

LISSA MUSCATINE'S HRC FILES

- Wash Post Principals 7/1/97
- Ammunicization 7/23/97
- Youth Leadership Institute
Announcement 7/30/97
- Of-ED Budget Bill / Children's Health
8/97
- Millennium Project Announcement
8/15/97
- 50th Anniversary of Indian
Independence 8/15/97
- SAK Commencement 5/97
- Parents Magazine 5/22/97
- Wash Ballet Opening 5/21/97
- Gerson Summit, Philadelphia
- Amsterdam speech 5/28/97
- Marshall Plan info
- Amsterdam info 5/28/97
- Netherlands info
- Trip to Paris, Hague, London 5/97
- Ohio U Commencement 6/14/97
- Wash. Lawyers Committee 6/10/97
- Brannan High School
Commencement 6/13/97

- Africa info
- Africa info
- Tallahassee 4/7/97
- NYU Announcements 4/9/97
- Cherry Tree Planting 4/10/97
- Learn + Grow 4/11/97
- Gerson Summit info
- WLF 4/18/97
- NEH Letter to Congress 4/97
- Prescription for reading event
4/16/97
- Brookings Magazine: Clinton
Foreign Policy, Spring '97
- Adoption / Korean Endorsement

12080

ENCLOSURES FILED OVERSIZE ATTACHMENTS

NARA 9433

MEMO

To: June
From: Carrie
Subject: Washington Post Principals Leadership Institute
Date: June 24, 1997

For the last ten years, the Washington Post has sponsored the Distinguished Educational Leadership Awards, presented to principals who go the extra step to 'create an exceptional educational environment.' Last August (to commemorate the tenth anniversary of the award), the Post hosted a reunion of all previous recipients to reflect on the responsibilities and challenges of leadership. As a result of this groups successful gathering, the Post has decided to expand the opportunity for leadership development to Washington metro area principals through the establishment of The Washington Post Principals Leadership Institute.

The first Institute is scheduled to begin with a June 30 session, and continue throughout the 1997-1998 school year. Thirty school principals have been selected to attend from D.C., Maryland and Virginia. The content of the sessions has been developed by an 18- member advisory board composed of school principals, and will focus on leadership, self-motivation, and management skills. The goal of the Institute is to provide a broader perspective on effective leadership that may not be available to educators. In addition to the 2 day seminar held each summer, principals will attend 3 more sessions throughout the school year.

They have scheduled HRC for an hour, most of which will be a Q&A session/discussion. They did request that she address the issue of how we can improve education in the United States.

The group attending the sessions is very diverse. It is as follows:

- 34% male, 62% female;
- The delegates represent Montgomery, Alexandria, Fairfax, Loudon, Anne Arundel, Arlington, Pr. George's, Pr. William, Charles Counties, and the District;
- There will be 13 elementary school principals, 7 middle school principals, 8 high school principals, and 7 others;
- The delegates hold 15 Doctoral Degrees, 35 Masters Degrees, and 35 Bachelors Degrees between them.

Katherine Graham will speak immediately before HRC, and lunch with Post columnist William Raspberry will follow.

The Washington Post's Principals Leadership Institute Seminar

Adams, Jevoner	Glen Haven ES	Participant	
Alexiou, Greg	Thomas Jefferson ES	Advisory Board	
Becton, Julius	DC Schools	Superintendent	M
Berg, Herbert	Alexandria	Superintendent	M, T
Berlin, Lois	George Mason ES	Participant	
Boarman, Gerald	Eleanor Roosevelt HS	Advisory Board	
Brimfield, Renee	John T. Bake MS	Participant	M only
Brown, Betty	Langley	Participant	
Brown, Kim	Wakefield Forest ES	Participant	
Browning, Susan	Potowmac ES	Participant	
Campbell, Mike	Potomac HS	Advisory Board	
* Cunningham, Ronald	Charles County	Assoc. Superintendent	M only
* Dobbins, Sheina	JFK HS	Participant	M only
Donnelly, Marsha	Aidan Montessori	Participant	
Dorsey, Patty	General Smallwood MS	Advisory Board	
Durso, Mike	Springbrook HS	Advisory Board	
Dyer, Ronald	Sanders corner ES	Advisory Board	
Engman, Lelia	John Adams ES	Advisory Board	
Erdos, Linda	TWP		
Fader, Barry	Edgewater ES	Participant	
Fletcher, Courtney Lee	John R. Frnacis Jr. High	Participant	
Gore, Lorna	Pasadena ES	Participant	
* Gosling, Arthur	Arlington	Superintendent	M only
Green, Patricia	Pr. George's County	Admn for Pupil Svcs	M, T
Hanbury, Joy	Hollin Meadows	Participant	
* Hatrick, Edgar	Loudoun County	Superintendent	M only
Headman, Jr., Joseph	Winston Churchill HS	Advisory Board	
Heiselberg, Patricia	Laurel Ridge ES	Participant	
Jackmon, Stella	TWP		
Jones, Kenneth	Ballou HS	Participant	
Kaplow, Margaret	TWP		
Kelly, Edward	Pr. William County	Superintendent	M, T
Kent, Leslie	Frost MS	Participant	
Kiser, Ben	Manassas Park HS	Advisory Board	
Lampkins, Carlton	Kenmore MS	Participant	
Lee, Lillie	TWP	Steering Committee	
Lewis, LeGrande	C. Melvin HS	Participant	
Lock, Gregory	Oak view ES	Advisory Board	
Lopez, Lilia	Patrick Henry ES	Participant	
Lottier, Diane	Jennie Dean ES	Advisory Baord	
Lutz, Ted	TWP	Steering Committee	
Martirano, Michael	Scotchtown Hill ES	Participant	
Maxwell, Kevin	Northwestern HS	Participant	
McAnulty, Beverly	Thomas Edison HS	Participant	
Mills, Janis	Laurel HS	Participant	
Nourse-Miller, Alison	Old Bridge ES	Participant	

* will not be attending Tuesday's event

Robeck, Sanford	Chantilly Center	Participant	
Rodriguez, Realista	Pimut Hills HS	Participant	
Rodriguez, Virginia	TWP	Steering Committee	
Sawyer, Stephanie	TWP		
* Seleznow, Stephen	Montgomery	Assoc. Superintendent	M only
Shaw, Mary Ellen	Falls Church County	Interim Superintendent	T only
Sherwood, Linda	Springhill Lake ES	Participant	
Shiels-Djouadi, Marie	Wakefield HS	Advisory Baord	
Sims, Michele	Hybla Valley ES	Participant	
Smith, Nicki	Jamestown ES	Advisory Board	
Snider, Jane	Summit School	Participant	
* Stetson, Frank	Walter Johnson HS	Participant	M only
Strum, Jerry	Glade ES	Advisory Baord	
Tarazi, Ghassan	Glasgow MS	Participant	
Tillery, Kerry	Brooke Point HS	Advisory Baord	
Wallace, Geneva	Paruxent ES	Advisory Board	
Walsh, Margaret May	Minnie Howard	Participant	
Warfield, Joseph	Piccowaxen MS	Participant	
White-Hood, Marian	Kettering MS	Participant	
Whittington, Lynn	Henry G. Fergusen ES	Participant	
Word, John	Tri-School Learning	Participant	
Worthy, Diane	Hearst ES	Advisory Board	

The Washington Post

PRINCIPALS...Apply Now!

