate.

Unfortunately, there may be little extra money for this expansion. White House

staff had earlier indicated that there would be a "hard freeze" on domestic spending for FY95. If so, existing programs will have to be cut or eliminated to fund any increases. And *that* is a real political challenge!

Hard Cash in Short Supply

With no additional funds, school districts will be forced to make very hard choices in allocating scarce dollars among identified critical needs for Title I services.

The proposed Title I also allows the expenditure of funds for the coordination

Title I takes significant steps to place decision making at the school level by authorizing schools, in consultation with districts, to determine local school programs.

of integrated services. (It does not include money for providing the services, however, so health pays for health services, social services pays its share, etc.) One notable exception to this is a requirement that high-poverty schools conduct health screening for all children twice a year. If health agencies cannot pay for this service, the bill calls for the use of Title I funds.

A much-needed expansion of transition services for children who will be entering Title I programs from Head Start is also included. What is not clear is whether the Head Start federal budget will include support for these services or the entire cost must be borne by education agencies. The same is true regarding the health screening services previously mentioned.

Core Subjects a Focus

The nation's outrageous national debt and its perennial deficit have placed all federal discretionary programs in jeopardy. Shifts in priorities require reallocation of severely constricted resources.

Finding resources to fund priorities is a continuing problem throughout the ESEA legislation. Title 2 (formerly Chapter 2) is no exception. In order to initially fund the Administration's strong commitment to professional development, the proposal combines current Chapter 2 dollars with a revised Eisenhower grant program. Professional development based on the core curriculum subjects of National Education Goal Three—expanded to include foreign languages and the arts—will be the focus of this Title; the broader spending opportunities of the current Chapter 2 are eliminated.

In addition, there is a matching requirement proposed under Title 2: districts must find 50 percent of their funding from another source. The other half, however, can come from other federal sources, including Title 1.

Principals' Advice Taken

NAESP had suggested a number of changes in Title 1, based on feedback from our members. Many of these suggestions are incorporated in the Department's proposal, including:

- funds directed to the most needy,
- increased flexibility for local schools,
- program decisions made at the school level,
- coordinated, integrated services,
- expanded opportunity for schoolwide projects,
- increased support for professional development, and
- initiatives in learning technologies.

Elementary and middle school principals have not fared badly in this proposed legislation. The usual political refining will take place over the next several months, but it's a very good start. ☺

Ed Keller is NAESP's Deputy Executive Director.

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y School-Age Child



as NAESP President

Association-sponsored training on beginning or improving after-school programs. At our San Francisco convention, two dozen principals learned how to train others in the basics of child-care programming.

And next fall, every NAESP member will receive NAESP's new handbook on *Standards for Quality School-Age Child Care*. Written for and by K-8 principals, this document follows the tradition of NAESP's four previous guidebooks on elementary schools, early childhood programs, teacher evaluation, and proficiencies for principals.

Standards for Quality School-Age Child Care will, for the first time, outline K-8 principals' recommendations for child-care programs serving children ages 5 to 13. The book defines the role of the school, the principal, and the relationships that should be established with the community, the child care provider, and parents. It covers space and time requirements, activities and developmental programming, staffing options, even budget and legal considerations. *Standards* will be useful to schools or other organizations in starting an extended-day program, or in improving an existing one.

NAESP also will publish a short booklet of guidelines for parents to help them choose a sound program for their children.

As educators, our concern for children does not start and end with the school bell. We know that children's ability to learn is affected by what happens outside school. Our new standards publication will help us assure that those out-of-school hours are safe, nurturing, and support children's growth and development.

John R. Fero

John Fero
NAESP President
Principal, Jefferson Elementary
Helena, MT

5/93

Academy

Group will present
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Principle-Centered
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NAESP, (703)684-

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NAESP Fights for Head Start

NAESP, along with the National Head Start Association, the Children's Defense Fund, and the High/Scope Foundation, has gone to bat for Head Start, to counter recent criticism of the program's effectiveness and to encourage the Clinton Administration's efforts to serve all eligible children.

In mid-April, NAESP's Executive Director Sam Sava told reporters at a Washington press conference that Head Start preschooling has made a big difference in the lives of the children who attend. Sava said Head Start children come to school with better language skills, with a can-do spirit, in better health, and with parents who are inter-

ested in their education.

He sharply dismissed as too narrow the criticism that Head Start's impact on intelligence tests appears to fade after a few years. While conceding that Head Start, like most programs, needs improvement, Sava said that schools, too, must pay more attention to the transition from Head Start to kindergarten. He noted that the society for which Head Start was designed in 1965 has changed drastically.

"In the America of 1965, Head Start was a good idea," said Sava. "In the America of 1993, Head Start is a great idea. NAESP proudly supports the program and urges President Clinton to follow through on his pledge to expand Head Start to every eligible child." 



n NAESP
aders:

SP State Leaders
will be held July 29

d Resolutions legate Assembly

Two health-related planks target the school's role in maintaining children's physical well-being and complying with disability legislation. Another expands the language to include all the ways children become drug-damaged—by themselves and as a result of parental abuse.

Existing resolutions on home schooling and compulsory school attendance have been separated and strengthened. And a plank saluting the effectiveness of the National PTA was broadened.

In other action, the delegate assembly adopted a proclamation offered by Margaret Buckley of New York. The proclamation urges President Clinton, members of Congress, and the nation's governors to declare as America's first priority the education of its youth, and to increase funding for schools.

The delegates also voted to increase NAESP membership dues for 1993-94 by \$20, and recognized outgoing members of the NAESP Board of Directors: Don Briix, Lillian Brinkley, Fred Brown, Bob Hassan, and Joe Ogden. NAESP President John Fero was commended by the Montana delegation for his year of service to the Association. ☺

THE WHITE HOUSE
WASHINGTON

March 26, 1993

Greetings to everyone gathered for the 72nd annual meeting of the National Association of Elementary School Principals.

The challenges of the 21st century require nothing less than a world-class educational system. This system bears the crucial responsibility of preparing our young people to succeed in a rapidly changing world. In addition to the devotion of school principals, it is essential that teachers, parents, and communities dedicate themselves to nurturing and supporting young people. My Administration is committed to supporting these efforts by providing the needed resources and a strategy that will work to increase learning.

I am confident that, in your discussions, you will renew your commitment to the education of our children and will share your insight to help create the best possible environment for learning. Because children represent our future, we all have a stake in preserving their ability to grow up healthy, safe, and well educated.

Best wishes for a successful meeting.

Bill Clinton

General Session Keynoters

Continued from page 1

of the International Center for Leadership and Education in Schenectady, NY. Daggett formerly headed Occupational Education for New York State, and is now active on reform panels in Japan and Germany, as well as the U.S. In the 10 years since *A Nation at Risk* was released, according to Daggett, 47 states have responded by toughening curricula, lowering dropout rates, and raising graduation requirements. "The class of '92 is the best educated we have ever had."

"However," he added, "they are also the worst off," because technological change has outstripped curricular change by a margin of four-to-one, and other countries are working much harder to give their students a competitive edge.

Among the curricular areas in which other nations are leaving the U.S. behind are technical reading and writing, applied

nity use their algebra?" Daggett asked. "In their leisure hours?"

K-8 principals are better situated to warn the public of these global trends because they see parents more often than secondary school educators do, according to Daggett.

"Celebrate Diversity," Kuykendall Tells Third General Session

Principals "are the merchants of hope," Crystal Kuykendall told the Third General Session of the convention. Kuykendall, president of Kreative and Innovative Resources for Kids (K.I.R.K.), said that as early as kindergarten, "too many kids get the message that success will elude them." But many children interact more with adults in school, she noted, than at home, so principals must make their presence count.

A rat bit Ronnie's nose while he slept, and when he returned to school, his teacher was so affected by his appearance that her treatment of him changed. Although he was smart beyond his years, Kuykendall said, because of the teacher's attitude, he quit participating, and was dropped back. "Before the end of school," she told the audience, "Ronnie became a Bear. I saw him die in second grade."

"Kids grow at different rates," Kuykendall reminded the audience. "They also learn differently, so we need teachers to teach differently. Heterogeneous groups and cooperative learning help everyone."

She warned educators not to make assumptions about student abilities based on socioeconomic status, language skills, or physical attractiveness. "Attitudes affect expectations," Kuykendall said. "so we must see the beauty in every child."

In Brief

Beyond the Call

NAESP mourns the tragic death of Brooklyn elementary principal Patrick Daly, who was shot in crossfire December 17 as he searched for a missing student in a crime-ridden housing project.

Daly served Public School 15 for 24 years—as a teacher, assistant principal, and finally as principal. He is remembered by colleagues as a dedicated, gentle man who had devoted his life to helping inner-city children succeed. His efforts have been featured in several news stories and on national television.

New Secretary on Board

NAESP welcomes to Washington the new U.S. Secretary of Education, Richard Riley.

Riley, who is former governor of South Carolina, led a grassroots movement to reform his state's public schools that culminated in the comprehensive Educational Improvement Act of 1984.

NAESP Executive Director Sam Sava called Riley "an excellent choice" because he understands the intricacies of education finance and the importance of building a strong foundation in the early grades.

"He's already proven he's a strong partner in the principal's office," Sava said.

New Teacher Blues

Nearly one-fifth of public school teachers hired in 1990 say they are likely to quit the profession in the next five years, and lack of parent

continued on page 2

Education: Golden Gate to Success

San Francisco, Here We Come!

Open up that Golden Gate: NAESP is on its way to San Francisco next month for its 73rd Annual Convention and Exhibition!

