

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                                             | DATE       | RESTRICTION |
|--------------------------|---------------------------------------------------------------------------|------------|-------------|
| 001. resume              | re: Owen Rennert [Personally Identifiable Information] [partial] (1 page) | 01/09/1997 | b(6)        |

### COLLECTION:

Clinton Presidential Records  
First Lady's Office  
Melanne Verveer  
OA/Box Number: 19008

### FOLDER TITLE:

Education #4 [Binder] [1]

2013-0534-S

rc1802

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

**Files of Melanne Verveer,  
Assistant to the President and Chief of Staff to the First Lady  
Box 2: Issue Binders**

Archived from OEOB 100 by Tania Shapiro-Barr on Dec. 8, 2000

Education #4  
- Education

Education #5  
- Education

Education #6  
- Education

ENCLOSURES FILED OVERSIZE ATTACHMENTS

19008

NANA 16212

Education

**PHOTOCOPY  
PRESERVATION**

**HRC**

**EDUCATION**

**BOOK #4**



# **H R C E D U C A T I O N**

**#  
4**

# FIRST LADY HILLARY RODHAM CLINTON

## Education

1993 – 2000

### 1993

4/30 National Education Association Reception – White House  
5/1 University of Michigan Commencement – Ann Arbor, Michigan  
5/10 Hugh O'Brien Youth Ambassadors Dinner – New York, NY  
5/13 Meeting with National Education Association Leadership – White House  
5/17 University of Pennsylvania Commencement – Philadelphia, PA  
5/20 American Federation of Teachers Reception with POTUS – White House  
6/10 Johns Hopkins University Commencement – Baltimore, MD  
7/5 National Education Association Annual Convention – San Francisco, CA  
7/29 Education and Labor Committee Meeting – Rayburn Building, Washington, DC  
Announcement of the Earned Income Tax Credit – White House  
9/15 Briefing – House Education & Labor Committee – Washington, DC  
12/4 Zero to Three Awards Ceremony – Washington, DC

### 1994

1/27 School Event with Teachers and Children – Los Angeles, California  
Drop By with Faculty & Board Members of the District and Elected Officials  
3/10 Math and Science Teaching Awards – White House  
3/31 Signing of Goals 2000 Education Bill – San Diego, California  
4/18 Question and Answer Session with Students and Teachers – Baltimore, MD  
5/4 School to Work Event with POTUS – White House  
5/7 Satellite Feed to NYC – United Federation of Teachers – White House  
5/8 George Washington University Commencement – Washington, DC  
5/15 University of Illinois Commencement – Champaign, Illinois  
6/15 Duke Ellington Commencement Ceremony – Washington, DC  
6/27 American Association of University Women – White House  
7/3 National Education Association's Annual Conference – New Orleans, LA  
9/20 National Summit on Learning with Sen. Dodd – Washington, DC  
10/6 National Education Association Event – All Four Principles – Washington, DC  
11/1 Benning Elementary School – Washington DC  
12/9 Drew Elementary School Visit – Washington DC  
12/10 Symposium Children of the Americas – Education Breakout Session – Miami, FL

### 1995

1/4 Dedication of William J. Clinton Elementary School – Little Rock, AR  
1/26 Dedication Ceremony for Eleanor Roosevelt College – San Diego, California  
2/13 Shaed Elementary School Event – Washington DC  
3/1 School Lunch Event – Long Branch Elementary, Arlington VA  
3/9 Math and Science Awards Ceremony – Washington DC  
5/17 Video: Reading Recovery  
6/4 John Hersey High School Commencement – Arlington Heights, Illinois  
6/25 Children's Television Event – White House  
8/9 Safe and Drug Free Schools Event – White House

8/11 Social Security Administrations Education Campaign – Washington DC  
9/27 National Education Association Heritage Awards – White House

**1996**

1/11 Redbook Magazine Interview – America's Best Public Schools – White House  
Interview with Education Week Magazine – White House  
1/25 Address to Keene State College – Lebanon, New Hampshire  
2/4 National School Boards Association Legislative Conference – Washington DC  
2/8 Vaughn Learning Center – Los Angeles, California  
2/25 Potter Thomas Elementary School Tour and Discussion – Philadelphia, PA  
2/26 Meet and Greet with 5<sup>th</sup> Graders from Chicago – White House  
3/2 Kids Plus Event – Hermantown Middle School - Hermantown MN  
3/5 Driscoll Middle School Event – Corpus Christi, Texas  
3/6 Buffalo Teachers Federation – Shea's Center for the Performing Arts – NY  
5/3 Visit to Clark Elementary School – St. Louis, Missouri  
5/11 University of Arkansas Commencement – Fayetteville, Arkansas  
5/16 Drew University Commencement Address – Madison, New Jersey  
5/28 Video – National Association for the Education of Young Children  
5/30 Discussion at CK McClatchy High School - Sacramento, CA  
6/5 Everybody Wins – End of School Year Celebration – Washington DC  
6/11 Video – National Council on Education's Women President's Summit  
6/21 Video – American Council on Education Conference  
6/22 National Parent Teacher Association Event – Washington DC  
7/26 National Association of Elementary School Principals State Leaders' Conference  
– Arlington VA  
8/9 Safe and Drug Free Schools Event – White House  
8/11 Social Security Administrations Education Campaign – Washington DC  
9/7 Visit to Zavala Elementary School – Austin, Texas  
10/2 Wilmington High School Event – Wilmington Delaware  
10/3 Remarks at Cheltenham High School – Wyncott PA  
10/3 Ford Elementary School - Lynn, MA  
10/8 DARE Event at Mott Elementary School - Flint, Michigan  
10/9 Remarks to West High School – Madison, WI  
10/10 Rally at East High School – Erie, Pennsylvania

**1997**

2/8 Remarks at the 1997 Education Awards Ceremony  
2/14 Cleveland Elementary School Visit – Washington DC  
2/18 Remarks at the Chicago Children's Museum – Chicago, Illinois  
2/21 Briefing for Education Event with POTUS – White House  
Garrison Elementary School – Washington DC  
3-4 DC School Construction Announcement – Ketcham Elementary, Anacostia, DC  
3/5 Meeting on Education Standards w/ POTUS – White House  
3/10 Education Press Briefing – White House  
3/11 "Early Literacy for All Children – Meeting the Challenge" – Little Rock, AR  
4/7 Roundtable Discussion on Reading Recovery Program – Tallahassee, Florida

4/11 Cardozo High School Learn and Service Project – Washington DC  
 4/16 Prescription for Reading Event – White House  
 4/17 White House Conference on Early Childhood Development and Learning - WH  
 6/10 Reach out and Read Announcement – Baltimore, Maryland  
 6/13 Benjamin Banneker High School Commencement – Washington, DC  
 6/16 Washington Interfaith Network Festival – Wilson Elementary - Washington DC  
 6/17 Column on DC Schools  
 6/20 Summer Bridge Program Discussion – Kent Denver School - Englewood, CO  
 6/30 Washington Post Principals Leadership Institute – Washington DC  
 8/5 Column on the Balanced Budget of 1997  
 9/17 Charter School Event w/ POTUS – San Carlos Charter Learning Center, CA  
 10/1 Russell Elementary Roundtable Discussion – Quantico, VA  
 10/6 Malcolm X Elementary School Visit/Sallie Mae Announcement - Washington DC  
 10/28 Remarks at the College Board National Forum – Chicago, Illinois