Develop Your Leadership Skills
at
The Washington Post
Principals Leadership Institute
June 30—July 1 *
Mayflower Hotel, Washington, D.C.

The Washington Post believes that the level of excellence a school achieves is directly related to the level of leadership provided by its principal. Building upon the annual Distinguished Educational Leadership Award that recognizes those principals who go beyond the day-to-day demands of their position to create an exceptional educational environment, The Post has established the Principals Leadership Institute. Open to all school principals and acting principals in the Washington metropolitan area,** the goal of the Institute is to offer a broader perspective on effective leadership with specific emphasis on self-motivation and management skills. Selected attendees will have the opportunity to network informally and to collaborate with colleagues from the entire area. Following the initial two-day summer Institute, there will be three additional full-day sessions held throughout the year to provide a forum to exchange

ideas through both formal and informal study-discussion settings, to share problems and concerns, to develop new skills, to explore creative and innovative ideas, and to hear from proven leaders and educational experts.

** A maximum of 30 Washington area school principals will be selected to attend the free two-day initial seminar and will be required to attend the three additional day-long sessions during the 1997-98 school year. Attendees will be given in-service time by their local jurisdictions to attend. Overnight lodging on June 30 and all meals and materials needed for the Institute throughout the year will be provided by The Washington Post.*

*** Recipients of The Washington Post Distinguished Educational Leadership Award are not eligible.*

Please complete the application on the reverse side of this form. Applications must be received no later than 5:30 p.m. on Tuesday, April 15. Send to:

Principals Leadership Institute

The Washington Post
Principals Leadership Institute

Eligibility:

Applicants must be principals of public or accredited private schools in any one of the following jurisdictions:

- District of Columbia
- Maryland: Anne Arundel, Calvert, Charles, Frederick, Howard, Montgomery and Prince George's Counties
- Virginia: Alexandria, Falls Church, Manassas

and Manassas Park, and Arlington, Fairfax, Loudoun, Prince William and Stafford Counties.

Acting principals may also apply.

Recipients of The Washington Post Distinguished Educational Leadership Award are not eligible.

Requirements:

Those accepted will be required to attend:

- 2-day seminar (June 30 - July 1, 1997)
- 3 additional full-day seminars during the school year.

Who Should Apply?

Principals who are seeking:

1. to acquire new skills
2. to benefit from the experience of others
3. to explore alternative approaches to school challenges and problems
4. to examine current issues and trends in education with leading educational experts
5. the opportunity to collaborate with peers
6. the opportunity to reflect on one's strengths and weaknesses
7. the opportunity to network.

Application Process:

Principals must submit ALL of the following:

1. Completed Application Form (below)
2. Profile of School (Maximum 1 page)
3. Brief Work History Summary
4. Educational Background Summary
5. Completed Essay (Maximum 1 page).

APPLICATION FORM

Name _____ School Name _____

School Street Address _____

School City _____ State _____ Zip Code _____

School Phone # _____ School FAX # _____

Home Address _____

Home City _____ State _____ Zip Code _____ Home Phone # _____

Approximate number of students in your school system? _____ In your school? _____

Jurisdiction in which your school is located: _____

Check One: Public _____ Private _____ Parochial _____

Total number of years experience as a principal: _____

Level(s) of school experience: (indicate the number of years for all applicable levels)

Elementary _____ Middle School _____ High School _____ Other _____

ATTACHMENTS

The following four (4) items **MUST** be included with your completed Application Form:

1. Your School Profile (Maximum: 1 page)
2. Brief Work History: (List the following)

Job Title(s)

Name of School(s)/ Organization(s)

Date(s)

3. Educational Background: (List the following)

Degree(s)

Major(s)

School(s)

4. Essay (Maximum: 1 page)

Describe the challenges and unique aspects of your present position. What experiences have you had which would benefit your colleagues? What will be the benefits to you from attending the Institute?

PRINCIPALS...APPLY NOW!

Develop Your Leadership Skills

THE WASHINGTON POST PRINCIPALS LEADERSHIP INSTITUTE

JUNE 30 - JULY 1*

MAYFLOWER HOTEL, WASHINGTON, D.C.

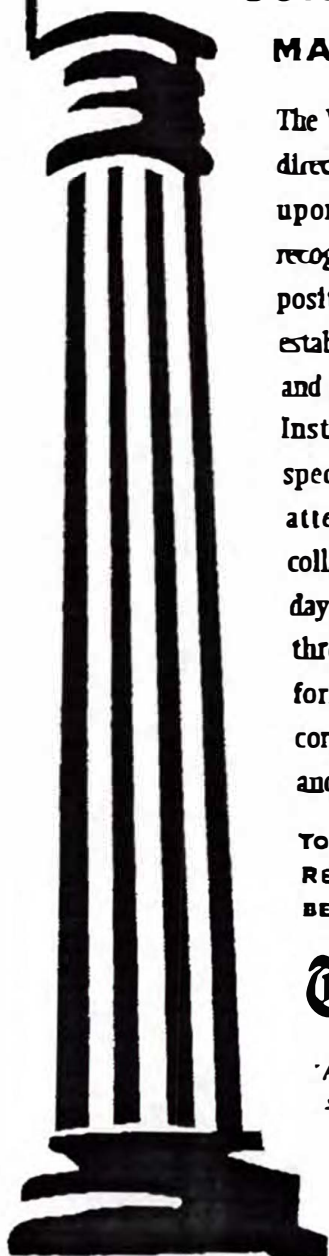
The Washington Post believes that the level of excellence a school achieves is directly related to the level of leadership provided by its principal. Building upon the annual Distinguished Educational Leadership Award that recognizes those principals who go beyond the day-to-day demands of their position to create an exceptional educational environment. The Post has established the Principals Leadership Institute. Open to all school principals and acting principals in the Washington metropolitan area," the goal of the Institute is to offer a broader perspective on effective leadership with specific emphasis on self-motivation and management skills. Selected attendees will have the opportunity to network informally and to collaborate with colleagues from the entire area. Following the initial two-day summer Institute, there will be three additional full-day sessions held throughout the year to provide a forum to exchange ideas through both formal and informal study-discussion settings, to share problems and concerns, to develop new skills, to explore creative and innovative ideas, and to hear from proven leaders and educational experts.

TO RECEIVE AN APPLICATION, CALL THE WASHINGTON POST PUBLIC RELATIONS DEPARTMENT AT (202) 334-7969. APPLICATIONS MUST BE RECEIVED NO LATER THAN 5:30 P.M. ON TUESDAY, APRIL 15.

The Washington Post

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* Recipients of The Washington Post Distinguished Educational Leadership Award are not eligible.



The Washington Post

1150 15th STREET, N.W.

WASHINGTON, D. C. 20071-7301

(202) 334-6000

WILLIAM J. RASPBERRY, urban affairs columnist for The Washington Post, has forged a career from keen observation of human relations. Read by millions of Americans from coast to coast and beyond, he has, over the years, become a champion of truth, reporting on matters of critical importance to the country.