Over 5,000 principals and their guests are expected to attend the convention March 27-30, which will be held in San Francisco's newly renovated Moscone Center. Headlining the event are general session speakers Jonathan Kozol, noted educator and author of the recent bestseller, *Savage Inequalities: Children in America's Schools*; Willard Daggett, director of the International Center for Leadership in Education; and Crystal Kuykendall, founder and president of K.I.R.K.—Kreative and Innovative Resources for Kids.

What's likely to be hot at the 1993 convention?

"Parent involvement and school/business partnerships," says Marguerite Leishman, NAESP Director of

Conventions. "We received hundreds of excellent program proposals in this area, so along with several sessions, we'll have special panel discussions and brainstorming roundtables just on these issues."

Brand new program "tracks" reflect expanding priorities of '90s principals. "Transformational Leadership," "Innovative Practices," and "School Collaborations" join traditional categories such as "Instruction" and "Supervision and Evaluation." This year's "Total Quality Management" track promises to draw crowds: sessions will examine the adaptation for schools of business guru W. Edwards Deming's 14-point formula for success.

Also on tap: special presentations on at-risk children, early childhood programs, math and science education, and personal leadership styles. The conven-

continued on page 3



Visit San Francisco's famous Victorian "painted lady" homes—or enjoy the more modern sights, sounds, and tastes of the spectacular City by the Bay on one of the special tours NAESP has arranged for convention-goers. Sign up using the "Tours/School Visits Registration Form" that appeared in the preconvention program, or contact NAESP headquarters for details

CAPITOL COMMENTS

Great Expectations

by Ed Keller

A Democratic administration and a Democratic Congress—what can we expect for 1993?

Will it be the contentious behavior of the Carter years, or is there a new sense of commitment to cooperation?

I believe we'll have cooperation, for two reasons.

First, both the incumbents and the "rookies" were elected because they promised that Washington, DC, would not be business as usual. Logjams, they said, would be broken, gridlock would dissolve, and the administration and Congress would begin a new era of dealing productively with the major issues facing our nation.

The second reason they'll cooperate is survival. President-elect Clinton has come to office with 43 percent of the popular vote. Many members of Congress were elected with very slight majorities. The public wants change and will give those elected a chance to carry it out. But if the gridlock continues, there will be a significant turnover in Congress in the 1994 election. Our officials know they have to take action in this session, and do it early, or they are in deep trouble.

What does President-elect Clinton bring to the debate? What will his positions be on education issues? Based on his pre- and post-election statements, education should be in a much more comfortable position than it has been during the past 12 years.

Since 1981, the public has been battered with statement after statement about how bad the American education system is, how our children and youth are being ill-served by the public schools, how unfavorably the United States compares to other nations.

Now, we'll have an approach that recognizes needs but also supports the many positive accomplishments demonstrated daily in our public schools. From the "bully pulpit" will come a call for all Americans to support a stronger, more vital education system committed to learning for all children. The importance of education for active citizenship, for

economic productivity, and for national security will be stressed. The Clinton Administration will support increased federal funding for education as a clear demonstration of its commitment.

Promotion of private school choice and vouchers is likely to cease, although public school choice, in some form, will be proposed. Congress and the administration will work together to begin the

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long-term modifications that will strengthen public education. Among the areas likely to receive increased attention:

1. National Standards/Assessment

President-elect Clinton led the National Governors' Association participation in the development of the six national education goals. He is committed to high standards for education in order to achieve those goals and will "put money where his mouth is."

Assessment will likely move more slowly with pilot testing of various models at the state level being the focus of limited federal funding.

2. Flexibility for Accountability

We have wanted increased flexibility (fewer regulations) for years. But how can we demonstrate that children's learning has improved? How can we assure that federal funds are being spent as Congress intends?

This issue will come under substantial debate this session. We'd appreciate receiving your ideas on this subject.

3. Readiness

As Arkansas governor, Clinton supported the HIPPPY program, a comprehensive parenting education program similar to Missouri's successful Parents As Teachers initiative. During the election campaign, Clinton called for increased funding for Head Start. Based on these commitments, our next President is likely to recommend much stronger support for school readiness programs, perhaps coupled with comprehensive health and social services components. Something might be done to enhance the preschool portion of Chapter 1, as well.

Much of education's opportunity for improved funding will hinge upon how well and how soon Congress acts on health care reform. Other major legislative issues facing the President-elect include deficit reduction, an economic stimulus package (which could include school construction and renovation funds), immigration policies, and tax reform.

As has been typical with each change of Administration, there is a very positive climate in Washington, DC. A new administration, as well as almost one-fourth of Congress, holds promise of new direction in federal policy—from a more responsive government.

Now, more than ever, your congressman needs to understand your needs as principals working to do your best for your students. Invite your congressman to school to meet your students, staff, and parents. Tell him or her about your school community's needs.

The seeds of change were well planted in the November election. They must be nurtured by the accurate, in-the-trenches information that only principals can provide. 

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Ed Keller is NAESP's Deputy Executive Director.

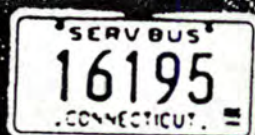
PRINCIPAL

VOLUME 73

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EMERGENCY DOOR



Ideas for a Better Year

A New Direction for Education
by Secretary of Education Richard W. Riley

A New Direction for Education

It's going to take a lot of cooperation by a lot of people to "reinvent" American education.

RICHARD W. RILEY

As we begin the 1993-94 school year, I want you to know that I value and respect the important work that principals are doing for our children and for American education. In preparation for the new year, I know you have been making important decisions on personnel, curriculum, and instructional materials, while trying to allocate resources in ways that will produce positive results in meeting the needs of your students. And I know that you stand ready to embrace all opportunities to improve teaching and learning in your schools.

The winds of change are stirring across the educational landscape in America. The philosopher Alfred North Whitehead made an important point when he said, "In all education, the main cause of failure is staleness." If we fail to adapt to meet the needs of those we seek to teach, our job will be impossible.

One of the dominant objectives of President Clinton's educational reform program is the establishment of world-class curriculum standards which challenge all students. I support the effort currently under way to create voluntary curriculum standards for our students, and feel strongly that they should be tied to as-

sessments and to achieving our six National Education Goals.

Reinventing Education

But we need to do more; we need a drastic overhaul so that all students have new and better opportunities to achieve those goals.

President Clinton calls it "reinventing education."

Change is difficult, but change we must. And positive change is the inherent theme as the Department of Education re-examines and strengthens its partnerships with state and local education agencies, and promotes coherent, systemic education reform based on voluntary and internationally competitive academic and occupational standards.

I am familiar with the difficulty of attempting to make significant changes in our education system. As governor of South Carolina, I strongly supported a campaign that produced a vast number of changes. Using such methods as

toll-free education hotlines and educational town forums to reach and rally citizens, we convinced state legislators not only to mandate comprehensive reforms but to provide substantial funding. Goals and targets were set, and initiatives were designed to meet them.

For example, to improve performance in basic skills, early childhood programs for four-year-olds were put in place to improve readiness; competitive grants were made available to principals and teachers to try innovative ideas; attendance laws were tightened to increase learning time; extra

help was provided to any student falling below basic skill standards; and graduation requirements were strengthened.

Each of the six goals in the South Carolina Education Improvement Act had a similar set of comprehensive, coherent strategies developed through committees of statewide leaders linked with local educators (including many principals), parents, business leaders, and citizens.

"Principals can work with teachers, students, parents, and community members to create commitments to common values and shape visions that will result in a positive climate for teaching and learning."

Richard W. Riley is U. S. Secretary of Education.

As a result of these efforts, ten years later student performance in basic and advanced skills has improved substantially by all measurements in South Carolina.

The Bottom-Up Approach

I have learned from this and other experiences that the bottom-up approach works when you involve the nuts-and-bolts people. Who knows better than on-site school administrators and teachers the kind of changes that have the best chance of improving education? And perhaps the most significant lesson that I learned in South Carolina was that parent and public support are crucial.

To achieve our National Education Goals will take similar commitment and involvement from what Cicero called "partnerships for the common good." Fortunately, the partnership concept is gaining momentum and yielding tangible results in urban, rural, and suburban settings around the country.

In Fort Washington, Maryland, an ethnically diverse suburban community near the nation's capital, the principal and staff of Indian Queen Elementary School worked with parents, community organizations, and more than 40 businesses to open a unique multicultural resource and art center. Representatives from various cultures, organizations, and businesses donated or loaned relics, artifacts, and crafts for the center, including a Filipino exhibit from the National Museum of Natural History. There are also examples of African-American, Native American, Asian and early American cultures.

The center's coordinator calls it a "cross-cultural educational approach," parts of which will be integrated into the school curriculum.

Another example of the bottom-up approach is Richardson Elementary School, virtually surrounded by low-income housing projects in an area of Washington, D.C., where drugs, crime, and violence are epidemic. Nevertheless, Richardson has emerged a winner. Last year it was cited as one of the top schools in the city's Partnership in Education program.

At Richardson, the school-based management team worked with a community

development organization, local businesses, and a church to create a better environment for students, both in and out of school. The overall goal of increasing student self-esteem has been served well by mentoring and tutoring programs, along with field trips, career days, and help in purchasing textbooks and supplies, all supported by either the community organization or local government officials.

Forging Partnerships

Partnerships between schools and with colleges are also important elements of change. In South Carolina, the Center for the Advancement of Teaching and School Leadership at Winthrop University linked 70 schools involved in the change process with one or more college partners. Now these 70 schools have been paired with 30 new schools. The result is a powerful network of schools and colleges sharing ideas, solving problems, and building a "critical mass" for improvement.

The San Diego School District chose Hamilton Elementary School as the test site for its New Beginnings initiative, linking San Diego County, the city of San Diego, the school district, and community college district. The partnership, which has been expanded to include other local agencies and service providers, is working on long-range efforts to make fundamental changes in the way services are provided.