## **1998**

1/23 Virtual Y Child Care Event – Harriet Tubman School – New York, NY  
 1/26 Education News Conference – White House  
 1/27 After School Care Event with the Vice President – White House  
 2/10 Zero to Three's 20<sup>th</sup> Anniversary Celebration – Washington DC  
 3/2 Prescription for Reading Event – District Heights, Maryland  
 3/5 Highlighting Math and Science Education/Dunbar High School – Washington DC  
 4/29 Adlai Stevenson Elementary School - Elk Grove Village, IL  
 4/30 Remarks to the Yale Child Study Center Symposium in Honor of the the School Development Program's 30<sup>th</sup> Anniversary – Yale University School of Medicine, New Haven, CT  
 5/5 Video - Educational Press Association of America's 1998 Friend of Education Award  
 5/7 USAID Girls Education Conference – Washington DC  
 5/20 Column on Public Education and School Vouchers  
 5/27 Column on Chicago Public Schools  
 6/3 Mayor Daley School Principals' Arts and Education Luncheon – Chicago, IL  
 6/7 USAID Girls Education conference – Reagan Trade Building – Washington DC  
 6/10 PSA – Alliance for Education  
 6/12 La Fayette Elementary School 6<sup>th</sup> Grade Graduation – Washington DC  
 6/17 21<sup>st</sup> Century Learning Programs Event w/ POTUS – White House  
 7/16 Discussion on Child and After School Care – Ithaca, New york  
 8/4 Remarks to DC's Charter Schools – White House  
 9/8 Promoting School Modernization and Announcement of New Grants to Support DC School Reform – John Eaton Elementary – Washington DC  
 9/9 Column on Education and the Budget  
 9/15 Arts Education Event – White House  
 9/17 VH-1 Announcement – Washington DC  
 Arts in Schools Event – White House  
 9/24 Colorado Education Event – Fort Logan Elementary – Sheridan, CO  
 10/8 AEA/Blanche Lincoln Public Education Rally - Little Rock, AR



10/15 Santa Fe Education Event – Community College Early Development Center, NM  
 10/16 Las Vegas Education Event – Healle Heweston Elementary School – Nevada  
 10/20 York For Governor Education Event – North Providence, RI  
 Massachusetts Education Event – Education Center - East Somerville, MA  
 10/23 Education Event – Museum of Science and Industry – Chicago, Illinois  
 10/29 “Victory for Education” Rally – Jacksonville, Florida  
 10/31 Children and Education Rally – Minneapolis, Minnesota  
 11/5 Video: Arts Literacy for a Changing America

## **1999**

1/7 Announcement on Proposals to Increase Afterschool Programs and End Social Promotion w/ POTUS – White House  
 1/21 Education Event with POTUS – White House  
 2/2 Families Agenda Roundtable – Bedford-Stuyvesant YMCA - Brooklyn, NY  
 2/3 Column on Budget FY 2000  
 2/19 Video: National Arts Education Association  
 3/3 Column on Gaining the Arts Advantage  
 3/20 Safe School and Work Places Telephone Recording – White House  
 4/19 Jill and Ken Iscol Lecture Series Address: “Reimaging Education: A Matter of Justice and Possibilities –Columbia University – New York, NY  
 4/20 Education Event – Garden City, NY  
 4/21 Column on the Teacher of the Year Award  
 4/22 Albert Shanker Award for Distinguished Service – Niagara Falls, NY  
 5/19 Educational Lecture with Students and Astronomers – Flagstaff, Arizona  
 6/2 City College of New York Commencement – New York, NY  
 6/3 Bethesda Chevy Chase High School Commencement – Washington, DC  
 6/10 VH-1 Announcement – New York, NY  
 7/5 NEA’s Friend of Education Award Presentation – Orlando, Florida  
 9/15 Congressional Hispanic Caucus Institute’s 22<sup>nd</sup> Annual Gala – Washington DC  
 9/25 Inauguration of President of Skidmore College – New York  
 10/12 Video for the Department of Education  
 10/22 Education Event – Washington DC  
 11/24 Column on Budget Resolutions

## **2000**

3/1 Column on Teacher Training, Recruitment and Retention  
 3/22 Discussion on Education – White Plains, NY  
 6/19 U.S. Merchant Marines Academy – King’s Point, NY  
 6/26 Forrest Hills High School Commencement – NY  
 6/30 SUNY Stony Brook Commencement – NY

## **Columns**

|          |                            |
|----------|----------------------------|
| 6/17/97  | DC Schools                 |
| 8/5/97   | Balanced Budget 1997       |
| 5/20/98  | School Vouchers            |
| 5/27/98  | Chicago Public Schools     |
| 9/9/98   | Education and the Budget   |
| 2/3/99   | Budget FY 2000             |
| 3/3/99   | Gaining the Arts Advantage |
| 4/21/99  | Teacher of the Year        |
| 11/24/99 | Budget Resolutions         |
| 3/1/00   | Teacher Resolutions        |

## **Commencement Addresses**

|          |                                                                      |
|----------|----------------------------------------------------------------------|
| 6/13/69  | Wellesley College – Wellesley, MA                                    |
| 5/29/92  | Wellesley College – Wellesley, MA                                    |
| 5/1/93   | University of Michigan Commencement Address – East Lansing, MI       |
| 5/17/93  | University of Pennsylvania Commencement Address – Philadelphia, PA   |
| 5/8/94   | George Washington University – Washington DC                         |
| 5/15/94  | University of Illinois - Champaign Urbana, Illinois                  |
| 6/15/94  | Duke Ellington School for the Performing Arts - Washington DC        |
| 7/12/94  | John F. Kennedy High School - Berlin, Germany                        |
| 5/17/95  | Arkansas School for Mathematics and Science, Little Rock, AR - Video |
| 5/27/95  | San Francisco State University – San Francisco, CA                   |
| 6/1/95   | Brooklyn College Commencement Address - Brooklyn, New York           |
| 6/4/95   | John Jersey High School - Arlington Heights, Illinois                |
| 6/9/95   | Alice Deal Junior High School Promotional Exercises - Washington DC  |
| 6/11/95  | University of Minnesota - Minneapolis, Minnesota                     |
| 5/11/96  | University of Arkansas, Fayetteville Commencement Address            |
| 5/18/96  | Drew University – Madison, New Jersey                                |
| 5/23/96  | University of Maryland – College Park, Maryland                      |
| 9/5/96   | University of Texas – Austin, Texas                                  |
| 5/22/97  | SAIS School of Johns Hopkins University – Baltimore, Maryland        |
| 6/13/97  | Banneker High School Commencement Address – Washington DC            |
| 6/14/97  | Ohio University Commencement Address – Athens, Ohio                  |
| 10/29/97 | United States Secret Service Graduation – Beltsville, MD             |
| 5/9/98   | Howard University – Washington DC                                    |
| 6/4/98   | Harvard Medical School – Cambridge, MA                               |
| 6/15/98  | Lafayette School – Washington DC                                     |
| 6/2/99   | City College of New York – New York City, NY                         |
| 6/3/99   | Bethesda – Chevy Chase High School – Maryland                        |
| 6/18/99  | Al-Akhawayn University - Fes, Morocco                                |
| 6/19/00  | U.S. Merchant Marines Academy – King's Point, NY                     |
| 6/26     | Forrest Hills High School Commencement – Hempstead, NY               |
| 6/30     | SUNY Stony Brook Commencement – Stony Brook, NY                      |

Finished 7/21/00 – Katie McCormick Lelyveld and Julie Ahlbrandt

**PRESCRIPTION FOR READING EVENT  
GEORGETOWN UNIVERSITY CHILDREN'S MEDICAL CENTER**

|                  |                                                            |
|------------------|------------------------------------------------------------|
| <b>DATE:</b>     | <b>January 10, 1997</b>                                    |
| <b>TIME:</b>     | <b>10:00 a.m.</b>                                          |
| <b>LOCATION:</b> | <b>Georgetown University Children's<br/>Medical Center</b> |
| <b>FROM:</b>     | <b>Pauline Abernathy<br/>Katy Button</b>                   |

**I. PURPOSE**

The goal of the event is to:

1. Announce that the President will accelerate the Administration's efforts to strengthen early childhood education,
2. Raise awareness of the importance of the first few year's of a child's life in their development; and
3. Encourage all Americans, and pediatricians in particular, to "prescribe" reading aloud to children in their early years.