The son of Mississippi school teachers, he is a graduate of Indiana Central College (now the University of Indianapolis) with a Bachelor of Science degree in history. He began his journalistic career with the Indianapolis Recorder, where he spent four years before joining the U.S. Army. Following his honorable discharge, he went to work at The Washington Post in 1962 as a teletype operator. He soon was promoted to reporter, and, in 1966 began his own column, which at first appeared on the Metro page.

The column proved so popular that it was moved to the Editorial section and subsequently syndicated by The Washington Post Writers Group. It now appears in approximately 203 newspapers across the country.

Dubbed the "Lone Ranger of Columnists" by a colleague, Raspberry is known for his independence of mind and his enlightened commentary on social and political issues. His opinions have long served as the springboard for many a debate, from newsrooms and classrooms to the White House and Congress.

Raspberry's clarity of thought and his insistence on speaking the truth as he sees it -- even when others disagree -- have kept his column fresh, unpredictable, and uncommonly wise.

Raspberry won the 1994 Pulitzer Prize for commentary. Since the fall of 1995, Raspberry has been a professor in The School of Public Policy at Duke University, Durham, North Carolina. He continues to write his newspaper column. His work has won him numerous journalistic awards, more than a dozen honorary degrees and the respect of readers all over America. He is the author of one book, Looking Backward at Us, published in 1991 by the University Press of Mississippi, Jackson.

Raspberry is married to the former Sondra Dodson of Washington, D.C., and is the father of three children.

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Contact:

Virginia Rodriguez
Director of Public Relations
(202) 334-7969

NEWS MEMORANDUM

From: Michael O'Mary
Date: June 27, 1997

The following stories appeared on June 27, 1997 and could be of interest to HRC:

- **Jobs at Stake as Staff Members at 7 Chicago Schools are Put to the Test**
This article appeared in the Washington Post. (Walsh)
Summary: Staff at seven low performing Chicago schools will have to reapply for their jobs in a move that is the latest in a series of attempts to bring that city's education system off its knees. Mayor Daley, after having been given personal responsibility for education reform, has taken dramatic steps to improve the educational quality of his city, saying that it is the only way to guarantee a successful future.
- **In Talks Over TV Ratings, Neither Side Expects a Deal Soon**
This article appeared in the New York Times. (Mifflin)
Summary: The Television industry is asking for a three year moratorium on legislation pertaining to TV content and this demand has caused ratings talks to bog down. It is unclear whether an agreement will be reached anytime soon. Some in Congress refuse to commit to any such moratorium, and this further casts the agreement in doubt.
- **Money for Arts and Land Purchase Rejected**
This article appeared in the New York Times. (Gray)
Summary: The House Appropriations Committee yesterday killed funding for the National Endowment for the Arts, as well as rejecting \$700 million that would have gone towards land purchases. Both of these line items are part of the larger Interior Appropriations Bill, and the President has threatened to veto this legislation if they are not included. Conservative Republicans see these issues, especially the NEA, as a litmus test to see if the leadership still conforms to conservative ideals in the face of growing cooperation with the White House.
- **For Parents, a New and Vexing Burden**
This article appeared in the New York Times. (Harmon)
Summary: Because of yesterday's Supreme Court Decision throwing out the Communications Decency Act, stopping children from seeing unwanted material over the Internet will be increasingly the responsibility of parents. While there are a plethora of computer programs that allow parents to control the surfing of their children, 'kids are smart' and these curbs can inhibit people from engaging in benign behavior.

**FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR GARRISON ELEMENTARY SCHOOL
WASHINGTON, D.C.
FEBRUARY 21, 1997**

Thank you Principal Robinson. I am delighted to be here at Garrison Elementary. The President and I have just come from reading about the Tortoise and the Hare with the first grade. And I think it's a story that speaks to what we'll all need to do to transform this city's public schools into our nation's pride.

There won't be any easy, quick-fixes to the difficult challenges facing our schools. Instead, it will take the steady, focused, and continuing efforts of every citizen of this city to make sure that every child living in the District of Columbia is given the opportunity and the education to make the most of his or her God-given potential. We will all need to pitch-in and support the hard-working principals and teachers who are on the front-lines of this effort.

Washington's greatest resource is its people. And I know that there are many members of the community who are already recognizing the important roles they can play in helping our schools. Employees of several cabinet agencies have adopted schools and are participating in their tutoring and enrichment programs. Last spring, I visited an elementary school where members of Congress and their staff spent weekly lunch hours mentoring and reading to students.

And just last week at Cleveland Elementary, I had the chance to see how members of a downtown law firm could make a difference in a school and its surrounding community. I heard how the volunteer lawyers tutored and read to students, spent weekends repairing school facilities, helped parents with legal problems, and represented non-profit neighborhood organizations for free.

As the lawyers showed, every one of us has the skills and the time to share with the students in our public schools. Today's announcement will encourage members of another important sector of our community -- universities and college students -- to help the children of Washington improve their reading skills.

Every year, some of our country's brightest young adults come to Washington to study at our world-class colleges and universities, to get the education they'll need to change the world. Let's ask them to begin changing the world right now, right here in the Nation's Capital.

Now I'm pleased to introduce General Becton.

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The Washington Post1150 15TH STREET, N. W.
WASHINGTON, D. C. 20001FAX COVER SHEET

TO JUNE

DATE: 6/24/97TO: Carrie Greenstein
Mrs. Clinton's OfficeFAX #: 202-456-2239FROM: Lillie Lee for Virginia RodriguezFAX #: (202) 334-5609Total number of pages (including cover sheet): 5

Additional comments:

This is additional background information
on The Post's educational programs.

If you do not receive all pages or transmission is not
clear, please call as soon as possible.

Communications Department, 202-334-6834



EDUCATION

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ecognizing that quality education, particularly quality public education, is essential to the health and future of our community. The Washington Post is committed to providing support to local schools in a number of ways.

THE DISTINGUISHED EDUCATIONAL LEADERSHIP AWARDS

Most educators agree that the level of excellence a school achieves is directly related to the level of leadership provided by its principal. Each year The Post recognizes those principals who go beyond the day-to-day demands of their positions to create an exceptional educational environment. The 17 awardees from local public school systems and one awardee from a private school in the metropolitan area are honored at a reception at The Post and participate in an educational seminar.

The selections from the local school systems are made through a nominating process and the final decision is made by the local public school system. Nominees from private schools are screened by a committee of educators and community leaders through the coordinating efforts of the Council for American Private Education.

THE AGNES MEYER OUTSTANDING TEACHER AWARDS

Good teachers are critical to a strong public school system and The Post encourages excellence in teaching. Each year it honors exceptional men and women in the teaching profession by awarding \$3,000 to an outstanding teacher selected in each of the 17 local public school systems, and one award to a teacher from a private school in the metropolitan area.

The selections are made through a nominating process

and the final decision is made by each local public school system. Nominees from private schools are screened by a committee of educators and community leaders through the coordinating efforts of the Council for American Private Education.

Kids deserve to learn as much from The Post as you do.

YOU KNOW THAT
THE POST HAS
BEEN INFORMING
THE PEOPLE OF
WASHINGTON FOR
OVER 100 YEARS.