The New Beginnings center provides social and health services for children and their families. Classroom teachers at the school are trained to identify and refer to the center children who are experiencing academic, behavioral, attendance, or health problems.

States can also play an important partnership role. In Vermont, for example, the state department of education has conducted focus forums across the state, where residents are asked open-ended questions about what students should know and be able to do.

At the federal level, we are improving our communication with communities by satellite town meetings, conferences, and other means. The Department of Education works with business groups like the U.S.

Chamber of Commerce and the National Alliance of Business, as well as the Department of Labor, the Department of Health and Human Services, and other government agencies. My staff and I also meet regularly with education associations and other groups interested in public education.

Carpenters of Education

While partnerships like these strengthen our schools, as principals you have been and should continue to be major catalysts for change in your schools. Your role is crucial in determining what your school should be. Principals can work with teachers, students, parents and community members to create commitments to common values and shape visions that will result in a positive climate for teaching and learning.

Sam Rayburn, a former Speaker of the House of Representatives, was fond of saying, "Any jackass can kick down a barn, but it takes a carpenter to build one." Rayburn's metaphor is appropriate for President Clinton's education agenda, which asks all Americans to become carpenters in rebuilding our education system.

The President's "Goals 2000: Educate America" legislation is our national blueprint for change (*see box*). It gives you, the principals, an opportunity to help redesign the whole school process by building partnerships, revitalizing the curriculum, expanding community and parental support, and actively participating in the national movement to achieve educational excellence for all students.

This legislation will provide incentive grants to schools, districts, and states to reinvent their schools, comprehensively and systematically. It will help cut bureaucratic red tape to allow greater innovation, and help develop voluntary national standards that will provide schools with challenging goals.

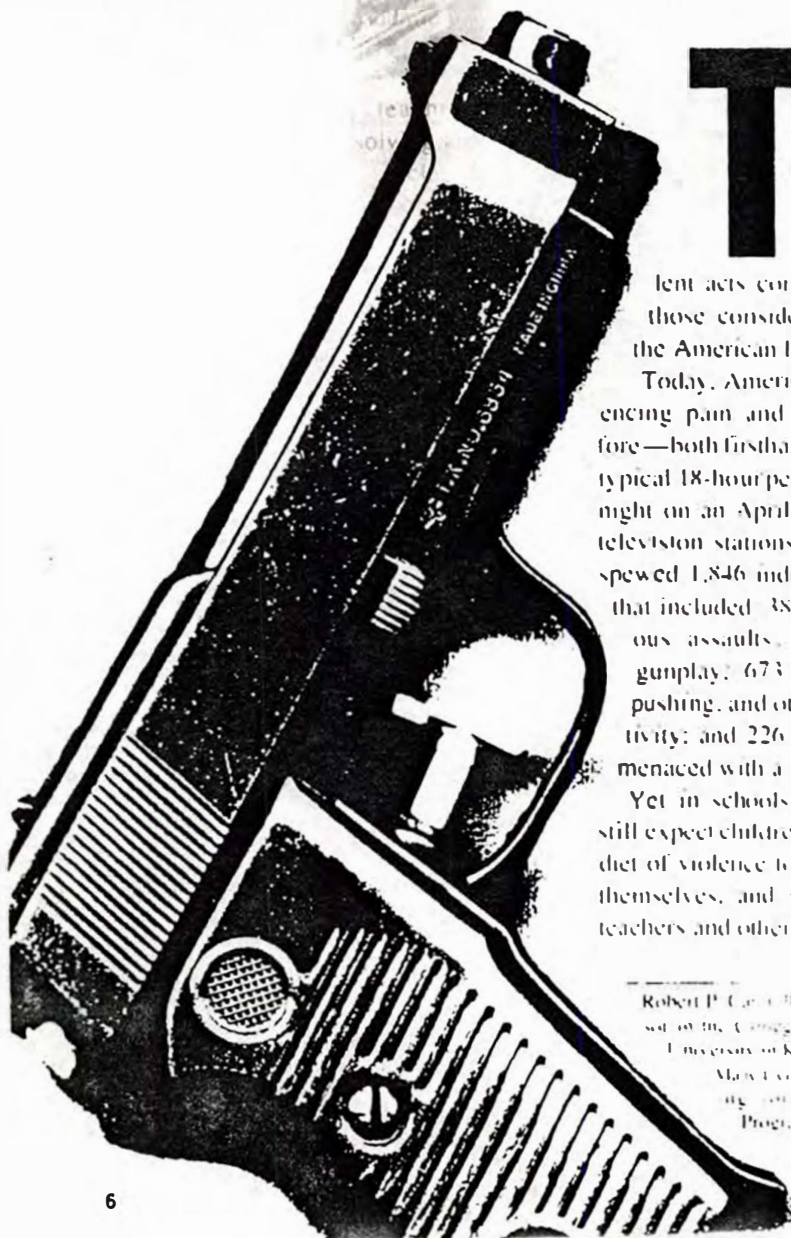
Looking Ahead

Much of what we're now doing at the federal level within the "Goals 2000" framework is consistent with what many innovative principals are doing at their schools. And we will continue to use this framework to guide us in redesigning the

Countering Gang Violence in American Schools

Organized gangs, once an inner-city phenomenon, are attracting children in suburban, small town, and rural schools.

ROBERT P. CANTRELL AND MARY LYNN CANTRELL



The age of childhood innocence, as represented by Huck Finn and Pollyanna, is dead. Each morning we wake to new headlines about violent acts committed by and against those considered to be children by the American legal system.

Today, American children are experiencing pain and violence as never before—both firsthand and vicariously. In a typical 18-hour period from 6 a.m. to midnight on an April Thursday in 1992, ten television stations in Washington, D.C., spewed 1,846 individual acts of violence that included 380 scenes depicting serious assaults; 362 scenes involving gunplay; 673 displays of punching, pushing, and other hostile physical activity; and 226 scenes of people being menaced with a weapon (Hickey 1992).

Yet in schools the following day we still expect children exposed to this visual diet of violence to sit up straight, behave themselves, and show respect for their teachers and other adults.

Robert P. Cantrell is a visiting research professor at the College of Education at Kent State University in Kent, Ohio.

Mary Lynn Cantrell is an associate professor of psychology at the University of Akron, Ohio.

Although television networks and most program producers have denied or side-stepped responsibility, the viewing of television violence has been significantly correlated with aggressive behavior in children as early as age 6 (Eron 1986; Eron, Walder and Lefkowitz 1971; Lefkowitz, Eron, Walder and Huesman 1977).

As our children assimilate this steadily increasing daily diet of violence, more and more of them are turning not to the adults around them, but to other children for guidance, protection, and values. The result has been a frightening nationwide increase in gang membership and gang violence. Describing the alarming escalation in Los Angeles County alone, the *Los Angeles Times* reported in 1991, "In 1988 there were an estimated 400 gangs and 45,000 gang members countywide. Today there are about 800 gangs with 90,000 members."

Gangs are clearly appealing to children: they offer identity, friendship, protection, and excitement—no to mention money and sex. Suburban, small town, and rural schools are no longer immune as gangs move beyond inner-city urban areas (Harper 1989) and recruit increasingly younger children for drug sales and other illegal activities (Jofsky 1986). Younger children are particularly attractive to gang recruiters, who believe that intimidates

and police tend to ignore them. Several years ago, a Nashville elementary school principal had to confiscate a beeper from a tiny first grader who was being used as a "runner" for a drug trafficker.

What Can Schools Do?

The rule of thumb in combating violence in school is to remove the nutrients wherever possible, but to have staff members who are ready to deal with it in several ways when it occurs.

1. *Be knowledgeable.* School personnel should become familiar with the idiosyncratic symbols, terms, or phrases often employed as identifiers by gangs and often mimicked by youngsters who are not gang members (see boxes).

2. *Join forces with community leaders, police, and parents.* Talk with local police officers, especially those who most frequently deal with youth violence. Find out others in your community who know about local gangs and can share critical information—the names of gangs, their territories, their identifiers, the numbers and characteristics of their members, and their modes of operation.

Too often parents and school staff are separated by walls of staff "professionalism" and the parents' own negative school experience. But by making sincere attempts to break down these walls, schools can provide information and support for parents—and parents can provide information and support for school personnel.

3. *Implement special curricula in all grades.* Schools should adapt or develop an anti-gang curriculum like that used by the Paramount, California, schools (West and Ostos 1982). The curriculum focuses on showing what a gang lifestyle is really like, providing alternatives to gang membership, developing self-esteem, teaching skills for dealing with peer pressure, giving drug abuse information, describing the consequences of criminal behavior, and exploring career opportunities. In four studies with different groups, 90 to 98 percent of the students using this curriculum expressed unwillingness to associate with a gang on the post-test, as compared to 50 percent on the pretest.



By teaching problem-solving and social skills, including non-violent conflict resolution methods and the avoidance of AIDS and sexually transmitted diseases, schools may be able to eliminate one of the principal attractions of gang membership. A strong program of incentives and support for academic performance will maximize the effects of these curriculum activities.

4. *Treat each student with respect.* Provide teachers and school staff with inservice training about gangs, their appeal to children, and the implications of gang activity. The training should include instruction on how to interact individually with gang members, when it is important to keep cool and not become emotional. Humor often can work to defuse a tense situation, although "put-down" humor may be counterproductive (Cantrell 1992).

Threats and intimidation do not work with gang members. Remember that a primary reason for joining a gang is to gain

"Threats and intimidation do not work with gang members.... If threatened with disciplinary action, members may well 'up the ante' with an even greater threat..."

respect and to feel powerful. If threatened with disciplinary action, members may well "up the ante" with an even greater threat of their own. Empty threats are worse than useless.