**II. BACKGROUND**

The Administration has supported early childhood education in many ways, including a 43% increase in Head Start funding over the last 4 years, the Even Start program, Goals 2000 parent resource centers, and Secretary Riley's Read\*Write\*Now summer reading program. The President's America Reads Challenge contains a little-noticed Parents As First Teachers Challenge Grant proposal that would provide \$300 million over 5 years to support programs such as HIPPI and Parents as First Teachers and to encourage regional networks that share information on how parents can help their children become readers. Now, the Administration will be stepping up its efforts.

Everyone has a role to play, but pediatricians have a unique opportunity to encourage parents early and regularly to read to their children. At this event, the American Academy of Pediatrics will endorse doctors' encouraging parents to read to their children daily. There will be a large "prescription" for parents to read daily to their children on an easel near you while you are speaking.

As you will recall, in 1989, Dr. Barry Zuckerman started the Reach Out and Read (ROR) program in Boston to make literacy development part of regular pediatric care for children



ages 6 months to 5 years. [He has been notified about this event.] As part of the program, volunteers read to children in the clinic waiting room, and pediatricians read with the child during the examination and give the child a book at the end of the visit. The program is now national, and there will soon be a ROR program operating in Washington, DC at the Children's National Medical Center. Dr. Zuckerman emphasizes the importance of *giving the child a book*. He conducted a study which found that parents whose child received a book at a previous visit to the clinic were 4 times more likely to report reading aloud to their children. He said *Parade Magazine* and *ABC News* are working on stories on Reach Out and Read. [For more information, see attachment on Reach Out and Read.]

## II. PARTICIPANTS

### Part I - Press Statement

#### Speaking:

##### **HRC**

**Dr. Rennert**, Professor and Chair, Department of Pediatrics

**Dr. Constance Battle**, a D.C. area pediatrician representing the American Academy of Pediatrics. She was CEO and Medical Director of the Washington Hospital for Sick Children for over 20 years.

#### Audience:

- **Jewell Stoddard**, representing the **Association of Booksellers for Children** and owner of the **Cheshire Cat bookstore** in DC, one of the nation's oldest children's bookstores. *It Takes a Village* mentions the Association's program, "The Most Important Twenty Minutes of Your Day...Read with a Child," one aspect of which has been getting pediatricians to "prescribe" reading aloud to their children.

- **Steven Herb and Susan Roman**, President and Executive Director respectively, of the Association for Library Service to Children, a division of the **American Library Association**. You mentioned the ALSC's national demonstration program "Born to Read" in *It Takes a Village* and it has received some of the book proceeds. The ALSC is administering this 3-year national demonstration project, which builds partnerships between libraries and health care providers with the goal of helping low-income parents and those with poor literacy skills raise reading children.

- **Sandra Cuzzi** [Coo-zey], M.D., **Reach Out and Read--Washington, D.C.** Dr. Cuzzi just last week received a \$3,000 grant to buy books to start Reach Out and Read at Washington's Children's National Medical Center and she plans to have the program operational by this summer. The American Academy of Pediatrics has helped promote the program through mailings and training sessions at its annual meetings.

- Approximately 10 other seated guests representing Georgetown University Hospital.



## **Part II - Story Reading**

- **HRC**
- **Maurice Sendak**
- Approximately 25 parents and children who use the Georgetown University Children's Medical Center. The children will be between the ages of 2 and 5 years old.

## **IV. SEQUENCE OF EVENTS**

- HRC arrives Georgetown University Medical Center
  - Greeters: Father Leo O'Donovan
  - Ken Bloem, CEO, Georgetown University Medical Center
  - Dr. Owen Rennert, Professor and Chair, Dept. Of Pediatrics
- HRC proceeds to West Wing Lobby
- Dr. Owen Rennert makes opening remarks and introduces HRC

NOTE: Maurice Sendak will be standing with HRC, but will not have a speaking role.

- HRC makes remarks and introduces Dr. Constance Battle
- Dr. Battle makes brief remarks.
- HRC proceeds to hold while press position in Conference Room
- HRC proceeds to Conference Room in the Children's Medical Center with Father O'Donovan, Dr. Rennert and Maurice Sendak
- HRC and Maurice proceed to seats on couches and put laves on at seats
- Maurice Sendak to read *Where the Wild Things Are*
- HRC and Maurice Sendak depart

NOTE: Harper Collins has provided copies of *Where the Wild Things Are* for the event. The children and parents in the audience will follow along with Mr. Sendak as he reads the book.

## **V. PRESS PLAN**

Open Press

## **VI. REMARKS**

To be provided by June Shih.

## 1996 NATIONAL MEDAL OF ARTS HONOREE

---

### MAURICE SENDAK

Author, Illustrator, Designer

For more than 40 years, the books Maurice Sendak has written and illustrated have nurtured children and adults alike and challenged established ideas about what children's literature is and should be. *The New York Times* has recognized that Sendak's work "has brought a new dimension to the American children's book and helped change how people visualize childhood." *Parenting* recently described Sendak as "indisputably, the most revolutionary force in children's books."

Winner of the 1964 Caldecott Medal for *Where the Wild Things Are*, Sendak became the first American illustrator to receive the international Hans Christian Andersen Award in 1970, given in recognition of his entire body of work. In 1983, he received the Laura Ingalls Wilder Award from the American Library Association, also given for his body of work.

Beginning in 1952, with *A Hole Is to Dig* by Ruth Krauss, Sendak's illustrations have enhanced many texts by other writers, including the *Little Bear* books by Else Holmelund Minarik, children's books by Isaac Bashevis Singer and Randall Jarrell, and *The Juniper Tree and Other Tales from Grimm*. *Dear Mili*, Sendak's interpretation of a newly discovered tale by Wilhelm Grimm, was published to great acclaim in 1988. Sendak has also written and illustrated *The Nutshell Library* (1962), *Higglety Pigglety Pop!* (1967), *In the Night Kitchen* (1970), and *Outside Over There* (1981). His latest picture book, *We Are All in the Dumps with Jack and Guy*, was published in 1993.

Since 1980, Sendak has designed the sets and costumes for highly regarded productions of Mozart's *The Magic Flute* and *Idomeneo*, Janacek's *The Cunning Little Vixen*, Prokofiev's *The Love for Three Oranges*, and Tchaikovsky's *The Nutcracker*. In 1990, with Arthur Yorkins, Sendak founded The Night Kitchen, a national theater company devoted to the development of quality productions for children. *The Miami Giant*, a picture book written by Yorkins and illustrated by Sendak, was published in 1995. Maurice Sendak was born in Brooklyn in 1928. He now lives in Connecticut.

# Withdrawal/Redaction Marker

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                                             | DATE       | RESTRICTION |
|--------------------------|---------------------------------------------------------------------------|------------|-------------|
| 001. resume              | re: Owen Rennert [Personally Identifiable Information] [partial] (1 page) | 01/09/1997 | b(6)        |

### COLLECTION:

Clinton Presidential Records  
First Lady's Office  
Melanne Vermeer  
OA/Box Number: 19008

### FOLDER TITLE:

Education #4 [Binder] [1]

2013-0534-S

rc1802

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]



**CURRICULUM VITAE****NAME:**

Owen M. Rennert, M.D.