BUT MAYBE YOU
DIDN'T KNOW THAT
THE WASHINGTON
POST ALSO HAS
BEEN TEACHING
CHILDREN IN
CLASSROOMS
AND AT HOME,
CHALLENGING
THEM TO EXPAND
THEIR KNOWLEDGE
AND HELPING
THEM TO SUCCEED.

The Post has two innovative programs designed especially for kids.



Inside The Washington Post is an integrated, skills-based program for classroom teachers of grades one through twelve. Teachers can receive over 100 exercises to help students of all ages to learn reading, writing, math, science and social studies to be use with discounted copies of the newspaper delivered to the school.



Learning Partners provides parents and other adults with a free activity booklet to help them help kids learn more with the newspaper at home.

The Washington Post
For more information, call
202/334-KIDS



THE WASHINGTON POST GRANTS IN EDUCATION PROGRAM

The Post provides an opportunity for teachers with creative and innovative ideas to enrich the standard curriculum to apply for funds over and above those in the approved school budgets.

The number of grants each school system receives is based on its total number of teachers. Full-time teachers who apply and are selected by the 17 local public school systems receive grants averaging \$300 each. Proposals from private schools are screened by a committee of educators and community leaders through the coordinating efforts of the Council for American Private Education.

"INSIDE THE WASHINGTON POST"

This exciting educational program offers teachers an opportunity to use any section of The Washington Post to teach any subject at any level to reinforce those fundamental skills which are necessary for students to master in order to meet mandated academic objectives. Discounted copies of The Washington Post are offered to all participating schools. Instructional materials, training of teachers and a quarterly newsletter provided at no charge by The Post also are part of this exciting and innovative learning program.

LEARNING PARTNERS

Learning Partners unites parents with children, grandparents with grandchildren, and any other combination of "senior" and "junior" partners. Free Learning Partners workshops, available for interested individuals and groups, teach the adult how to use the free booklet of activities and The Washington Post newspaper to engage a junior partner, from first grade to senior high school, in fun, casual, non-tutorial settings. The program also is designed to challenge young people to expand their knowledge and to put it to work in and out of the classroom, while reinforcing skills in language arts, social studies, math and science.

SPELLING BEE

Each year The Washington Post sponsors the regional Spelling Bee for students in grades 4 through 8 from Northern Virginia and suburban Maryland. The students who win their school and local area spelling bees compete in The Post's regional competition in early April. The winner of the regional bee represents the suburban Washington area at the Scripps Howard National Spelling Bee which is held in Washington, D.C. at the end of May. Trophies and other prizes are awarded to the top three spellers, and all of The Post's regional contestants receive a \$50 savings bond in recognition of their hard work and achievement.

EASTERN HIGH SCHOOL PARTNERSHIP

In 1987, The Washington Post initiated a program aimed at rewarding academic achievement at Eastern High School in Washington, D.C. Each semester, any Eastern student who achieves grades of all A's and/or B's earns \$500 in scholarship funds. Many Post employees volunteer to work with the students as mentors throughout the year.

To receive the scholarship funds, students must graduate from high school and enroll in an accredited institution. As an added bonus, nearly 30 colleges and universities throughout the country have agreed to match The Post funds for these students.

The goals of this program are to encourage Eastern students to work for solid academic achievements and to pursue higher education.

GRANTS IN THE ARTS

The Washington Post believes that basic arts literacy is as vital to a young person's education as basic skills in reading, writing and arithmetic. The Grants In The Arts program provides funds for arts education activities which enrich the standard curriculum, provide exposure to the visual and performing arts for all students, and encourage creativity and the development of interpreting and critical-thinking skills. Selections of the grants averaging \$300 are made by a committee of educators and arts community leaders.

FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR WASHINGTON POST PRINCIPALS LEADERSHIP INSTITUTE
WASHINGTON, D.C.
JULY 1, 1997

It is a privilege for me to join a group of people whom I believe are among the most important Americans in our country. I don't say that lightly and I don't say it just to flatter you.

The education of our children is essential to the survival and flourishing of our democracy. And what I've learned over the years as a student, as a mother, as an educational reformer in Arkansas, is that the principal is the single most important person in any school. You are your schools' instructional leaders, head coaches, guiding visionaries, troubleshooters, champions and top cheerleaders. Each of you has the power to bring change and hope and progress to every classroom in your school. And I am deeply grateful for the hard work, leadership and commitment you bring every day to the education of our children, to equipping them with the skills they will need to make a living and to build happy and successful lives.

I know that in this day and age, you are facing tremendous challenges in your schools -- challenges, perhaps, that you had never even heard of when you began your careers in education. The information revolution that has transformed our way of life has not only made a high quality education a necessity for all Americans, it has also in many ways made your job more difficult. How do you hold a child's attention, how do you convey the message of hard work and diligent study when that child has grown up in front of a television, mesmerized by the messages of instant gratification and consumer culture? How do we best expand the tried-and-true curriculum of reading, writing and mathematics to include the languages of the global economy and the World Wide Web?

And for our children themselves, the challenges of growing up are much more complex than the ones we faced just a generation ago. How do we help the children living in our most economically depressed and dangerous neighborhoods find safe alternatives to violence and gangs? How do we help these children believe in themselves and in the future? And how do we help *all* children resist the temptation to try drugs or the peer pressure to have sex?

As I've visited schools in communities across America, I've learned that the difference between schools that work and schools that don't work can be traced back to three fundamentals: high academic standards, high expectations, and the involvement of all members of a school community. This has been true in every successful school I've visited, from the San Fernando Valley to Duluth to Corpus Christi to Philadelphia to Washington, D.C., from our toniest suburbs to our poorest inner cities.

We all know that the schools in our nation's capital are not as good as they should be. Over the past year, I have been in and out of schools in this city, highlighting what can and needs to be done to improve education in Washington. And perhaps one of the most heartening visits

came when I spoke at the Banneker High School commencement. At Banneker, I saw a powerful example of what can happen when a school, regardless and in spite of its financial resources, sets high standards and expectations for its students and an entire community pulls together to help its children fulfill them.

Banneker teachers stay after school and into the evening to help students having trouble in class. The school's principal, as the class salutatorian testified in her commencement speech, "would always find a place in her heart and reach out to students and give of her time even if she was occupied in a meeting." Banneker administrators track students' academic progress and literally call home to make sure that every absence is parent-sanctioned. Custodians and security guards keep the building safe and immaculate. Parents make their children accountable for their homework assignments and pitch-in during school field trips and activities. All of them, along with volunteer tutors and mentors from organizations such as Howard University the National Science Foundation, help students through the challenges of school, adolescence and in some cases, poverty. And because of these efforts, every graduating senior had been accepted to college -- a record that is the envy of most high schools.

I suspect that many of you already know this from experience, but I want you to remember always that you don't have to do your jobs single-handedly. Every American has a role to play in the education of our children. I encourage you to continue building partnerships with parents, with business leaders and other members of your communities. Help parents understand the important roles they can play not just as disciplinarians but as their children's first teachers -- parents who, regardless of their education levels, can offer their children the intellectual and emotional stimulation that will prepare them for the challenges of school. Encourage local business leaders to help bring the Internet to classrooms, to mentor students, to offer teenagers internships and summer jobs. Look to civic clubs, retirement homes and college campuses for volunteer reading tutors, sports team coaches, even building painters and renovators.