Communication should indicate respect, rather than fear or hostility. In any discussions of student problems, demonstrate that you are sincere without trying to be a therapist. Students have very good

"phoniness detectors" and are likely to stop talking to adults they feel are simply playing a role. Don't push if gang members are reluctant to talk about their concerns, but point out the price they pay for gang membership in terms of personal independence.

Finally, don't ask students to pursue goals they cannot realistically reach; rather, help them to see and make livesaving choices with their peers. Asking a student to leave (or not to join) a gang may possibly place the student in danger. Instead, try to provide the student with

practical alternatives, both social and academic, that might help minimize negative peer involvement and provide other avenues of support.

5. *Make your school a safe haven.* As violence intrudes on students' everyday lives, guns have become an accepted part of their world. In 1992, Cleveland's Gun Safety Institute commissioned a study that sampled 461 fifth, seventh, and ninth graders. Among the findings: 22 percent of the boys possessed their own guns, and their reasons paralleled many of the attractions of gang membership: excitement, power, safety, and the use of aggression to solve problems and respond to insults (Shapiro 1993).

A school may also be ripe for gang intrusion if it has become, or has the potential to be, a marketplace for drugs (Vrean 1988). The average age for first experimentation with drugs is about 11 for boys

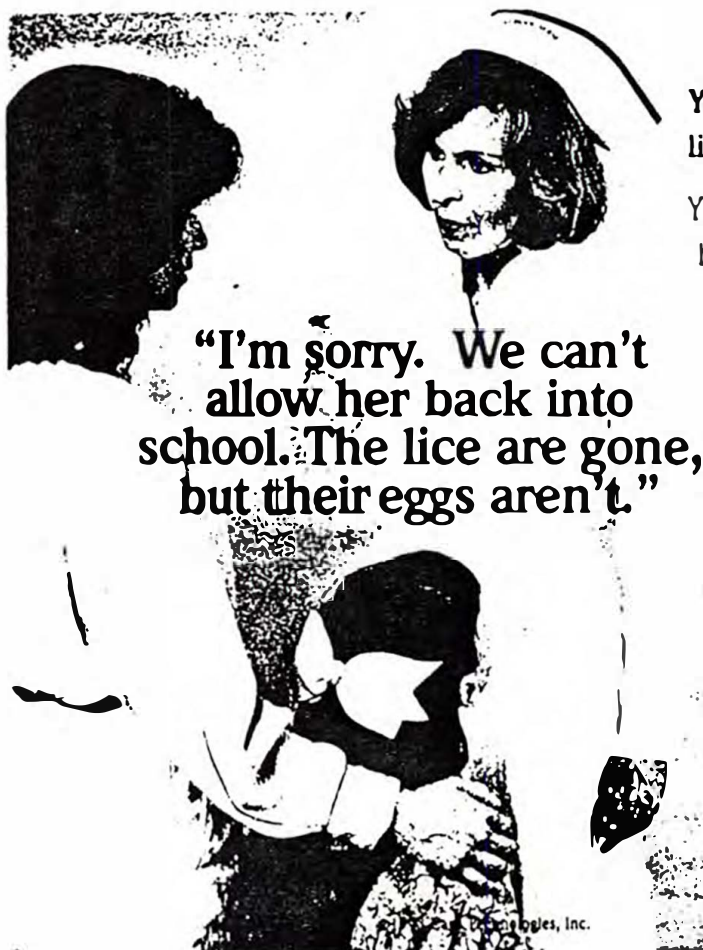
and 13 for girls, and even younger students are trying drugs (Greenbaum *et al* 1989). Gang income depends largely on drug sales, and much of the gang-related violence that affects schools results from struggles between rival gangs for drug-selling "turf" (Vrean 1988).

Make your school a safe haven from gang activity by:

- Establishing dress and discipline codes. Dress codes should ban gang identifiers, some of which become fad items for non-gang members;
- Prohibiting and reporting to police all gang recruiting activities;
- Impounding beepers and headphones;
- Developing clear policies on assault and weapons possession, and making sure

Teachers and Gangs

What are the chances of a teacher being assaulted by gang members? Huff (1989) studied Ohio gangs for two years and concluded that teachers who first demonstrate that they care about a youth, and then are firm, fair, and appropriately assertive, are rarely, if ever, assaulted by gang members. But teachers who back down under intimidation are more likely to be victims of assault. Huff found no instances of teachers who insisted on academic performance (within caring relationships) being assaulted; while such teachers were respected by gang members, those perceived as weak were often exploited.



"I'm sorry. We can't allow her back into school. The lice are gone, but their eggs aren't."

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that all your students are aware of them;

- Reporting assault and weapons offenses to district authorities and police;
- Seeking and removing gang graffiti; and
- Being clear, firm, fair, and consistent in enforcement. □

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A Sampler of Gang Terms

Book-run

Check it out—listen to what I have to say

Crank—a mentally unstable person

Demonstration—a gang fight

Dis—show disrespect

Drop a dime—snitch on someone

Dropping the flag—leaving the gang

Everything is everything—it's all right

Gang banger—gang member

Gang banging—gang activity

Get down—fight

Gun up—get ready to fight

Home boy—someone from the same gang, a friend

Hood—neighborhood

Jiving—attempting to fool someone

Kite—a letter

Packing—carrying a weapon

Popped a cap—shot at someone

Represent—demand to indicate gang membership

Ride—a car

Ride on—go to attack a rival gang

Take out of the box—to kill someone

(Reprinted with permission from *Journal of Emotional and Behavioral Problems*, Spring 1992)

A Sampler of Gang Identifiers

Symbols—Distinctive symbols, such as stars with 6 or 5 points, crowns with pointed or rounded tops, or rabbit heads with straight or bent ears, are used in graffiti, on clothing, and in jewelry.

Signals—Arms are folded in a certain way, or fingers are used to form distinctive hand signals.

Graffiti—Symbols and slogans are displayed on buildings, streets, or property to mark a gang's territory; an opposing gang may display another gang's symbol upside down as a sign of disrespect.

Slogans—Phrases and terms with specific meanings for gang members.

Right/Left Rule—Positioning of an identifying item on the left or right side, such as a bandanna hanging from a pocket, fastened to a belt loop, or tied around a leg.

Colors—Colors and color combinations are chosen by gangs and often used in clothing, shoes, hair decorations, beads, and earrings.

Clothing—Clothing commonly worn by gang members include:

- Jogging suits in gang colors;
- Sweatshirts worn with hood showing gang colors;

- Hats tilted in a certain way, in gang colors or with gang insignia;

- "New Wave Star," layers of head-covering material worn under the hat and hanging down the back, with gang colors and/or symbols;

- Single glove, worn on either the left or right hand;

- Gym shoes in distinctive color combinations of shoe and laces, such as two sets of colored laces in one or both shoes, or with the tongue turned up in one and down in the other;

- Pockets with insides dyed in gang colors;

- Pants legs rolled up on right or left.

Jewelry—Includes earrings worn on the left or right ear; rings worn on certain fingers; necklaces, bracelets, or key rings in gang colors or with gang symbols.

Buttons—Imprinted with the gang's symbol or slogan.

Hairstyles—These may include designs cut into the hair, colored beads or barettes, colored streaks on different sides of the head, pony-tail bands of different colors, or combs worn in the hair.

Fingernails—Two nails painted with gang colors on left or right hand.

(Reprinted with permission from *Journal of Emotional and Behavioral Problems*, Spring 1992)

PRINCIPAL

VOLUME 73

NUMBER 2

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Health
& Safety

A Special

Count to Ten

Violence. We can't seem to escape it. We see it on the local and national news, in newspapers, on magazine covers. Violence is today's hot topic, not only in the media but in our everyday conversations. No longer regarded as an inner-city phenomenon, violence has become endemic throughout the nation. No one feels completely safe, even when shopping—or going to school.

This issue of *Principal* focuses on children's health and safety. But knowing about the dangers of asthma and asbestos, or ensuring children's safety on the playground, are of little value if kids are attacked on their way to and from school. Violence has become such a concern for educators that some schools are spending money on metal detectors instead of books.

In this issue, Robert and Mary Lynn Cantrell report: "American children are experiencing pain and violence as never before—both firsthand and vicariously. In a typical 18 hour-period from 6 a.m. to midnight...ten television stations in Washington, D.C., spewed 1,846 individual acts of violence....Yet in schools the following day, we still expect children exposed to this...to sit up straight, behave themselves, and show respect for their teachers and other adults."

Last summer three federal departments—Education, Justice, and Health and Human Services—co-sponsored a forum in Washington on "Violence

Prevention for Our Nation's Children." Education Secretary Richard Riley, Attorney General Janet Reno, and HHS Secretary Donna Shalala, along with other influential figures in education, law, and the media, examined the extent of the violence problem, and discussed ways to address it.

It's easy to say that we need to get rid of gangs and guns, but the heart of any meaningful solution is to get rid of attitudes toward violence that seem to *require* guns. Violence is not innate, say psychologists; it is learned from many sources. Children are not born with tendencies toward violent behavior, but even the youngest quickly pick up and imitate what they see around them.

The American Psychological Association's recent report on "Violence and Youth" notes that viewing hour after hour of TV violence desensitizes people. We have to do more than limit the amount of TV violence that kids watch; we must also help them understand and become more aware of what they see.

But while television and the other mass media may increase our consumption of violence, and even whet our appetite for it, we can also see violence near at hand every day. An angry driver stuck in traffic leans on his horn and gestures obscenely. A frustrated mother in a supermarket slaps her crying child.

Tension. Aggravation. We all get mad at times, especially when we are under

stress. These are facts of life that won't change. But the way we deal with these conditions—and the way we teach children to deal with them—can and must change.