Professor and Chairman  
Department of Pediatrics  
Georgetown University School of Medicine  
3800 Reservoir Road, N.W.  
Washington, D.C. 20007-2197

**SOCIAL SECURITY #:**

(b)(6)

**HOME ADDRESS:**

10300 Bells Mill Terrace  
Potomac, MD 20854

**BIRTH:**

(b)(6) [001]

**EDUCATION:**

B.S., B.A., University of Chicago, Chicago IL, 1957  
M.D., University of Chicago School of Medicine, Chicago IL, 1961  
M.S. (Biochemistry), University of Chicago, Chicago IL, 1963  
Intern in Pediatrics, University of Chicago School of Medicine,  
Chicago IL, 1961-1962  
Postdoctoral Fellow, Department of Biochemistry, University of  
Chicago, Chicago IL, 1962-1963  
Resident in Pediatrics, University of Chicago School of Medicine,  
Chicago IL, 1963-1964

**MILITARY SERVICE:**

Senior Surgeon  
U.S. Public Health Service, 1964-1966

**BOARD CERTIFICATION:**

Board of Medical Examiners, State of Illinois, 1961  
National Board of Medical Examiners, 1962  
Diplomate, American Board of Pediatrics, 1967  
Board of Medical Examiners, State of Florida, 1970  
The American Board of Medical Genetics (Medical Genetics and  
Clinical Biochemical Genetics), 1981

**LICENSES:**

District of Columbia, #17841  
Maryland, #D42376  
Virginia, #0101047349  
Federal DEA, #BR1872577



**APPOINTMENTS:**

Research and Clinical Associate, NINDB, National Institutes of Health, Section of Pediatric Neurology, Public Health Service, Bethesda MD, 1964-1966.

Chief Resident and Instructor, Department of Pediatrics, University of Chicago School of Medicine, Chicago IL, 1966-1967

Assistant Professor, Department of Pediatrics, University of Chicago School of Medicine, Chicago IL, 1967-1968.

Nursery Consultant, State of Illinois, Chicago IL, 1967-1968.

Associate Professor of Pediatrics, University of Florida College of Medicine, Gainesville FL, 1968-1970.

Assistant Professor of Biochemistry, University of Florida College of Medicine, Gainesville FL, 1968-1970.

Associate Professor of Biochemistry, University of Florida College of Medicine, Gainesville FL, 1970-1971

Head, Institutional Division of Genetics, Endocrinology and Metabolism, University of Florida College of Medicine, Gainesville FL, 1970-1978

Director, Medical Education and Research Unit, Sunland Training Center, Gainesville FL, 1970-1978

Professor of Pediatrics, University of Florida College of Medicine, Gainesville FL, 1971-1978

Professor of Biochemistry, University of Florida College of Medicine, Gainesville FL, 1971-1978.

Professor of Neuroscience, University of Florida College of Medicine, Gainesville FL, 1971-1978.

Consultant in General Medical Research, Gainesville Veterans Administration Hospital, Gainesville FL, 1976-1978.

Interim Executive Chief of Staff, State of Oklahoma Teaching Hospitals, Oklahoma City OK, November 1983 to November 1984.

Professor and Head, Department of Pediatrics, University of Oklahoma College of Medicine, Oklahoma City OK, 1977-1988.

Head, Section of Genetics, Endocrinology and Metabolism, Oklahoma Children's Memorial Hospital, University of Oklahoma College of Medicine, Oklahoma City OK, 1977-1988.

Chief, Pediatric Service, Oklahoma Children's Memorial Hospital, Oklahoma City OK, 1977-1988.

Professor, Department of Biochemistry and Molecular Biology, University of Oklahoma College of Medicine, Oklahoma City OK, 1977-1988.

Professor, Department of Medicine, Head, Section of Genetics; Consultant, Veteran's Administration Hospital, University of Oklahoma College of Medicine, Oklahoma City OK, 1978-1988.

Professor and Chairman, Department of Pediatrics, Georgetown University School of Medicine, Washington DC, 1988 - Present

Member, AMA Liason Committee, American College of Medical Genetics, 1993.

Adjunct Scientist, National Institutes of Health, National Institute of Child Health and Human Development, Section on Pediatric Endocrinology, 1994-1995.

Page 3

**APPOINTMENTS (CONT'D)**

Representative, Council of Academic Societies, Association of Medical School Pediatric Department Chairmen, 1994.  
Member, Clinical Resource Utilization Steering Committee, Georgetown University Medical Center, 1994.  
Chief Scientific Advisor, FRAXA Research Foundation, Inc., 1995.

**HONORS:**

National Foundation for Infantile Paralysis Medical Student Fellowship (1962).  
Recipient, University of Florida Faculty Development Award (1973-1974).  
Clinical Scientist of the Year, American Association of Clinical Science, 1978.  
Gitlitz Lectureship - by Invitation, American Association of Clinical Science, May 6-8, 1980, Boston, Massachusetts.  
Invited Speaker - International Symposium on Polyamines and Cancer, Rimini, Italy, September 1-8, 1980.  
Gerber Lectureship - By Invitation, American College of Nutrition 24th Annual Meeting, September 19-21, 1982, Cincinnati, Ohio.  
Thirteenth Annual James C. Overall Visiting Professor, April 23 - April 27, 1984, Vanderbilt University School of Medicine, Nashville, Tennessee.  
Alumni Award for Distinguished Service, University of Chicago, June 1993.  
1994 Washingtonian of the Year, *The Washingtonian*, Washington, D.C.

**COMMITTEES:**

Editorial Board, American Journal of Clinical Research, 1969-1987.  
Member, Board of Health, State of Florida Advisory Committee for Inborn Errors in Metabolism.  
Editorial Board, Annals of Clinical and Laboratory Science, 1974-1990.  
Editorial Board, Pediatric Annals, 1995.  
Member, National Institutes of Drug Abuse Executive Committee to Study Addictive Drugs, 1975-1979.  
Chairman, Conference Subcommittee, Cystic Fibrosis Foundation, 1976-1978.  
Membership Committee, Society for Study of Inborn Errors of Metabolism, 1977-1988.  
Member, Medical Advisory Committee, National Cystic Fibrosis Foundation, September 1978-1988.  
Member, Pediatric Residency Review Board, American Medical Association and American Board of Pediatrics, October 1978- 1984.  
President, Pediatric Residency Review Board of American Medical Association and American Board of Pediatrics, 1982-1984.  
Member, Promotions Committee, University of Oklahoma College of Medicine, 1980-1982.



**COMMITTEES (CONT'D)**

Member, Agent Orange Outreach Committee, Oklahoma State Department of Health, July 1982-1986.

Editorial Board, Journal of the American College of Nutrition, 1982-Present.

Member, Board of Directors, American College of Nutrition, 1982-Present.

President, Southern Society for Pediatric Research, 1983-1984.

Examiner, American Board of Pediatrics, 1983-1992.

Honorary Advisor, National Educational Advisory Board, American Biographical Institute, 1983-1987.

Medical Advisory Board of the Human Growth Foundation, 1976-1984.

Program Director's Liaison Committee, American Board of Pediatrics, 1984-1986.

Advisory Committee, Robert Wood Johnson Foundation Research and Development Program to Improve Patient Functional Status, 1983-1986.

Scientific Review Committee, James Whitcomb Riley Memorial Foundation, 1980-1984.

Scientific Council, Association of Clinical Scientist, 1984-1986.

Member, Professional Advisory Board for the Association for Glycogen Storage Disease, 1984-1987

Screening Committee, Great Plains Genetic Service Network, 1984-1987.

Written Examination Committee, American Board of Pediatrics, 1985-1987.

Council on Pediatric Education, American Academy of Pediatrics, 1985-1987.

Member, Board of Directors, Children's Medical Research, 1983-1986.

Member, Standing Panel for Accreditation Appeals in Pediatrics, Accreditation Council for Graduate Medical Education, 1986-Present

Elected Member National Association of Children's Hospital and Related Institutions Board (NACHRI), 1987-1989.

Member, Committee on Education and Evaluation of Residents: American Board of Pediatrics, 1979.

Member, Residency Review Committee: American Board of Pediatrics, 1989.

Recorder, George and Elizabeth Frankel GAP Conference on Polyamines, Fogarty Center, National Institutes of Health, Bethesda MD. Cystic Fibrosis Foundation, January 1976.

Chairman, Metabolism Section of American Association of Clinical Scientists Seminar in Clinical Enzymology. Washington, D.C. November 1976.