The sponsors of today's Principals' Institute have set a wonderful example of good corporate citizenship. I thank Mrs. Graham and the Washington Post Company for their extensive efforts to support and strengthen education in this community.

I want each of you to know that the Administration is working hard to be partners in all of your efforts. Education Secretary Riley has established a wonderful "Principal-in-Residence" program that brings real, working principals to Washington to serve as your liaison to the department and make sure that your voices of practical experience and reality are heard in all policy meetings.

The President has made strengthening our educational system the primary goal of his next four years in office. In his State of the Union, he described a plan that supports, preserves and expands opportunities for lifelong learning, addressing the educational needs of Americans from the moment they are born to the day they retire from the workforce. The vision is simple: Every

8-year old must be able to read, every 12-year old must be able to log onto the Internet, every 18-year old must be able to go to college, and all adults must be able to keep on learning.

We are working to bring the benefits of Head Start and other early childhood education programs to more and more of our neediest children and families. We are making sure that there are talented and dedicated teachers and administrators in every classroom who will help our children meet national standards of achievement. We are continuing to support communities that introduce school uniforms and character education, impose curfews, enforce truancy laws, remove disruptive students from the classroom, and have zero tolerance for guns and drugs. We are working to keep schools open in the afternoons as safe havens from gangs and drugs and as academic enrichment centers for students and parents. And we are working to give all parents the opportunity to choose or even charter the public schools that best suit their children's needs.

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There is no profession more honorable than that of educator. And I thank each and every one of you for dedicating your lives to bringing order, direction, discipline, unity, inspiration and learning into the lives of our most precious citizens.

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FIRST LADY HILLARY RODHAM CLINTON
REMARKS FOR WASHINGTON POST PRINCIPALS LEADERSHIP INSTITUTE
WASHINGTON, D.C.
JULY 1, 1997

It is a privilege for me to join a group of people whom I believe are among the most important Americans in our country. I don't say that lightly and I don't say it just to flatter you.

The education of our children is essential to the survival and flourishing of our democracy. And what I've learned over the years as a student, as a mother, as an educational reformer in Arkansas, is that the principal is the single most important person in any school. You are your schools' instructional leaders, head coaches, guiding visionaries, troubleshooters, champions and top cheerleaders. Each of you has the power to bring change and hope and progress to every classroom in your school. And I am deeply grateful for the hard work, leadership and commitment you bring every day to the education of our children, to equipping them with the skills they will need to make a living and to build happy and successful lives.

I know that in this day and age, you are facing tremendous challenges in your schools -- challenges, perhaps, that you had never even heard of when you began your careers in education. The information revolution that has transformed our way of life has not only made a high quality education a necessity for all Americans, it has also in many ways made your job more difficult. How do you hold a child's attention, how do you convey the message of hard work and diligent study when that child has grown up in front of a television, mesmerized by the messages of instant gratification and consumer culture? How do we best expand the tried-and-true curriculum of reading, writing and mathematics to include the languages of the global economy and the World Wide Web?

And for our children themselves, the challenges of growing up are much more complex than the ones we faced just a generation ago. How do we help the children living in our most economically depressed and dangerous neighborhoods find safe alternatives to violence and gangs? How do we help these children believe in themselves and in the future? And how do we help *all* children resist the temptation to try drugs or the peer pressure to have sex?

As I've visited schools in communities across America, I've learned that the difference between schools that work and schools that don't work can be traced back to three fundamentals: high academic standards, high expectations, and the involvement of all members of a school community. This has been true in every successful school I've visited, from the San Fernando Valley to Duluth to Corpus Christi to Philadelphia to Washington, D.C., from our toniest suburbs to our poorest inner cities.

We all know that the schools in our nation's capital are not as good as they should be. Over the past year, I have been in and out of schools in this city, highlighting what can and needs to be done to improve education in Washington. And perhaps one of the most heartening visits

came when I spoke at the Banneker High School commencement ~~here in Washington~~. At Banneker, I saw a powerful example of what can happen when a school, regardless and in spite of its financial resources, sets high standards and expectations for its students and an entire community pulls together to help its children fulfill them.

Banneker teachers stay after school and into the evening to help students having trouble in class. Administrators track students' academic progress and literally call home to make sure that every absence is parent-sanctioned. Custodians and security guards keep the building safe and immaculate. Parents make their children accountable for their homework assignments and pitch-in during school field trips and activities. All of them, along with volunteer tutors and mentors from organizations such as Howard University the National Science Foundation, help students through the challenges of school, adolescence and in some cases, poverty. And because of these efforts, every graduating senior had been accepted to college -- a record that is the envy of most high schools.

I suspect that many of you already know this from experience, but I want you to remember always that you don't have to do your jobs single-handedly. Every American has a role to play in the education of our children. And I encourage you to continue building partnerships with parents, with business leaders and other members of your communities. Help parents understand the important roles they can play not just as disciplinarians but as their children's first teachers -- parents who, regardless of their education levels, can offer their children the intellectual and emotional stimulation that will prepare them for the challenges of school. Encourage local business leaders to help bring the Internet to classrooms, to mentor students, to offer teenagers internships and summer jobs. Look to civic clubs, retirement homes and college campuses for volunteer reading tutors, sports team coaches, even building painters and renovators.

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Henry Adams once said, "From cradle to grave this problem of running order through

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And for our children themselves, the challenges of growing up are much more complex than the ones we faced just a generation ago. How do we help the children living in our most dangerous neighborhoods find safe alternatives to violence and gangs? And given this depressed landscape, how do we help these children believe in themselves and in the future? How do we help *all* children resist the temptation to try drugs or the peer pressure to have sex?

As I've visited schools in communities across America, I've learned that the difference between schools that work and schools that don't work can be traced back to three fundamental things: High academic standards, high expectations, and the involvement of all members of a school community: Strong principals, committed teachers, supportive parents, volunteer tutors and business leaders who inspire students to work hard and make the most of their abilities.

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I suspect that many of you already know this from experience, but I want you to remember always that you don't have to do your jobs single-handedly. Every American has a

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San Diego -

14

Michael Brown - Pres.

Cecil Short - Pres. Ele.

Tim Dyer - Exec.

REMARKS OF
RICHARD W. RILEY

U.S. SECRETARY OF EDUCATION

Linda Quinn -
Pres. in Residence

National Association of Secondary School Principals

Orlando, Florida

March 7, 1997

NAASP

Terry Peterson -

America's Call to Action

Acknowledge: H. Michael Brown, current President - Cecil Short, President-elect

-- Tim Dyer, the Exec. Director of Assoc -- Linda Quinn, our resident Principal

the

A leader in School Reform

Good afternoon. It is a great pleasure to be here the in sunshine state. Yesterday, I was in Michigan with President Clinton where he spoke to a joint session of the state legislature about the need for higher standards in American education. The headline in the Detroit newspaper when we arrived read, "Clinton puts focus on Education".

We have waited a long time for a President to make education his focus. And I can tell you that education is where his heart is, and he knows a lot about the subject.