Kids must learn, from our example as well as our teaching, that it is not acceptable to vent their frustrations in escalating violence. Arguments that used to end with fists all too often now end with guns (All too often fists didn't solve the problems, either.)

We must teach children how to resolve disputes without resorting to violence. Los Angeles principal Annette Kessler asks: "What can we as educators do to reverse this trend toward violence? How do we provide our students, staff, and community with the attitudes and skills needed to promote nonviolent solutions to the problems?"

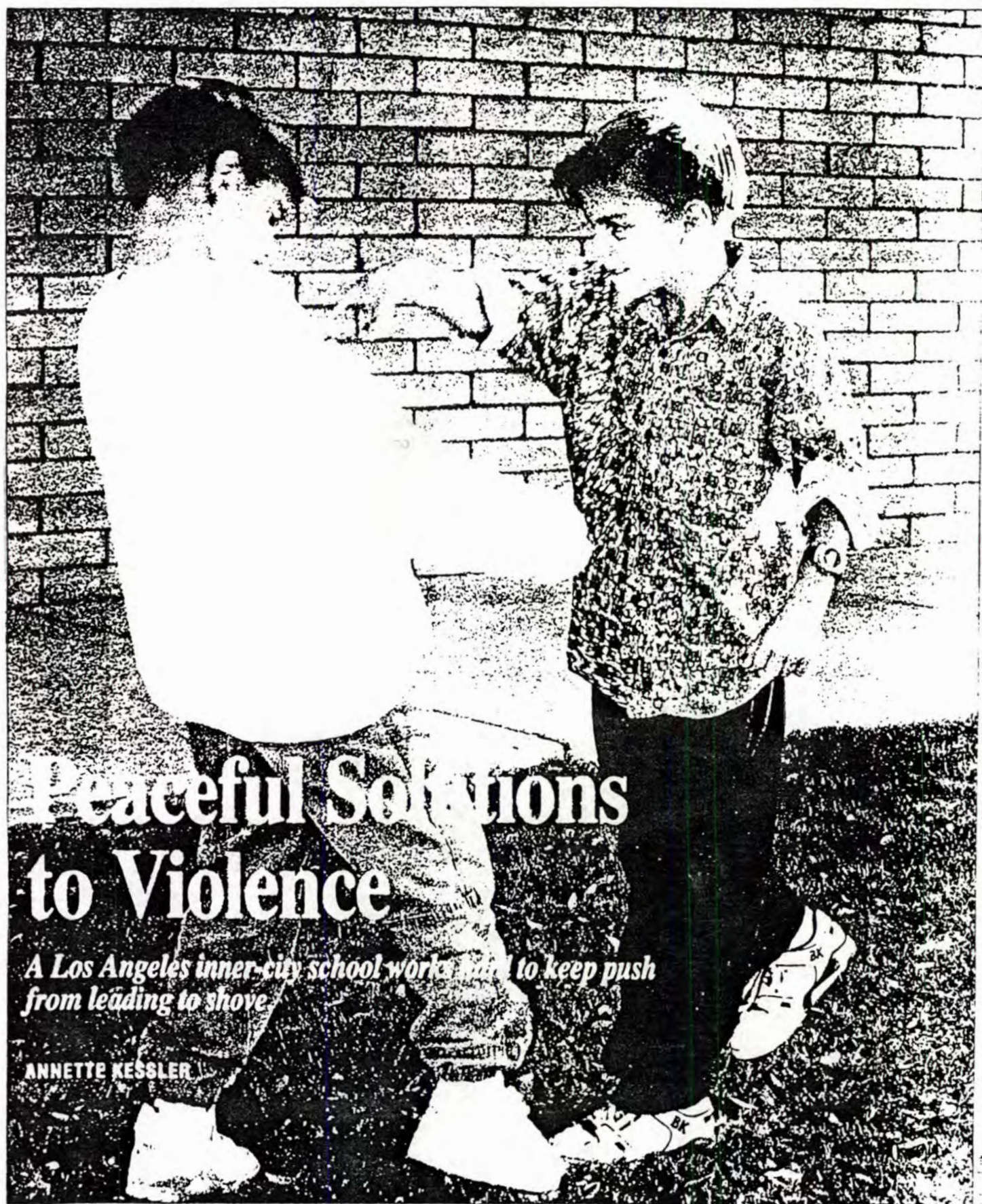
She describes how her inner-city school uses some of its older and respected students to help their peers resolve conflict peacefully by keeping cool and maintaining control.

Violence can actually cause brain damage in children, says Saul Schanberg, a Duke University biological psychiatrist. But they can grow up normally, even when surrounded by poverty and violence, if their bad experiences are neutralized by a caring adult.

Megan Gunnar, a child psychologist at the University of Minnesota, writes that such resiliency has to do with "protective factors like the quality of home life, the parent-child relationship, or another relationship that provides some security to the child."

Because violence takes many forms, so must our response to it. We can write letters to newspapers and politicians protesting gratuitous violence in the media. We can lobby for laws restricting kids' access to handguns. We can teach children how to resolve their conflicts peacefully. We can give them a sense of security, at least while they're in school. And we can remind them—and ourselves—of the wisdom inherent in the old adage, "Count to ten."

L.M.W.



Peaceful Solutions to Violence

*A Los Angeles inner-city school works hard to keep push
from leading to shove*

ANNETTE KESSLER

The bell rings for recess and 500 children pour out into an overcrowded school yard to play in assigned areas. Among them are students wearing blue and gold sashes across their chests—the Weemes Peacemakers. They position themselves in pairs at strategic locations to monitor the activities of younger children.

As the second graders begin a kickball game, Kevin inadvertently backs into Brian, who pushes him in retaliation. They confront each other and a fight is about to begin when in step sixth-grade Peacemakers Tara and Maria. They offer their assistance and give the boys the ground rules for talking out their conflict: Don't interrupt; don't call the other person names; be as honest as you can; and agree to solve the problem.

The discussion begins under the watchful eyes of the Peacemakers, and you see the boys' initial anger begin to fade. They become calm, then shake hands and go back to their game. Tara and Maria smile as they realize that their intervention worked: another conflict has been peaceably resolved.



Violence is a national problem that is splashed across the front page almost every day. A constant media blitz provides lurid details of gang fights, drive-by shootings, and other violent crime. In the Los Angeles area alone, there were more than 800 gang-related shootings last year.

What can we as educators do to reverse this trend toward violence? How do we provide our students, staff, and community with the attitudes and skills needed to promote nonviolent solutions to their problems?

Education is essential to counter the widespread problem of violence, and at L. B. Weemes Elementary School in South Central Los Angeles, we have implemented several programs designed to provide our school community with conflict-resolution skills. Our goal is to change the attitudes and behavior patterns of our 1,800 students, and to provide them with a drug-free and violence-free school environment supported by parents, staff, and community members.

Annette Kessler is principal of L. B. Weemes Elementary School in Los Angeles.

Guns Are Not for Kids

We are especially proud of our school's Straight Talk About Risks (STAR) program, developed by the Center to Prevent Handgun Violence. STAR teaches children life-saving behaviors through various activities that can be incorporated into classroom instruction. It has given our teachers a concrete model to raise students' awareness of gun violence, particularly the dangers of carrying and using guns.

STAR enables children to practice resolving conflicts without resorting to violence, and to develop skills in critical thinking, recognizing and controlling anger, resisting peer pressure, and distinguishing between violence in real life and on television. It teaches them that guns are dangerous at any time, and provides them with specific alternatives to gun use. In classrooms, children can be heard chanting a STAR message that tells them what to do when they see guns: "Don't touch the gun; get out of the situation; tell a trusted adult."

We launched the STAR program early in 1993 with a schoolwide poster campaign addressing gun safety. The vivid posters, which challenge society to take a good look at the lack of leadership to ensure violence-free environments for chil-

Children and Handguns

- Every day in America, 14 children ages 19 and under are killed by guns in accidents, suicides, and homicides.
- Gunshot wounds to children ages 16 and under nearly doubled in major urban areas between 1987 and 1990.
- Nearly half (48%) of all black teenage males who died in 1988 were killed with guns.
- Firearm murders of youngsters 19 and under increased 125 percent between 1984 and 1990.
- An estimated 1.2 million latchkey children of elementary school age have access to guns in their homes.
- In 1991, gun accidents were the fifth-leading cause of accidental death for children ages 14 and under.

(Data from various sources provided by Center to Prevent Handgun Violence.)

dren, became a powerful medium for students to express concerns and share feelings about violence in their lives.

To complement STAR, we have also introduced these programs:

Second Step: This violence-prevention program emphasizes social skills to reduce impulsive and aggressive behavior.

Drug Awareness Resistance Education (DARE): This is a partnership between the Los Angeles Police Department and the Los Angeles Unified School District aimed at teaching children anger/stress management, decision-making skills, and conflict resolution.

Parent Education: Weemes has developed a program that emphasizes parenting skills and helps parents make appropriate responses when confronted with conflicts and family disputes.

Weemes Peacemakers: More than 100

Weemes students have received 10 to 12 hours of training in conflict resolution techniques. Selected through teacher recommendations based on their leadership skills and ability to gain respect from their peers, the Peacemakers meet every two weeks with the school counselor to discuss problems and solutions they have experienced.

In addition to these programs, we have developed support groups to respond to lingering effects of the civil unrest that left its mark on the school's South Central Los Angeles neighborhood last year. We tap into all available resources in the area to assist our parents and staff with positive conflict-resolution techniques, with an emphasis on building self-esteem and developing awareness about violence.

The bell rings again and the children

begin to leave the play yard. Gregory, a Peacemaker, is busy watching them and bumps into Danielle, another Peacemaker, who turns around angrily. Before she can speak, Gregory puts up his hand and says, "I'm sorry. Are you O.K.?"