Recorder, George and Elizabeth Frankel Fellows and Scholars GAP Conference. San Diego, California. Cystic Fibrosis Foundation, December 1976.

Chairman, Endocrinology Section of the Society for Pediatric Research Annual Meeting. New Orleans, Louisiana. January 1977.

**COMMITTEES (CONT'D)**

Chairman, Morphogenesis Section of the Society for Pediatric Research Annual Meeting. San Francisco, California. April 1977.

Chairman, Gordon Conference on Polyamines. Vermont, June 1977.

Chairman, Metabolism Section of American Association of Clinical Scientists Seminar on Serum Proteins. Chicago, Illinois. November 1977.

Chairman, Section of Endocrine Tumors. American Association of Clinical Science. Washington, D.C., November 1978.

Chairman, Metabolism Section, National Meeting, Future of Cystic Fibrosis Research. National Cystic Fibrosis Foundation, NIAMMD and NYLEBI. Padre Island, Texas. March 1979.

Co-Chairman, Gordon Conference on Polyamines. Andover, N.H. June 1979.

Session Chairman, Workshop on Current Issues in Polyamine Research. July 1979.

Chairman, Metabolism Section, Society for Pediatric Research - American Pediatric Society. San Antonio, Texas. May 1 - May 2, 1980.

Vice-President Elect, American Association of Clinical Scientists. 1980.

Nominating Committee, Southern Society for Pediatric Research. 1980.

President Elect, Southern Society for Pediatric Research. 1983.

President, Southern Society for Pediatric Research. 1984.

**SOCIETY MEMBERSHIPS:**

Society for Pediatric Research

Association of Clinical Scientists

Lawson Wilkins Pediatric Endocrine Society

American Society of Human Genetics

Southern Society for Pediatric Research

American Federation for Clinical Research

American Chemical Society

American Pediatric Society

Alpha Omega Alpha

New York Academy of Sciences

American Association for the Advancement of Science

American Academy of Pediatrics

Sigma XI, The Scientific Research Society

American Medical Association

American Institute of Nutrition

The Biochemical Society

The Endocrine Society

American Public Health Association

American Society of Biochemistry and Molecular Biology

American Society for Microbiology

Medical Society of the District of Columbia

Eastern Society for Pediatric Research

American College of Nutrition



Page 6

**SOCIETY MEMBERSHIPS (CONT'D):**

Association of Medical School Pediatric Department Chairman  
Montgomery-Prince Georges Pediatric Society  
American College of Medical Genetics, Founding Fellow AMA, MD

**PUBLICATIONS**

Dr. Rennert has published 182 manuscripts, 35 books or chapters in books, and 151 abstracts.

**CONSTANCE URICIOLO BATTLE, MD**  
10200 Sorrel Avenue  
Potomac, MD 20854  
(301) 299-2452 FAX (301) 299-7197

## **MEDICAL / EXECUTIVE HEALTHCARE LEADERSHIP**

**Vision . . . Mastering Change . . . Team Building . . . Revenue Generation**

Physician executive with over twenty years of pediatric experience in leading and directing complex and expanding organizations. Excels in articulating values and bridging the gap between a vision for the future and the reality of the present.

Capable of bringing the right team together to solve problems and of creating climates that enable full exchange of information as well as complete commitment to achieving the goals of a developed shared vision. Listens, delegates, and motivates others to stay focused on the goal until the job is done.

Extensive experience in key leadership positions in healthcare delivery; in academic and research settings; and in local, national, and international organizations. Focus on child health and pediatric rehabilitation with a special interest in women's health. Strong communication skills with numerous publications and presentations.

### **CLINICAL:**

- Understands patients
- Grasps clinical issues
- Committed to the content of patient care
- Focused on family - centered care
- Committed to quality improvement
- Involved in community and public healthcare issues
- Applies research experience to children with disabilities

### **LEADERSHIP:**

- Translates vision to action
- Demonstrates analytic competence and integration skills
- Applies interpersonal and intergroup skills to develop shared vision
- Makes decisions and moves ahead under pressure
- Encourages staff / executive development and counsels
- Develops team learning
- Leads individuals and organizations through change

### **BUSINESS ACUMEN:**

- Sensitivity to cost as well as content of patient care
- Facility development
- Project management
- Revenue generation
- Process management
- Grantsmanship
- Corporate / Community collaboration

### **PROFESSIONAL EXPERIENCE:**

**HOSPITAL FOR SICK CHILDREN, Washington, DC**

1973-1995

CEO and Medical Director  
Medical Director  
Medical Coordinator

(1977-1995)  
(1975-1977)  
(1973-1975)

**THE GEORGE WASHINGTON UNIVERSITY SCHOOL  
OF MEDICINE AND HEALTH SCIENCES, Washington, DC**

1977-Present

Professor of Pediatrics

CONSTANCE U. BATTLE, MD  
Page 2

## MANAGEMENT AND LEADERSHIP

- Led Hospital for Sick Children (HSC) during challenging transition from a small pediatric nursing home to an accredited pediatric rehabilitation specialty hospital with 130-bed capacity. It became a national model as it expanded its spectrum of care in pediatric rehabilitation programs.

## VISION

- Developed set of vision documents with board and hospital-wide input, which included seven foundation documents formulating organization's vision, values, principles, and plans.

## SERVICE EXPANSION

- Restructured programs and services by developing a dozen on-site specialty clinics, including dentistry, orthopedics, neurosurgery, and physiatry.
- Created Premie Express, a transitional nursery for patients from local NICUs.

## FACILITIES / BUILDING MANAGEMENT

- Coordinated and provided oversight of a \$19 million construction project and renovation of two buildings through analysis of the feasibility of architectural, fund development, financing, and programmatic issues; obtained CON approval. Secured financing; negotiated Historic Preservation issues; developed public and neighborhood support; led staff, patients and their families, and the neighborhood communities through the construction phases; and, finally, managed the move into new or renovated spaces.

## STAFF MANAGEMENT AND DEVELOPMENT

- Organized, developed, and expanded the medical staff from three to 40 physicians.
- Developed a two-fold hospital staff expansion which accomplished increasingly sophisticated interdisciplinary work.
- Achieved hospital-wide commitment during the organizational expansion to a smooth, safe, and efficient transition for patients and staff. Increased bed capacity and numbers of staff over a two-year program which included a 17-week, half-day training program for 30 managers.



CONSTANCE U. BATTLE, MD  
Page 3

### COMMUNITY FOCUS SERVICE

- Focused hospital and board to meet community health needs by serving as principal investigator on HSC's first contract with National Institutes of Health (NIH) which addresses the needs of minority adolescents who are at high risk for HIV infection and/or teen pregnancy.

### COLLABORATIONS / NETWORKS

- Developed partnerships on hospital services and programs with many area organizations including NIH, Children's Hospital, Howard University Hospital, Washington Hospital Center, Georgetown Medical Center, and National Rehabilitation Hospital.
- Brought to near completion a tripartite pediatric rehabilitation program with HSC, Children's National Medical Center, and National Rehabilitation Hospital.

### COMMUNITY AND NATIONAL ORGANIZATIONS

- Developed an administrative infrastructure for the American Medical Women's Association and assisted its headquarters to move to Washington, DC, from New York City.
- Assured survival of the Association for the Care of Children's Health (ACCH) during an upheaval in administration and a major transition phase.
- Provided leadership locally and nationally in the pediatric developmental disabilities effort and hospital community through many board and consortium leadership positions.

### QUALITY DEVELOPMENT

- Led HSC from provisional accreditation to Joint Commission on Accreditation of Health Organizations (JCAHO) accreditation with commendation in the 90s.
- Obtained full accreditation from the Commission for Accreditation of Rehabilitation Facilities (CARF) in 1995 for Comprehensive Inpatient Rehabilitation.
- Moved the hospital into a customer-focused, team-based approach to systems issues.
- Initiated a hospital-wide Quality Improvement Program.
- Participated in an eight-person national panel to develop Risk Modification Guidelines for Rehabilitation Facilities.