→ This is a powerful cause for all of us. More than ever it is an issue that can bring all Americans together for the good of our children. For our nation's teenagers and secondary schools, this couldn't happen at a better time. You and your teachers are experiencing the largest enrollment in our nation's history.

2

Now, I always learn something when I am around children, especially my grandchildren. I now have eight of them. My newest grandchild -- Maryann Gardiner Riley -- was born just about a month ago.

I have a lot invested in the education of Maryann and all of her cousins. I want to make sure that my son Ted and his wife Nancy are up to date on all the new discoveries about brain development. And I intend to read wonderful children's books to Maryann like The Wednesday Surprise by Eve Bunting.

Grand-daddy
(~~Tell Story~~ -- You have a hole in your hair! ~~Granddad~~)

(*Riley - 7*
Pence - 5
Hugh - 3)

So you never know what you are going to learn when you are helping children learn. But that's OK. The important thing is to be involved in their lives early on, and to stay involved as they become teenagers. This is no easy task, but it is absolutely critical. Day-in and day-out you are on the front line of America's effort to improve education and you are helping our youth navigate the most difficult and important time -- adolescence. ~~This is such an important transition time~~ (*keep going*)

~~We all know that we have a very long way to go in education. This is why the President has made education America's national priority. Today, more than ever before, education is the engine that drives our national prosperity. Education is now the great "fault" line for determining who is part of the American Dream. The earnings gap between those with some college education and those that are less educated is growing, and it will continue to grow unless we educate all of our young people to high standards.~~

③

→ An average education just isn't good enough anymore. We need to break away from the old thinking that we can give a watered down curriculum to some young people, and give a more demanding curriculum to others. Those days are behind us. The dumping down of American education is over. This will not be easy, but it must be done.

And here I want to stress something that is so important. There can be no equality in this nation without a renewed commitment to excellence. Educating every child to use his or her God-given talent is the pre-condition for full equality. One cannot happen without the other.

Start
My friends, we are better than we think. All of you became educators because you have seen the joy of excitement when learning clicks. You have watched students struggle to learn yet persevere. And every one of you has -- at some point -- gone out of your way to literally save the life of one of your students. You have made a difference.

Today, I ask you to make a bigger difference. To recognize that now -- more than ever before -- the American people are "tuned into" education. Everywhere I go I feel it. The sparks are all around us -- the excitement and the determination of the American people to expect more from our schools and more from our children.

4

Think of the opportunity. Our country is at peace and prosperous. We have the unique opportunity to give our undivided attention to doing what is best for our children. This should be our great patriotic cause -- our national mission -- giving all of our children -- and I mean all of them -- a world class education.

This is why President Clinton in his State of the Union ¹⁶speech gave us a bold vision of what American education can become. From helping our children master the basics -- to making our schools safe and drug free -- to better teaching and new technology -- the President has made excellence in education our national mission.

The President's ten point "call to action" is a bold approach that is national in scope yet local in action because that's the American way. For the truth of the matter is very simple. The President's "Call to Action" can only support the action you take in your school community. You are the decision makers, and the decisions you make in the next several years will determine the future of American education for the 21st Century.

This is why I urge you to respond to the President's "call to action" by seeing this "call to action" as your ^{very} own. Last week, members of National Association of Secondary School Principals, Elementary Principals Association and ten elementary and secondary principals from across the country spent the day in my office with my closest advisors. Some of those principals are here with us today -- Scott Pfeifer, John Mancini Jr., Kim Flynn and Sherry Abma.

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These principals gave us their insight, and shared with us their expertise about the President's "call to action." They made the links between your very important report "Breaking Ranks" and the President's ten action items. They told us about the need for higher standards, better trained teachers, for higher expectations and the absolute necessity to build schools for the 21st century. Let me speak to each of these issues.

Principals Told us:

1st
Master
Rover
The very first thing these principals told us was something all of you know. We are rushing headlong toward the 21st century, yet too many of our young people are falling by the wayside. Forty percent of our young people can not read as well as they should by the end of the third grade. And this nation is below the international average when it comes to 8th grade math.

That's just not good enough in my book. All of our research tells us that reading well by the 4th grade and having good math skills by the 8th grade are pivotal turning points in the education of our young people. This is why the President has called for voluntary national tests in fourth grade reading and eighth grade math to make sure every single child in America has mastered the basics once and for all.

These proposed tests are an opportunity not a requirement, a national challenge not a national curriculum. The President and I are firmly opposed to any form of national curriculum. We have cut federal education regulations by about 50%, and we are doing all we can to cut people loose.

(*) And this didn't NO. 188620P. 7: Aisbert.
 In the early 80's 60-70% of the students
 on high school level were taking algebra
 In 1994, it was over 50% -

But we have much more to do to change the very nature of how young people think about their education. In that spirit, I challenge you to make sure that every high school freshman has taken algebra and some geometry. Now, this is a very big step. → Only twenty percent of all of our students are taking algebra in the 8th grade. But we have clear evidence that our young people will rise to the challenge.

Last week, I was pleased to announce that our national math scores are up at every grade level on NAEP Test. 69% of all 12th graders were at or above the basic level on the NAEP test last year compared to 58% in 1990. All this is good news and I thank you. But we cannot rest on our laurels. Our national scores may be going up but we are still far behind world class standards in math.

Our children are smarter than we think. We should eliminate dead-end math classes and dead-end courses in all core subjects. This was one of the most important findings from the TIMSS study. In the rest of the advanced world, the vast majority -- if not all -- students have studied algebra by the end of the 8th grade and build on that rigorous foundation all the way through high school. I believe American students should do the same.

2nd expectation
 This leads me to my second point -- changing expectations. Many young people are defining their expectations about whether to go on to college as early as eighth and ninth grade. How do we capture the attention of young teenagers, and get them on the path that prepares them for college level work?

→ (B) For the 21st century, every one of your students need to be thinking about going to college.

7

I believe it can be done if you will lead. The master schedules for next school year that all of you are creating right now set and define expectations. I urge you to set the highest of standards. Be willing to notch it up. Listen to one of your very own.

In a letter to the New York Times, dated March 3, 1996, (just about a year ago)

Stephen Budihas, the principal at Park West High School in New York, wrote this,

"We can continue to set educational standards based on those set decades ago, or we can take a hard look at the realities that will face our students in the years ahead."

→ Educators are at a crossroads, and schools have an obligation to keep pace with society's demands."

At this crossroads, I urge you to challenge your pupils and your teachers as never before. Fill your course schedules with Advanced Placement courses and tech-prep courses -- they literally connect your students with the potential of a college education.

3rd Teaching
My third point should be obvious; we cannot not achieve high standards without better trained teachers. There is no other way to get it done. And, as a nation, we have a great task in front of us. In the next ten years we need to recruit two million teachers, to replace a generation of teachers who are about to retire and to keep up with rising enrollments.

option But we are not as prepared as we should be for this enormous undertaking and there are several reasons why. We do not, for example, do a very good job at recruiting people to this demanding profession, and we have really failed to do justice to the task of recruiting talented minority candidates and males.

Too many of our colleges of education are treated like forgotten stepchildren in our system of higher education. And when eager new teachers enter the classroom for the first time, we give them little of any help. As a result, we are losing 30% of all new teachers in the first three years after they enter the profession.

option We must move in a different direction. Now is the time to get it right -- to step back, and rethink how we recruit, prepare, and support America's teachers.