"Yeah," she responds, "but be careful and watch where you're going."

Another conflict has been peaceably resolved.

FOR FURTHER INFORMATION

Straight Talk About Risks (STAR) is a comprehensive program that provides separate curriculum lessons for grades Pre-K-2, 3-5, 6-8, and 9-12. For further information, contact the Center to Prevent Handgun Violence, Education Division, 1225 Eye St., N.W., Room 1100, Washington, DC 20005. Telephone 202-289-7319 or FAX 202-408-1851.

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Students most affected by the noise level are those who may have a fluctuating hearing loss, which often goes undetected because of its sporadic nature. Highly distractible children, such as those with attention deficit disorder, or students who are hearing disadvantaged as a consequence of sitting in the back row, or near an open window may also be prime candidates to receive amplification.



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An FM system—like our *Easy Listener*® free field sound system—is designed to overcome the effects of noise in order to help maximize students' attention and concentration levels. This is done by mildly amplifying the teacher's voice 10 to 12 dB above room noise. The amplification improves the "signal-to-noise ratio" so the speech signal becomes more understandable even in the presence of background noise.

A major advantage for teachers, as cited by those who have used the system, include reduction in vocal fatigue, as well as

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Would you give a 50-pound child the same dose of medicine that you would a 200-pound adult? Probably not. Yet we do little to rid schools of toxic substances which may not affect an adult, but can be harmful to a developing child who is exposed to them.

An example of such exposure is that of a young child who sits or plays for a long period of time on new carpeting, which may contain more than 100 different chemicals and give off gases for several months. A child crawling on such carpeting will obviously breathe in a greater concentration of these fumes than an adult standing more than five feet higher.

Michael McCann (1985) of the Center for Occupational Hazards notes that children are also at high risk because of their low weight, incompletely developed body defenses, rapidly growing body tissues which are easily damaged by toxic exposure or lack of oxygen, and small lung passages which are susceptible to inflammations and spasms.

What are the most important environmental factors affecting the health of young children? In a study conducted at Texas Woman's University, 60 ecologists identified ten major areas of concern, of which five involve school maintenance:

1. Art Supplies

Elementary schools should *not* use professional art materials, which can be hazardous for children. Instead, use supplies specifically designed for children and labeled either "AP" (for "approved product") or "CP" (for "certified product"). The Labeling of Hazardous Art Materials

Act, effective in 1990, requires that art products like rubber cement and spray fixatives carry hazard warnings. Teachers must keep such materials locked away and use them only when children are not in the classroom. The room should be aired out before the children return.

2. Chemicals

In the United States, where one child in six has a potentially hazardous level of lead in his or her blood, a study of the school performance of children exposed to lead poisoning in early childhood revealed a rate of reading disability six times that of the general school population, and a high school dropout rate seven times higher (Needleman 1990).

Lead exposure at school most often comes from chips of lead-painted surfaces, contaminated soil and dust, lead-soldered plumbing, and some pesticides and fertilizers. While federal regulations have banned the indoor use of lead paint in schools since the 1970s, older schools may still contain lead paint which can be hazardous if removed improperly. It is sometimes better to seal and paint over lead paint rather than remove it.

Soil outside the school can be contaminated for years by lead from flaking paint or automobile emissions, and schools located near major highways may have dangerous levels of lead in the soil.

Because of the possibility of contamination when water stays in lead-soldered pipes for a long time, water should be allowed to run from taps for several minutes each morning before children arrive at school.

In addition to lead, the school environment contains many other potentially toxic chemicals, like *ozone* emitted by photocopying machines and formaldehyde used in chemistry or biology labs. The areas containing these substances should be well ventilated.

Norma L. Miller is an environmental consultant in Fort Worth, Texas.

3. Cleaning

It is not necessary to use powerful chemicals with strong fragrances to clean a school. A variety of non-toxic alternatives, such as soda, liquid soap, unchlorinated scouring powder, and squirt bottles with a 50-50 mixture of vinegar and water, do a good job and leave the air smelling fresh. Berthold-Bond's *Clean & Green* (1990) describes 485 ways to clean, polish, deodorize, disinfect, and remove stains without harming yourself or the environment.

Carpet cleaning in schools should be done with a special HEPA (High Efficiency Particulate-Arresting) filtering unit and an industrial-strength vacuum cleaner. Less powerful machines recirculate some of the collected dust, breaking it down into smaller particles which can be inhaled deeper into the lungs and cause more damage.

4. Fragrances

Many of the perfumed air fresheners used in some schools pollute rather than freshen the air, and may even contain toxic chemicals which anesthetize the sense of smell. Improved ventilation often eliminates the need for air fresheners. When odors do need to be removed, zeolite can be used. Sold under such names as NonScents and Nature's Odor Guard, zeolite is a mineral that naturally absorbs pollutants from the air. The Dasun Company manufactures the NonScents Clean Room Air Scrubber, an electric wall-mounted unit which filters out smoke, mildew, pollen, and dust, in addi-

"...Principals, teachers, and school maintenance personnel should be aware of the potential hazards in such things as art supplies, chemicals, cleaning products, perfumes, and pesticides."

tion to toxic gases.

Many children—and adults—are hypersensitive to perfumes, which are formulated with hundreds of different chemicals. In tests at the Environmental Health Center in Dallas, exposure to perfume was shown to affect the learning ability of young children. According to the federal Food and Drug Administration, perfume fragrances cause 30 percent of all allergic reactions, and produce respiratory symptoms in more than 70 percent of those with asthma. Teachers should be advised not to use perfume or other chemical fragrance products at school.

5. Pest Control

In 1986, the Environmental Protection Agency warned that no

pesticide can be considered "safe" because of uncertainty about long-term exposure risks. Although the EPA is currently reassessing more than 50,000 pesticides in accordance with current standards, the process is expected to continue into the 21st century.

In the meantime, how can schools eliminate pests while still protecting the health of students and faculty?

Texas has passed a law to make Integrated Pest Management (IPM) the preferred method of treatment for all schools in the state by 1995. IPM is not a new technology, but a systems approach which seeks to reduce pest damage to tolerable levels without necessarily eradicating the pests. IPM first uses the least toxic methods of pest control, and only after they have been proven ineffective is a pesticide used. For example, boric acid is a slower but more effective control against roaches

than pesticides because the roaches track the lethal dust back into their nests.

One person in six in this country suffers from some kind of allergic health problem. Hay fever and asthma alone cause children to miss an estimated 130 million school days each year. It is obvious that improved air quality means improved health, which in turn means improved attendance and learning. That is why principals, teachers, and school maintenance personnel should be aware of the potential hazards in such things as art supplies, chemicals, cleaning products, perfumes, and pesticides. Only with everyone's cooperation can schools eliminate these hazards and become pollution-free environments. □

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FOR FURTHER INFORMATION

To receive a free 15-page list of certified art products for schools, write to Art and Craft Materials Institute, 100 Boylston Street, Suite 1050, Boston MA 02116, or call 617-426-6400.

For information about Integrated Pest Management, write to Northwest Coalition for Alternates to Pesticides, P.O. Box 1393, Eugene, OR 97440, or call 503-344-5044.

The Americans with Disabilities Act: A Primer for Principals

A new and far-reaching antidiscrimination law has important implications for school administrators.

MARIA M. SHELTON

The enormous sweep of the Americans with Disabilities Act (ADA) of 1990, which became law in 1992, covers a number of areas affecting schools and school personnel. For school administrators, the law's most critical component concerns the employment of disabled persons in any organization with 25 or more employees (15 or more beginning in July 1994). These are the key provisions:

- People who are *otherwise qualified* for a position cannot be discriminated against because of a disability.
- People who are *associated* with a disabled person, such as a spouse, cannot be discriminated against in employment.
- The law *does not protect* homosexuals or current drug abusers.
- Employees may be discharged, and applicants rejected, if it can be shown that they pose a *direct health hazard* at the work site.
- The Equal Employment Opportunity Commission (EEOC) handles complaints about ADA; remedies may include job reinstatement and back pay.

To conform with Title I of the ADA,

Maria M. Shelton is associate dean of the School of Education at Barry University in Miami, Florida.

which deals with all facets of the employment process, principals should be prepared to do the following:

1. *Identify the essential functions of each job.* A relatively simple way to do this is to couple the input of people in various positions with the principal's own judgment.
2. *Prepare a written description for each job.* Although this is not required by the ADA, it is a useful means of formalizing the listing of essential functions for job advertisements and for interview preparation.
3. *Provide reasonable accommodations for the disabled.* Although many disabled persons can function without work-site adjustments, it may be necessary to make such accommodations as adapting equipment, providing readers and interpreters, eliminating barriers, rescheduling work hours, or revising training procedures.

The ADA states that employers must provide reasonable accommodations if requested by a disabled employee, but only if they can be effected without creating undue hardship. What constitutes undue hardship under the law varies considerably, but is mainly focused on the employer's resources rather than the disabled employee's rank or salary. For example, a large school district would probably be better prepared to accommodate blind,

deaf, or physically impaired teachers than a smaller district.

4. *Establish job-related qualification standards.* An employer is permitted to establish job qualifications related to education, skills, work experience, certification and licensing, physical and mental abilities, health and safety, and interpersonal skills. Such qualifications permit an employer to screen those with certain disabilities, especially if a significant risk is involved—like an epileptic person driving a school bus.

5. *Open the application process to disabled persons.* The ADA says that nothing may be asked of a job applicant regarding a disability in the application form, during the interview, or in background checks. This includes any solicitation of information on certain diseases and illnesses, treatments by psychiatrists or psychologists, prescribed medications, drug addiction and alcoholism, and filings for workmen's compensation. However, queries may be made about the applicant's ability to carry out essential job functions without accommodations.