CONSTANCE U. BATTLE, MD  
Page 4

### REVENUE GENERATION

- Increased hospital's budget from an initial \$3 million to over \$31 million in 1995.
- Restructured Medicaid payments and programs assuring appropriate reimbursement as hospital's services and programs developed.
- Developed and negotiated clinical and general service contracts to avoid duplication of services.
- Initiated development of contracts with managed care organizations.
- Created professional development and public relations program which tripled active donor base and increased annual support by 36%.
- Conducted first successful capital campaign, raising \$4 million and exceeding the goal of \$1.5 million.

### GRANT DEVELOPMENT

- Obtained a three-year \$7.4 million contract with NIH to provide comprehensive care and clinical trial opportunities for minority HIV adolescents and their children at HSC as major site.
- Developed a collaboration with Family Friends, a project of the National Council on Aging, funded by the Robert Wood Johnson Foundation, HSC, and the Social Services Department of Catholic University to match senior-citizen volunteers with families of children with disabilities.

### STAFF / EXECUTIVE DEVELOPMENT

- Developed and implemented a five-year performance and career development program to enhance performance at all levels within HSC and to tie performance goals to annual business plan of hospital.
- Created a learning management team.

### CHILD HEALTH SPOKESPERSON

- Local TV appearances annually; national TV interviews on Prime-Time, 20/20, and 48 Hours.
- Developed child health indicators on the Child Health Committee of the National Association of Children's Hospitals and Related Institutions (NACHRI).

CONSTANCE U. BATTLE, MD  
Page 5

#### EDUCATION:

Fellow, The George Washington University Health Plan, 1996.  
Fellow, Healthier Communities, The Health Care Forum, San Francisco, CA,  
and Washington, DC, 1992-1993.  
HEW Fellow, Center for Health Administration Studies, Graduate School of Business,  
University of Chicago, Chicago, IL, 1972-1973.  
PL 2, 3, Strong Memorial Hospital, University of Rochester, Rochester, NY, 1968-1970.  
PL 1, Rochester General Hospital, Rochester, NY, 1967-1968.  
MD, The George Washington University School of Medicine and Health Sciences,  
Washington, DC, 1967.  
BA, Chemistry, Trinity College, Washington, DC, 1963.

#### PUBLICATIONS:

Over 50 articles, book chapters, and monographs dealing primarily with children, their families, and professional care providers in the management of developmental disabilities, chronic illnesses, and handicapping conditions. (*Vide curriculum vitae.*)

#### AFFILIATIONS:

The George Washington University School of Medicine and Health Sciences,  
President of Medical Alumni Association, 1994-Present  
American Academy of Pediatrics, 1971-Present  
Board Member, Washington, DC Chapter, 1995-Present  
American Medical Women's Association, Chairman,  
Past Presidents' Committee, 1994-Present  
President, 1986-1987  
Department of Pedodontics, Howard University School of Dentistry,  
Visiting Professor, 1987-Present  
DC Medical Society, 1973-Present  
Women Physician Section Member,  
House of Delegates, 1996  
Reginald S. Lourie Center for Infants and Young Children,  
Board Member 1996-1999  
Association for the Care of Children's Health,  
President, 1991-1993  
DC Hospital Association, 1973-1995  
President, 1993-1995

Active on over two dozen national and local boards.

# # 1996



## **BACKGROUND ON FIRST LADY HILLARY RODHAM CLINTON'S ANNOUNCEMENT ON THE IMPORTANCE OF READING TO EARLY CHILD DEVELOPMENT**

*"Today, thanks to advances in science, we know much more about the importance of intellectual stimulation for children in the first three years of life. We know how critical it is for children to hear words, listen to stories, and develop their imaginations. We know that children who have been read to at a young age have an easier time developing language and communications skills as they progress in life."*

First Lady Hillary Rodham Clinton, remarks at kickoff event stressing the importance of reading to early child development, 1/10/97

As part of the President's continuing commitment to America's children, First Lady Hillary Rodham Clinton today announces that the Clinton Administration will accelerate its ongoing efforts to emphasize the importance of the first years of life in child development. She stresses that everyone has a role to play in promoting this important issue; with emphasis today on the unique opportunity physicians have to "prescribe" that parents read to their children in the earliest years. The First Lady is joined today by representatives from the American Academy of Pediatrics, the Association of Booksellers for Children, the American Library Association, the "Reach Out and Read" Program and renowned children's author/illustrator Maurice Sendak.

Mrs. Clinton is a longtime leader in advocating the importance of early childhood development stressing the critical importance of engaging a child's mind through reading and other activities. Upon graduating from Yale Law School, she spent an extra year to study child development at the Yale Child Study Center. She has supported such programs as Zero to Three, Headstart, the Carnegie Corporation, HIPPIE and Starting Points. As she discusses in her book, the importance of reading to children has been recognized by numerous organizations who have created programs designed to address this issue. For example, the Association of Booksellers for Children's project, "The Most Important Twenty Minutes of Your Day ... Read with a Child:", works with pediatricians to "prescribe" to parents reading aloud to their children and for children to read aloud as soon as they are able. The American Library Association is currently administering a 3-year national demonstration project that builds partnerships between librarians and health care providers with the goal of helping low-income parents and those with poor literacy skills raise reading children. The "Reach Out and Read" program promoted by the American Academy of Pediatrics has worked to make literacy development part of regular pediatric care for children ages 6 months to 5 years. The program involves volunteers who read to children in hospital waiting rooms and doctors who read with their patients to help in assessing a child's developmental progress. At the end of the hospital visit, the doctor gives the child a new book to take home. A "Reach Out and Read" program is scheduled to begin in Washington, DC later this year at the Children's National Medical Center.

In a 1994 report, "Starting Points", the Carnegie Corporation stressed the critical importance of the first three years of life to a child's development. Finding that the experiences of the first three years directly relate to a child's functioning in preschool years all the way through adolescence

and into adulthood. Among their many findings, Carnegie reported that the brain development that takes place during the prenatal period and in the first three years is more rapid and extensive than previously realized, that brain development is more vulnerable to environmental influence than previously suspected, that environment affects not only the number of brain cells and number of connections among them, but also the way these connections are "wired". A good start in life of which reading is an invaluable tool, can do much to promote learning, cognitive development and prevent damage. The report further states that while research has documented the importance of the pre- and postnatal months and the first three years, a gap exists between scientific knowledge and social policy.

01/08/97 18:58 202 833 1077

IMAGING CENTER

0002

86-49-2000 11/17 - R000

# Prescription for America's Children

Name \_\_\_\_\_

Address \_\_\_\_\_



*Take Daily — parent(s)  
read aloud for at least 20  
minutes for a healthy child  
and a bright future.*

Generic Equivalent may be dispensed

Refills — Always

*Your Pediatrician*, MD



## **Clinton Administration Efforts To Encourage Adults to Read to Very Young Children**

**America Reads' Parents As First Teachers Challenge Grants:** The President's America Reads Challenge to make sure that every child can read well by the end of 3rd grade includes Parents as First Teachers Challenge Grants that will invest in proven efforts to provide assistance to parents who want to help ensure their children will read well. The grants will fund national and regional networks to share information on how parents can help children to read, and fund the expansion of successful local programs, such as the Home Instruction Program for Preschool Youngsters (HIPPY) or the Parents as First Teachers (PAT) program. The President's proposal includes \$300 million over 5 years for these grants.

**Read\*Write\*Now:** Read\*Write\*Now is an intensive summer component of the President's America Reads Challenge. More than 60 businesses and reading associations, community and religious groups joined together with the Education Secretary Richard Riley and have provided summer reading partners to almost one million children.