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option This is why the recent report of the National Commission on Teaching and America's Future chaired by Governor Jim Hunt is a valuable road map to changing the status-quo. New teachers -- like new lawyers and new doctors -- should have to prove that they are qualified to teach. And, once new teachers are in a classroom they should be linked to master teachers during their first few years of teaching.

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~~Teaching is a demanding profession and it will be even more demanding in the future. This is why~~ the President and I strongly support the National Board for Professional Teaching Standards and its goal of certifying over 100,000 master teachers in the next decade. I challenge every one of you to have at least one board certified teacher on your faculty. And I urge you to start the beginning pipeline of the next generation of teachers by identifying and encouraging your brightest and best to go into teaching.

4th Construction
My fourth concern is, in many ways, the most immediate. All over America, and especially here in Florida, principals are dealing with overcrowded schools and trying to find ways to keep up with the information revolution.

This is why the President has proposed a \$5 billion initiative to "jump start" school construction, and why he has set a national goal of making sure every classroom in America is connected to the Internet by the year 2000.

This should be of special importance to all of you. I assure you, the crowded halls of Congress, full of special interests lobbyists, are a long way from your crowded classrooms. Congress will not pass the President's school construction legislation unless you make it your own.

Modernizing Schools
My final call-to-action is to urge you to tune into the "E" rate or Education rate,

Billions of dollars in new investments will be available to you if the Federal Communication Commission (FCC) approves a proposal to give schools and libraries deep discounts in access charges to the Internet and other available telecommunications services.

The average discount will be about 60% for every school, and one-third of all schools will receive discounts of 80% to 90%. Use of the Internet for our poorest schools will be almost free. ~~This is a very big decision for American education, and it needs to happen.~~ The Internet is the blackboard of the future and our young people get into it.

Yet, Today, only ^{14%} fourteen percent of our classrooms are connected to the Internet. This is why the E-rate is so important and why it should not be held up by any unnecessary delays. Unfortunately, we are beginning to detect a growing chorus of opposition. Now, is not the time to put our students' future on hold.

I urge you to pick up a special one page "E-rate alert" for details at the back of the convention center as you leave. I worry that without your help -- at this critical juncture -- the E-rate may not become a reality.

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I am also concerned that without an E-rate, we will only increase the education gap which already exists. Education is already the defining fault line between those who make it in America and prosper -- and those who don't. We want to close that gap -- not increase it.

I close now by, once again, asking you to see the President's "call to action" as your very own. Recognize the new possibilities, the new excitement, and the rising expectations of the American people. I urge you to literally sign up on posters available here at the conference to help Americans answer the call for better education.

Yes! The American people are ^{*clearly*} tuned into education. The sparks are all around us. And, as ^{*Gates*} William Butler ~~Yeats~~ so eloquently stated, "Education is not the filling of a pail, but the lighting of a fire,"

Please answer the President's "call to action" by recognizing that now is the time to light the fires for learning. ^{*-- I urge you to be the torchbearers*} If ever there was a time to come together for the good of our children, it is now. ^{*-- the place is America*} The year is 1997. The issue is education -- the question is: will we meet the challenge? ^{*we can*} ~~I believe we can~~ with your leadership. ^{*I believe we can*}

Thank you.

Answering the President's Call to Action

BOLD FIRST STEPS

On February 4, 1997, President William Jefferson Clinton declared education as this nation's top priority. He issued a ten-point Call to Action for American Education. "We must," he declared, "provide all our people with the best education in the world. Together, we must commit ourselves to a bold plan of action."

Following the President's historic State of the Union address, school principals from across the country contacted the White House and the Department of Education to pledge their commitment to answering the Call to Action. Today, a steering committee of ten principals, along with NASSP, NAESP and the Department of Education, are inviting all of America's principals to become torch bearers to take the first bold steps toward answering the President's call.

What you can do to carry the torch into your community...

- ☛ **Take the first step.** As the leader of leaders for your school community, you can take the first step in answering the President's Call to Action. Fill out an information card and pick up your school's copy of the "Call to Action" poster.
- ☛ **Share the vision.** Join the President in promoting a shared vision for American education by starting a dialogue in your community about the ten challenges in the Call to Action. Include parents, teachers, students, business leaders, school board members, superintendents in these important conversations about teaching and learning.
- ☛ **Make a public commitment.** Hold an event for the signing of the "Call to Action" poster with all your partners. As a visible symbol of your school's commitment, send a photo of the signing to President Clinton c/o the U.S. Department of Education, 600 Independence Avenue S.W., Washington, D.C. 20202-8173. Send the photo to your local paper along with a description of what your school is planning to do.
- ☛ **Take stock.** Since we know that each school is unique, we encourage you to determine where your own school community stands in each of the areas included in the President's Call to Action. Identify areas of need and recognize and celebrate areas of strength.
- ☛ **Create an action plan.** If your school has a School Improvement Plan, review it in light of the Call to Action to bring it into alignment with the President's ten challenges.
- ☛ **Connect with a network of schools designed to support improvement efforts.** The work of improving our schools for all our children is too hard to do alone. Principals and school communities will benefit from an active connection with an improvement network. One such network is NASSP's National Alliance of High Schools, which is designed to provide support and comprehensive services to school-based leadership teams for implementing improvement plans.
- ☛ **Put your plan into action.** Work with your partners to implement the plan you've jointly developed to help your school community answer the President's Call to Action.

The Department of Education, in partnership with NASSP and NAESP, is committed to assisting you as you work to answer the Call to Action. For a "Tool Kit" of materials to assist you in your efforts, call 1-800-USA-LEARN.

ANSWERING THE PRESIDENT'S CALL TO ACTION FOR AMERICAN EDUCATION

joins together with its partners to commit to a bold plan of action

(School name)

- ★ Set high standards in all the core subjects, with participation in national assessments in reading and math.
- ★ Make sure there's a talented and dedicated teacher in every classroom.
- ★ Help every student to read independently and well by the end of the 3rd grade and build on that foundation in the later grades.
- ★ Promote parent involvement in children's learning and offer early childhood programs.
- ★ Expand public school choice and accountability in the public schools.
- ★ Make sure our schools are safe, disciplined and drug-free, and instill basic American values.
- ★ Modernize school buildings.
- ★ Prepare students academically to attend college and open the doors of college to all who work hard and make the grade.
- ★ Help adults improve their education and skills.
- ★ Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.

Richard W. Riley

Richard W. Riley,
U.S. Secretary of Education

Samuel G. Sava

Samuel G. Sava,
Executive Director
National Association of
Elementary School Principals

Timothy J. Dyer

Timothy J. Dyer,
Executive Director
National Association of
Secondary School Principals

Principal's name

Parent Leader

Teacher Leader

Student Leader

Business Leader

Superintendent



NEESP

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

nassp



**PARTNERSHIP
for Family
Involvement
in Education**

For more information, call 1-800-USA-LEARN

FIRST LADY HILLARY RODHAM CLINTON
REMARKS AT THE BANNEKER ACADEMIC HIGH SCHOOL COMMENCEMENT
WASHINGTON, D.C.
JUNE 13, 1997

[Acknowledgments: Nicole Bryant, President of the Senior Class, who will introduce you; Principal [Linette] Adams, Vice-Principal [Joseph] Reid; Assistant Superintendent [Ralph] Neal; Mayor Barry, Councilwoman Mason, representatives of the Trustee Board and Board of Education; Derek McGinty; faculty, parents and friends]

I am delighted to be here on this very special day and on this very auspicious Friday the 13th.