The ADA also protects disabled persons from discrimination in employment advancement. Employers should assume that disabled employees are just as interested in promotions as their non-disabled peers, and must make reasonable accom-

modations to assist them. For example, training facilities must be accessible, and interpreters and suitable materials must be provided for deaf, blind, or mentally retarded employees.

Employment Practices

A disabled employee may be held to the same standards, in terms of job-related essential functions, as non-disabled individuals. In fact, the law forbids the establishment of lower standards for the disabled as a violation of equal employment opportunity provisions.

A disabled employee is also subject to the same disciplinary action as non-disabled employees. But a disabled employee cannot be terminated for poor job performance if it can be shown that the cause was a failure to make reasonable adjustments.

In terms of benefits, disabled employees are entitled to all those granted to other employees. They cannot be denied insurance because of their disability, nor can a non-disabled employee be denied coverage for a disabled family member.

While disabled employees are entitled to the same leave benefits as other employees, they may request reasonable accommodation in the form of unpaid leave or greater flexibility in using leave time. But the employer is not required to provide any additional paid leave.

Other benefits, such as cafeterias, lounges, and social activities, must be accessible to the disabled, but may be retained for non-disabled employees if disabled employees are unable to use them.

Drugs and Alcohol

The ADA recognizes the right of an employer to a work site free of illegal drugs and alcohol. Tests for illicit drugs are legal and acceptable for all employees at any time, and any employee testing positive may be subject to discharge or discipline.

However, recovered drug users are protected against discrimination by the ADA, as are alcoholics, unless their condition can be shown to impair their ability to perform essential job functions.

ADA Enforcement

The EEOC investigates all discrimination complaints and attempts to settle grievances without litigation. When a complaint is filed by a job applicant or employee, the EEOC must provide the organization with a written notification within ten days.

If attempts to conciliate the grievance fail, the EEOC may file suit or issue a "right to sue" letter to the complainant. If the charge is against a state or local agency—as would be the case when public schools are involved—the case is referred to the Justice Department for legal action. Compensatory and punitive damages may be awarded when deliberate discrimination can be proven. □

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FOR FURTHER INFORMATION

To obtain a copy of the Americans with Disabilities Act, write to the Equal Employment Opportunity Commission, 1801 L Street, N.W., Washington DC 20507, or call 1-800-669-EEOC.

For information about the law's provisions, call 1-800-949-4ADA. You will be connected to one of the U.S. Department of Justice's National Regional Disability and Business Technical Assistance Centers.

Tips for Principals

- Always use the term "disabled" rather than "handicapped."
- In preparing job descriptions and advertisements, cite not only essential job functions, but any special physical or intellectual qualifications necessary to perform the job.
- Confine interviews with disabled job applicants to ascertaining the ability to perform specific job functions.
- Be prepared to make reasonable accommodations for otherwise qualified disabled job applicants, like providing a reader for a vision-impaired person, or a special telephone for a hearing-impaired person.
- Ensure that school facilities are as accessible as possible for disabled students and staff.
- Provide staff training to overcome negative stereotypes of disabilities.
- Arrange instructional time for students to learn about disabilities and disabled persons.
- Adapt staff development materials and procedures for disabled staff members.
- Hold disabled staff members to the same standards as the non-disabled.
- Have a written policy on ADA grievance procedures.

Mission: Between Dream and Reality

SAMUEL G. SAVA

"Reality," observed some modern sage, "is what happens while you're making five-year plans." True, no doubt, and principals have to absorb more than their fair share of reality. A 1981 study of elementary principals in Chicago found that a typical day for each "could consist of anywhere from 50 to over 100 separate events and as many as 400 separate interactions." The interactions—anything from a three-minute phone call to a five-second encounter with a child—were brief, unplanned, and "usually made while the principal was on the run."

In such hectic circumstances, it is astonishing to me—sitting in my orderly office, where the tranquil flow of paper is rarely interrupted by a single child, let alone two or three hundred of them—that today's principals can even contemplate a "school mission." Simply coping with the demands of the moment would seem to leave no time for formulating and then trying to carry out a larger, years-distant vision of what a school should do.

Hence I've been struck, in reviewing the professional biographies of the 1993 National Distinguished Principals, at how many speak of the importance of mission statements in creating schools that they believe will be best for their distinctive mix of students. "A clear mission statement articulates goals, priorities, and accountabilities," writes one principal, who worked

with teachers to restructure their curriculum around multicultural education. Another takes a different approach to cultural diversity: his youngsters' respect for their roots is threatened by a society that ignores their unique heritage, so the curriculum reserves room for lessons on their Cajun forebears. Yet another, in an isolated community, stresses distance learning through technology, and has amassed so much gear that last August, when the Mars Observer went cruising off into space heedless of signals from its ground controllers, it occurred to me that this school's students might know how to make the vehicle respond.

If there is a common element in these disparate missions, it seems to be creating a sense of self-worth—building in every youngster a conviction that he or she is someone precious, and, armed with that perspective, *can* master the basics despite the usual learning problems.

Does such a hopeful creed work? Evidently so. When I turned to one principal's background, wondering how he brought a school that ranked 13th in a district of 13 up to second place in two years, I found him writing not about whole language, team teaching, and other peda-



gogical approaches, but about self-esteem—for teachers as well as students.

In a fine movie of the 1950s called *On the Waterfront*, a rough, inarticulate stevedore, played by Marlon Brando, complains to his brother—a smooth, wheeling-and-dealing mob lawyer played by Rod Steiger—that he (Brando) gave up a promising boxing career by throwing a fight so Steiger and his gambling associates could win a bet. Steiger points out that Brando also benefited: he has a soft, secure job on the docks, making better money than he could have as a fighter, and with virtually no effort. "Yeah, but..." Brando's face twists with effort and pain as he tries to explain himself. "But I coulda been *somebody*."

I suspect that the craving to be "somebody," however we define it, is a universal drive, and dawns in us—and can be extinguished in us—early. It may be that as many youngsters have been discouraged by flattened egos as by poor teaching, and that the endless pursuit of higher test scores is best approached indirectly. Perhaps children will more readily produce As and Bs if their teachers first convince them that nurturing self-respecting human beings, not boosting grades, is the primary purpose of schooling.

Outsiders might dismiss the current interest of principals and teachers in mission statements as an empty paper exercise, conducted—as the cynical comment opening this column suggests—while reality is happening all around them. And there is no question that a bland statement, merely parroting lofty aims without linking them to practical, measurable goals, cannot be a guide for improvement.

Yet it strikes me as important to recognize the power of a well-defined vision to motivate actions today that can shape a better school tomorrow. As Bloody Mary, in the musical *South Pacific*, sings with unassailable logic: "You got to have a dream. If you don't have a dream, how you gonna have a dream come true?"

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SCHOOL LEADERSHIP

A Changing Role for Principals

FAMILIES COME FIRST
Secretary of Education
Richard W. Riley

SPECIAL INSERT

National Distribution

Families Come First

A renewed emphasis on parent and community involvement is critical to the success of Goals 2000.

RICHARD W. RILEY

Every school year brings a host of new challenges and opportunities. But this year is especially significant for all of us as we work to carry out the groundbreaking Goals 2000 legislation that President Clinton signed into law in March. The Goals 2000: Educate America Act includes a new national goal that calls on all schools to encourage parental involvement. It is clear that we must engage and involve parents and families if we are to improve our schools and provide every student with a world-class education.

Educators have consistently said that getting parents and families involved in their child's education is the best way to improve a student's achievement in school, and 30 years of research confirm this belief. Studies show that *all* families can take concrete steps that will significantly help their children succeed in school, regardless of income, education, or knowledge of the English language. But we must find ways to give these families the support they need.

By working together we can make a difference for all our students. The reauthorized Elementary and Secondary Education Act (ESEA) will ask all schools that receive

Title I funds to enter into "compacts" with parents that would articulate the goals, expectations, and responsibilities of schools and parents as partners in student success.

At the U.S. Department of Education, we are working with a broad-based coalition of parent and education groups on a new Family Involvement Initiative that will act as a catalyst to bring parents and families together with schools and communities. It will also help spread the word about successful family involvement programs in schools across the country.

My personal experience as governor of South Carolina has convinced me that school reform works best when it is school- and community-based, voluntary, inclusive, and bottom-up, and when it involves parents, teachers, and the entire community. I have also observed that schools do well when they make connections with the business community, the university community, and the arts and science communities, and when

they link needed support services to the schools so that teachers can devote their time to teaching.

Schools must seek new ways to connect parents, their children, and the learning process. I firmly believe that the more a parent helps a child, the more we—parents, educators, communities, and our nation as a whole—will get in return.

A Sampling of Success

Many schools are succeeding in involving parents and families. I recently visited Katz-McMillan Elementary School in Las Vegas, where parents run a publishing center in which desktop publishing technology enables every child to write and illustrate a book. At the Likelike Elementary School in Honolulu, grandparents and older citizens from a variety of countries teach their arts, cultures, and languages to all the students. And at Tanki Elementary School in Green Bay, Wisconsin, the PTA and

**"I believe that a good parent
is a national treasure, and
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principals ..."**

Richard W. Riley is U.S. Secretary of Education.

Businesses play an important part as well, and many are beginning to recognize their responsibilities. For example, the John Hancock Mutual Life Insurance Company in Boston has a flexible family leave program, as well as a child care center and organized activities for employees' children during school vacations.

Obviously, there is no one formula for success, no rigid orthodoxy about how we can help children learn more. Each community and each school must establish new connections that respond to the complexities, demographics, histories, and needs of its children. This is why we believe so strongly in a participatory, voluntary, and community-based process to achieve our national education goals.