**Partnership for Family Involvement in Education:** Over 2000 family, school, community, employer and religious groups have joined with Secretary of Education Richard Riley to create the Partnership for Family Involvement in Education. The Partnership's activities include strengthening at-home activities that encourage reading, promoting and adopting family-friendly business practices such as providing leave time to attend parent-teacher conferences and volunteer in schools, and supporting learning communities through organized before- and after-school and summer activities.

**Head Start and Early Head Start:** For more than 30 years, Head Start has been one of our nation's best investments in helping low-income parents be their children's first teachers and in making sure that children start school ready to read and learn. Head Start provides low-income 3- and 4-year olds with cognitive, social and language development, comprehensive health services and nutrition. Under new standards developed by the Clinton Administration, family literacy is a new priority for Head Start. The 1994 Head Start reauthorization also set-aside a small percentage of Head Start funding for an Early Head Start program, providing family-centered and community-based services to tens of thousands of poor families with children age 0-3. All Head Start staff work closely with parents to help them build their reading, parenting, and work skills. President Clinton has increased Head Start funding 43% in the last four years, providing Head Start to 800,000 children this year alone. The President's balanced budget continues to invest in Head Start with the goal of reaching 1 million children in the year 2002.

**Even Start Family Literacy:** Even Start is a family-focused Education Department grant program providing participating families with an integrated program of early childhood education, adult literacy and basic skills instruction, and parenting education. Even Start received \$102 million in funding in fiscal 1997, providing funding to every state and the District of Columbia to reach 576 local programs.

**Goals 2000 Parent Resource Centers:** In addition to involving parents in the development of state and local Goals 2000 education plans, the President's Goals 2000 program provides funding for each state to establish parent resource centers that help parents learn how to help their children achieve high standards. The centers coordinate existing programs, provide resource materials, and support a variety of promising models of family involvement programs. In fiscal 1997, \$15 million in funding is available for support centers in 42 states, 14 more than in 1996.



**PARENTS AS FIRST TEACHERS CHALLENGE GRANTS  
WITHIN PRESIDENT CLINTON'S "AMERICA READS" CHALLENGE**

| <i>Four Main Components of President Clinton's "America Reads" Challenge:</i> |                                                                                                                                                 |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>I.</i>                                                                     | <i><u>Parents As First Teachers Challenge Grants</u></i>                                                                                        |
| <i>II.</i>                                                                    | <i>America's Reading Corps: Individualized After-School and Summer Help for More Than 3 Million Children in Grades K-3 Who Want and Need It</i> |
| <i>III.</i>                                                                   | <i>Providing One Million 3 and 4 year olds with a Head Start</i>                                                                                |
| <i>IV.</i>                                                                    | <i>Challenge to Private Sector</i>                                                                                                              |

**Parents as First Teachers Challenge Grants:** From their infants' earliest days of life, parents can play a major role as their child's first teacher by talking to them, reading to them, working with them on reading skills and providing a supportive environment for reading. To empower parents with information and assistance in teaching their children, the President proposes a *Parents as First Teachers Challenge Grant Fund* that invests in success by supporting effective, proven efforts that provide assistance to parents who want to help their children become successful readers by the end of 3rd grade. (\$300 million, FY98-2002)

**Two Types of Grant Winners:**

- 1. National and Regional Networks to Share Information on Helping Children Read -- Spurring Activities to Support Parents.** Many organizations such as the PTA, Urban League, ASPIRA, Girl Scouts, and the American Library Association are already working to support parents' efforts to help their children become successful readers. These groups and others like them have the capacity to develop national and regional networks to share information on how parents can help their children read better.

**Criteria:** Grants would be provided to develop such networks to applicants that: (1) have a proven track record of working with parents of young children, (2) can demonstrate the likelihood of substantial regional or national impact, (3) show the cost-effectiveness of their proposal, and (4) coordinate with the private sector and state and local programs that also provide support for parents.

In addition, grants could support efforts such as those to develop the best research about how children learn, high quality reading materials for young readers, and public television programs that help young children learn to read.

- 2. Replicating and Expanding Successful Local Parent as Teacher Efforts.** Across the nation there are many local efforts, often run by non-profits, that have shown success in helping even the most educationally-disadvantaged parents be good first teachers to their children and help them to attain language skills while helping them with their reading. This portion of the challenge grant fund could go to any state, locality, community group, or non-profit that has a comprehensive plan to expand or replicate successful models -- such as the Home Instruction Program for Preschool Youngsters (HIPPY) or the Parents as First Teachers (PAT) program in Missouri.

**Criteria:** Investing in proven success, the President's new initiative would support similar local efforts intended to help parents help their children learn to read by the end of third grade. Grants would be provided to applicants that: (1) have a proven track record of working with parents on improving their children's reading, or (2) plan to use a model shown to be effective. Applicants must also demonstrate evidence of community support from the private sector, schools, and others for their effort; show the cost-effectiveness of their proposal; and coordinate with state and local programs that also provide support for parents.



## REACH OUT AND READ

In 1989, physicians at Boston City Hospital launched the Reach Out and Read Program to make literacy development part of regular pediatric care for children ages 6 months to 5 years. The Reach Out and Read Program has three components. In the clinic waiting room, community volunteers read to the children, engaging their interest while modeling book-related interactions for the parents. In the examining room, the doctor looks at a book with the child, assessing the child's developmental progress and sharing it with the parent present. At the end of the visit, the doctor gives the child a new book to take home, conveying the importance of reading to both the child and the parent. Since 1989, ROR has distributed more than 100,000 books to low-income children in Boston alone.

With funding from the Annie Casey Foundation, the M.R. Robinson Fund, the Association of American Publishers and individuals, ROR has expanded to 15 sites nationwide and is in the process of awarding about 50 start-up grants to have ROR in 30 states and the District of Columbia. *ROR has provided funding to start a ROR program at Children's National Medical Center in Washington, D.C., which should open later this year.*

The American Academy of Pediatrics has helped promote the program through mailings and trainings at its annual meetings.

A parent commented on the program's effect on her daughter: "I know that by keeping her nose in books, she's going to be a reader. If she's a reader, she could be a writer. She could be a doctor. She could be anything!"

For more information, contact:

Abby Jewkes, National Program Administrator (617) 534-5701  
Perri Klass, M.D., Director (617) 534-3696  
Barry Zuckerman, M.D., Founder (617) 534-7424



Boston Globe  
10/27/96

# For children's good health, a book at every check-up

PERRI KLASS

**T**his week Boston will play host to the annual meeting of the American Academy of Pediatrics, the professional organization that speaks for pediatricians, tests us and certifies us, sets our standards of medical practice to keep up with changing times.

But the pediatric innovation that my colleagues and I will be demonstrating at the meeting, the Boston-bred innovation we hope will diffuse out through pediatric clinics around the country, has nothing to do with wonder drugs or fiber-optic miracles. We want doctors to give books to their young patients.

A decade ago, it wasn't part of a pediatrician's job to give out books. But then, formal assessments of development and language weren't part of a pediatrician's role at one time, either. Now we teach developmental assessment as part of the standard pediatric exam. If, along with giving shots and handing out safety advice, we haven't checked to see if a child is acquiring spoken language, then we haven't done our job.

The next step is written language. Early literacy. Just as spoken language starts long before a child learns to talk, literacy starts developing long before a child actually begins formal reading instruction. What happens in the years between birth and kindergarten is absolutely essential: Children either start school liking books and understanding what they are or they start school way behind, set up for failure.

Mayor Thomas Menino's Read Boston literacy initiative, now one year old, aims to have all children reading by the end of third grade. Pediatricians and early-childhood educators have been part of this initiative from the beginning because this is not only a school problem, it's a preschool problem.

Consider my 2-year-old patient, Jahmaal, a primary-care success story:

He came for a physical recently and we checked his lead level, since as a toddler in the inner city he's at high risk, and checked for anemia. But he didn't seem to have needles on his mind.