I have many reasons for coming to speak at Banneker this afternoon. And the first 82 of them are sitting right here. I've come today to salute each one of you, each proud member of Benjamin Banneker High School's Class of 1997, on your tremendous accomplishments.

Every one of you has earned a place in college and a place in the company of educated young men and women. Together, you've won hundreds of thousands of dollars in scholarships and academic awards. Over the past four years, you've learned the language of Ancient Rome and visited the streets of Renaissance Verona with Romeo and Juliet. You've traveled to Walden Pond and scaled the Eiffel Tower. You've studied the laws of gravity as well as the laws of our 200-year old democracy. And you've made your communities better places to live through many hours of volunteer service in child care centers, schools, and hospitals.

So I am truly honored to be addressing a group of graduates who have not only met -- but exceeded -- the high expectations set by your teachers and your families. You have traveled far, both literally and figuratively. And you are the pride of this city.

But you know what? Your job's not done yet. There is so much further you need to go. There are countless more challenges you will have to meet and countless more obstacles you will have to overcome. And you will inevitably grow and change in many ways. [Joke: Take my own experience, for example. When I graduated from high school more than 30 years ago -- back in the Dark Ages -- I was a Republican.]

I understand that many of you are familiar with the Ancient Greek epic, The Odyssey. Well, just imagine that, today, you are Odysseus. With your smarts, you've just helped your country win the Trojan War, but now you have a long journey ahead of you before you can return home. You will face many more tests -- physical, emotional and mental. You may be tempted to stray from your cherished goals. And there will be days, months, and even years when you'll feel as if all the gods on Mount Olympus are conspiring against you.

But every single teacher, administrator, mentor, parent and grandparent in this room

knows that you will make it. We have complete faith in your abilities because we know of the daily sacrifices and tough choices you have already made in order to succeed at this wonderful and demanding school. Whether it's waking up at the crack of dawn to travel across town to arrive at school on time; giving up Friday nights to get a jump start on a paper; finding the energy to finish a tough problem set while babysitting your younger siblings; or forcing yourself to study harder the minute any doubt about your own abilities crept into your mind -- these choices demonstrate your discipline, your wisdom and your maturity. They have led you and your families to this glorious day and they have made you more than ready for the challenges that will meet you in the days ahead.

Since this is a commencement address, and as I am also the mother of another newly-minted high school graduate, I can't help but add my own advice to the earfuls you've already been getting all week and perhaps all year.

First, I hope you will always be proud of having attended Banneker High School. And I hope you will help more and more of your fellow Washingtonians and fellow Americans understand what it takes to raise the quality of public education, about what it takes to create and maintain great and successful public schools such as Banneker.

We all know that Washington's public school system is not what it could and should be. We all know that many things are broken, that we have a lot of hard work ahead of us if we are to rectify the shortcomings and failures of our schools. No doubt, when some of you get to your colleges this fall, you might see a few raised eyebrows when you tell your classmates or professors that you went to a D.C. public school.

Don't ever let any of these doubtful glances undermine your confidence in the education you have received at Banneker. You have received your education at one of the finest high schools in our country.

At this crucial time in public education, Banneker can serve as a model for other schools striving to improve themselves and do right by their students. Sure, Banneker has been successful because it is academically-selective. And of course, having students who are used to excelling in school helps. But these are not the only reasons for Banneker's success. And they certainly are not the most important ones. Many of the same factors that have helped Banneker students excel can also make a difference in the lives of students all across Washington and the country.

Your teachers stay after school and into the evening to help students having trouble in class. Your administrators track students' academic progress and literally call home to make sure that every absence is parent-sanctioned. Your custodians and security guards keep the building safe and immaculate. Your parents make their children accountable for homework assignments and pitch-in during school field trips and activities. And all of them, along with volunteer tutors and mentors from organizations such as Howard University and the National

Science Foundation, help students through the challenges of school and growing up.

Banneker is a powerful example of what can happen when a school sets high standards and expectations for its students and an entire community pulls together to help its children fulfill them.

As I've visited schools in communities across America, I've learned that the difference between schools that work and schools that don't work can't always be attributed to the wealth of a student body, to sophisticated facilities, or to state-of-the-art equipment. Instead, the difference can be found in a school's high academic standards, in its challenging curriculum, and most of all, in the extra time, attention and care invested by all members of the school community: Strong principals, committed teachers, involved parents, and active community partners who inspire students to work hard and strive to fulfill high expectations.

These are the ingredients of Banneker's success. And they can be the ingredients of any school's success. So let us work to bring this message to more schools in Washington and across the country.

My second piece of advice is this: Commit yourselves to making service a lifelong habit. Of all the opportunities your Banneker education has blessed you with, the opportunity to serve others through the Community Laboratory Project is one of the most important. You have had the chance to meet and help people you might never have met otherwise -- sometimes people living in your own neighborhoods -- and get school credit for it.

Now, it's time to serve your communities, not because you have to, but because you understand that serving others is at heart of what it means to be an American and a responsible citizen of the world. Wherever you may find yourselves this fall, whether it's here in Washington or across the continent, and wherever you decide to build your lives once you complete your educations, I hope that you will make service one of your highest priorities. I hope you will take an active role in making your communities better places to live and in making a difference in the lives of those who have not had the advantages you have had -- advantages such as the education we celebrate today.

Many of you made it to this graduation ceremony, not only through your own determination, but because you had at least one adult in your lives -- a mom, a dad, a grandparent, a teacher, a counselor, a pastor, a friend -- who supported and even pushed you along the way. They've given generously of their time, love and attention -- sometimes even sacrificing their own comfort -- so that you could fulfill your potentials as students here at Banneker. Let us all take a minute to recognize and thank everyone of them for the pep talks, the tough advice, the countless rides to school or the library or sports practice, and the bear hugs that have kept you going these past four years.

But, as we all know, there are too many children in this city and around the country growing up without an adult in their lives to teach them right from wrong, to help them with homework, to inspire them to believe in themselves and follow their dreams. We all have roles

to play in changing this situation. We can all strive to provide all children in our country with the love and guidance they deserve.

Finally my last piece of advice comes from none other than the great self-taught mathematician, surveyor, astronomer and patron spirit of this school, Benjamin Banneker. More than 200 years ago, Mr. Banneker wrote in his Almanac, "The most sensible...is he who believes himself the furthest from the goal and who, whatever advances he has made in his road, studies as if he yet knew nothing and marches as if he were only beginning to make his first advance."

In other words: Never rest on your laurels. Never stop learning. And never give up. You are the proud possessors of a great education, one that is both the product of your own hard work as well as the gift of your family, your school, your city and your country. It is a tool that will enable you to open doors to greater success and exciting adventures. Use it. And use it well.

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