Building Partnerships

I believe that a good parent is a national treasure, and that we need to make parents and families partners with their children's

teachers and principals in the education process. Here are some steps, adapted from the "Keep the Promise" campaign, that principals can take to build these partnerships:

- Encourage teachers and other school staff to schedule meetings with parents at convenient hours.

- Send personal letters to families letting them know how they can get involved in your school. Invite parents to be guest lecturers; sponsor visits to their places of work; share their cultural and language experience; act as tutors; serve on advisory committees; participate in homework hotlines; support after-school and summer enrichment programs; and connect the school to resources in the community.

- Provide access for parents to resources at the school, such as the library, computer and language labs, basic skills programs, and recreation and arts facilities.

- Identify, support, and celebrate family involvement programs that have achieved

excellent results. Share such successes with other schools.

- Keep parents informed of what's going on in the school. Explain the nation's new education goals and standards, and how parents can help their children meet them.

- Invite local businesses and industries to help your school achieve the new education goals and standards. Describe ways that they can encourage parent participation in the schools.

The leadership of principals is critical to achieving our national education goals. The power to help our young people rests with you and with the millions of teachers, parents, and educators who recognize that our children reflect the care and attention of the entire community.

I invite you to work as partners with us in connecting schools, families, and communities for the future success of our children.



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Street Family

At 16, Tamika has taken on family responsibilities. She tries to hold together a small Puerto Rican gang, United We Stand, while its usual head, her 17-year-old boyfriend Manny, serves time in a New York boot camp. She has also adopted Cee-lo, a 21-year-old gang member who has already spent six years locked up, the first time when he was 13. Jobless and homeless, he sleeps on a roof, relying on Tamika to wake him, keep his addictions to alcohol and crack in check, and steer him through his pointless days. Pugnacious with outsiders, he is childishly dependent on her, calling her "Ma" and sometimes even "Mommy."

U.W.S. is Tamika's third gang. Half-black, she joined Universal Zulu Nation when she was 12, but "dropped her beads"—took off the multi-colored necklace that denotes membership—when Zulu Nation's "beef" with another gang led to constant violence. At 14, she joined an all-girl gang, and by 15 was "Vice Prez." Then she met Manny, fell in love, and switched her allegiance to U.W.S. Though lone members rob, steal, or deal drugs, the gang was organized for non-criminal purposes: to promote Puerto Rican pride, and to provide allies in case of a dispute.

The gang is Tamika's street family. She needs one because her own family so totally failed her. Her mother, an alcoholic, hates Tamika when she's sober and spends the days watching television; her father raped her, abusing her from the ages of 7 to 14. Only her grandmother, whom Tamika loves even more than

Manny, and who works two shifts daily, from 8 to 3 and from 3 to 11, offers stability and caring: when Tamika tells of her grandmother's worrying about her, she does so with pride.

These details, from a profile by Adrian Nicole LeBlanc in *The New York Times Magazine*, tempt one toward sentiment of the "angels with dirty faces" variety: these kids aren't bad, just neglected. Parental abuse certainly warped Tamika, but she now rejects society to a degree that strains sympathy. When Manny belonged to an earlier, criminal gang, she would join him in "catching a Herb"—finding an easy victim for mugging. When Cee-lo, scrounging for self-esteem, picks a fight with a fellow wearing alien beads, Tamika sprints to answer the call of gang loyalty, adding "her hard kicks to the body of the Puerto Rican man, writhing and cursing on the ground."

Despite her rejection of polite society's rules, Tamika hungers for order—and for female equality. On her first visit to Manny's boot camp, she was so attracted by the discipline of the place, the neat files of trees and the military drills, that she asked a guard, "They got a place for girls? They got girls?" Asked by five males to join their gang, she is impressed that they carry books and that their rules are printed in a pamphlet; she rejects their pitch when they begin a mock fight, suspicious of



how "they was happy with they hands," and that night sits at her grandmother's table, toughening the U.W.S. rules. She is recruited by the Guardian Angels, but turns them down when told they have only five girl members. "You gotta find them," she tells an Angel.

Tamika's profile had a special resonance for me because I had just finished a fine biography, by Laurence Bergreen, that begins in her neighborhood, the Red Hook section around the Brooklyn Navy Yard. In the early 1900s, Red Hook was already a teen battleground, Irish boys fighting the newer, Italian boys. At a time of vicious anti-Italian prejudice, "In school, they were nothing, at home they were nuisances, but on the streets they could find other models to emulate, to act out their rage and frustration, to reflect the world's hate back on itself."

Among the Italians was a family of six sons. The eldest, Vincenzo, left Red Hook at 16, changed his name to Hart after a movie cowboy, enlisted when World War I began, and rose to lieutenant. He was decorated in France by General John J. Pershing. After the war he drifted to Nebraska and, when Prohibition was passed, became a noted federal agent, winning headlines as "Two-Gun Hart."

A younger brother, Alphonse, formed a gang at 14, taunting the Irish into fights with the chant, "We are the boys of Navy Street, and touch us if you dare!" Prohibition affected his life, too. He headed west, to Chicago, and became famous under the family name: Capone.

Considering that, despite the same upbringing, the Capone brothers chose such radically different courses in life, perhaps Tamika is not doomed: trend is not necessarily destiny. Yet her years for choice are running out. "I'm so confused," she says. Robbed of childhood by violent, chaotic parents, she understandably cherishes the street family that provides "comfort and protection and a public code to live by." One can only hope that, instead of destroying herself, this wounded youngster will find a decent answer to the pathetic question she should never have had to ask her country: "They got a place for girls?"

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Early Childhood Education

Principals' Salaries
and Benefits
1994-1995

Hoop Dreams

If you missed the documentary movie "Hoop Dreams," you missed an experience.

The "hoop" refers to basketball, and the "dreams" are those of two black eighth graders in Chicago who hope that their skill at the game will be their ticket out of the ghetto and onto the well-paid rosters of the National Basketball Association.

Originally intended as a short on playground basketball, "Hoop Dreams" became a five-year project, following William Gates and Arthur Agee after they are recruited by a mostly white, Catholic high school in the suburbs.

The film is about vastly more than basketball. The camera allows you to meet their families, to sit invisible in their kitchens and living rooms. Arthur's father, an addict, leaves home, but returns now and then to play one-on-one hoops with his son. The boy's eyes radiate pleasure as the two trade baskets and affectionate taunts; then Arthur watches, his suddenly awkward posture that of a stricken bird, as his dad walks off the court toward a drug dealer. William sees his father for the first time in two years. When the son suggests getting together again, his father says, "Yeah...I'll have to check my schedule." William's eyes dull; he has heard this before.

And one sees the mothers, valiant, unsinkable, as—bridal visions long gone—they pursue alone the better life that their husbands will never provide. Arthur's mother, training to be a nurse's aide, scores 89 on her final exam, ranking her first in a class of eight; judging by her joyful tears, you would think she had won a Nobel Prize. Perhaps, considering the

load of poverty, worry, and abandonment that she hauls daily, her little triumph is the neighborhood equivalent.

The odds against both boys are formidable. The U.S. has 16,000 high schools; if only one varsity player from each aspires to the NBA, that's 49 boys contending for every slot on the 27 teams. And the best pro players remain for more than ten years, magnifying the odds against newcomers.

One of the few who made it is Tyrone Bogues, guard for the Charlotte, N.C., Hornets. Born in the Baltimore ghetto, he was shot in the back at the age of five, saw a man beaten to death with a baseball bat, and hiked the ten stories to his family's apartment rather than risk being trapped in the elevator by older boys. As he worked his way up on undefeated rec and high-school teams to Wake Forest University, he occasionally received congratulatory letters from his father—serving 20 years for armed robbery. Last year, Bogues was named Most Valuable Player by the Hornets and, at 30, signed a five-year contract extension for \$7.5 million.

But the most remarkable thing about Muggsy Bogues is that, in a game manned by giants, he is five feet, three inches tall—the smallest player in the history of the NBA. As a boy, he sometimes came home crying in anguish at his failure to grow. "You'll do fine, Ty," his mother consoled him. "God doesn't make mistakes."

Bogues returns to his old neighborhood



each summer to run a clinic called "Reading and Roundball." His message to kids: "Give yourself a chance. Everybody can't play basketball, but find something you're interested in."

"That's easy for you to say," one youngster challenged him. "Look at where you're at."

"But I was once where you are," Bogues replied.

"But you could play great basketball—so you had a way to get to college."

"Everybody has a way to get to college. You study in high school, you do your work. There are always grants or loans that can be available. I guarantee you, if you want it, you can get it. Don't close the door on yourself."

The appeal of professional sports, show business, and other high-visibility fields as goals for youngsters is obvious. Most occupations, however, are invisible to teens, and the payoff from schoolwork is unclear. We do not, after all, turn on TV and watch competing mathematicians solve quadratic equations to the cheers of frenzied fans in the Astrodome.

Yet in a work-society as many-textured as ours, with thousands of humdrum occupations but hundreds of off-beat, exotic careers, it should be possible to match struggling youngsters with a personal vision that energizes them to greater scholastic effort. Whether they achieve that vision or not—whether they wind up as adults selling insurance instead of chasing whales with an underwater camera—is beside the point. Given a hope that taps their interests, they will accomplish much more in school than they would have without it, and be better prepared for life. I don't know if Gates and Agee will ever play in the NBA. But both are now college seniors, and when they go out to confront the world this June, both will do so with bachelors' degrees.

God may not make mistakes, but, as Einstein observed, He can be awfully subtle. With so many fathers gone, so many mothers poorly schooled, it's up to educators to help every Arthur and every Anita—especially the shy, the neglected, and the slow—pick out a hoop dream and go for it.