"Want book!" he yelled to me with 2-year-old intensity. "Want book!" I gave him a board book at his 18-month visit (along with his fourth DTP shot), another when he was 15 months (Hemophilus influenzae shot) and another when he was one year (measles-mumps-rubella). And so on, way back to the 6-month-old checkup. That's six books already; there'll be at least four more before he starts school.

Reading success starts well before school and formal reading instruction, as infants and toddlers learn to love books and to understand that books contain stories and information. A 1995 analysis that statistically examined 29 empirical studies of the effects of parents

reading aloud to toddlers and preschoolers concluded that essentially all studies showed a pronounced positive effect on outcome measures of language growth, emergent literacy and reading achievement. The positive effects of reading to preschool children were independent of socioeconomic status or parents' educational level.

Last week I saw a child I worry about. He's one year old, born with drugs in his system, the youngest of six children in a family that is struggling hard. Mother in treatment. Maybe not always enough food. Hasn't grown very well. Hasn't really developed on schedule. But he looked good, finally putting on weight, making some developmental progress, though delayed for his age.

I gave him a board book full of bright photographs of children playing, and his mother and I watched him grab it. "I know you're busy," I started, and she beamed. "The older ones will read it to him," she said. "They always read him that book you gave him last time."

The Reach Out and Read program was founded at Boston City Hospital about eight years ago by pediatricians



and educators. "The first time I gave a 1-year-old a book as part of a pediatric visit and saw the child's eyes light up, and saw the mother smile in response to her son's excitement, I knew I had found a special way to touch a child's life," says Dr. Barry Zuckerman, chairman of the department of pediatrics at Boston Medical Center and one of the founders of Reach Out and Read. "I believe it has as much or more impact on the child's future as anything I do as part of preventive care."

The goal of the program is to make literacy part of regular pediatrics. Zuckerman's mentor was Dr. T. Berry Brazelton, now a member of the advisory board of Reach Out and Read, which he calls "a light in the darkness."

A book at every checkup from six months to five years. At Boston Medical Center, we will give away our 100,000th book this fall. If it costs \$3 to \$4 for a book, and if every child sees the doctor 10 times between the ages of 6 months and 5 years, then these books cost \$30 to \$40 a child. Less than any immunization or blood test.

In a study by Zuckerman and another founder of the program, Dr. Rob-

ert Needleman, carried out in the pediatric clinic at Boston City Hospital, parents whose child had received a book at a previous visit to the clinic were four times more likely to report reading aloud to their children. For families on AFDC, the association was particularly marked: if they had received a book, parents were eight times as likely to report reading to their children.

Pediatricians are trained to think in terms of prevention. Give the MMR and we don't have to treat the measles. Free flu shots for children with asthma.

Growing up without books is growing up deprived and with a deprivation that puts one at risk for failure. Just like many of the other risks and deprivations that children face in poverty, growing up without books is a sad loss in itself, but also a risk factor for larger, sadder losses. Double jeopardy. If we want our children to grow up reading, we have to do everything possible, and we have to do it as early as possible.

Perri Klass is a pediatrician at Boston Medical Center and Dorchester House.



## Early Childhood Public Engagement Campaign Description

Prominent entertainers, national media experts, leading foundations and early childhood organizations and experts are collaborating on an unprecedented public awareness and engagement campaign to focus on the importance of the first three years of life and on what families and communities can do to promote young children's healthy development and school readiness. This campaign is designed to help and to inform families, to build the capacity of the fields that serve young children and their families, and to bring about change through a powerful mix of public education and community mobilization activities. Our intention is to establish an enduring collection of resources to help families nurture their children.

The campaign builds on *Starting Points*, the seminal 1994 report by the Carnegie Corporation of New York that documents the substantial body of literature on young children's emotional, social, physical, intellectual, and brain development. It concludes that "how children function from the preschool years all the way through adolescence, and even adulthood, hinges in large part on their experiences before the age of three."

Campaign founders represent an unusual collaboration that includes entertainment talent, spearheaded by Rob Reiner and Michele Singer Reiner, and by Ellen Gilbert from International Creative Management (ICM) and a broad range of experts from the early childhood field—including child development, early childhood care and education, parent education and family support, and children's health, coordinated by Ellen Galinsky and Nina Sazer O'Donnell of the Families and Work Institute. Our work together is designed to tie a media call for action with actual action at the national, state, and community levels. The core campaign is supported by the AT&T Foundation, the Carnegie Corporation of New York, and the Teresa and H. John Heinz III Family Foundation. Other funders include the Commonwealth Fund, the Charles A. Dana Foundation, the Harris Foundation, IBM, Johnson & Johnson, the W.K. Kellogg Foundation, the A.L. Mailman Family Foundation and the Robert McCormick Tribune Foundation.

The goals of the campaign are to:

- raise public awareness about the importance of the first three years of life;
- connect families with young children to the information, resources and services they need;
- create connections among national organizations and state and local efforts to improve services for young children and their families;
- promote citizen engagement; and
- increase the public will to make quality resources and services more widely available to families with young children.

The campaign is organized to integrate four levels of activity: National Media; Public Policy; Outreach to National Organizations; and State and Community Action. Highlights of each activity area are summarized below.

### NATIONAL MEDIA

**An Hour-Long ABC Prime Time Special** is being produced by Rob Reiner, Michele Singer Reiner and their team. Called "I Am Your Child", it is scheduled to air during the week of April 21, 1997. It will feature music, comedy and a documentary created by New Screen Concepts about a community that has mobilized on behalf of young children and their families. Performers will



include Tom Hanks, Whitney Houston, Robin Williams, and other stars who are donating their time and talents. An estimated 20 to 30 million viewers will watch this show, which will be heavily promoted in the media. *Good Morning America* has agreed to feature the campaign every morning during the week of the prime time special.

ABC will also produce generic footage to feed to ABC affiliates across the country to use as a wrap-around for local stories about their community's issues and solutions. The TV special will also include information about a toll-free number for viewers to call to obtain fulfillment material.

**Newsweek Special Edition.** *Newsweek* magazine will publish a special edition which will be a status report on young children and their families, along with practical information about parenting. It will be distributed to families, members of Congress and state legislatures, business leaders and other policy makers.

**Public Service Announcements (PSAs).** Two broadcast public service announcements (PSAs) will be produced for television, radio and print media by The Advertising Council with funding from the AT&T Foundation. The PSAs will focus on the importance of family involvement in early childhood development and school readiness. The PSAs will contain the same toll free number as the TV special that viewers can call for fulfillment material. United Airlines has agreed to run the PSAs on all of their flights for a one-month period around the time that the prime time special is aired.

**Toll-Free Number and Written Fulfillment Material Developed for the General Public.** The prime time television special and the PSAs will include a toll free number that viewers can call to obtain written fulfillment material or to be connected to local parenting information, resources and services. Production and dissemination of the fulfillment material is being coordinated by the Families and Work Institute in collaboration with Zero to Three and other national organizations. This material will include tips on how families and communities can promote young children's school readiness and healthy development. Space will be available on this material for state and local organizations to add their own logos, toll free numbers, or resources. Fulfillment material will also be disseminated by national organizations, businesses, state and local coalitions and will be available in public libraries throughout the country.

**A Video for New Parents** will focus on the importance of early relationships between babies and their primary caregivers, with information on how families can encourage children's healthy development at each stage. The video is being produced by New Screen Concepts, with funding from Johnson & Johnson. The video will be distributed free of charge through hospitals, video stores, clinics, child care centers, schools, employers, non-profits, and early childhood state and community mobilization efforts. In addition, the Marriott Corporation has offered to show the video on its hotel television channel.

**CD-ROM/On-Line Information** will be created that will address the burning questions that parents have about their children, beginning in the prenatal period and extending through the first three years of life. The CD-ROM is being funded by IBM through Work/Family Directions and is being created by Evolutionary Publishing, Inc. in association with the Families and Work Institute.

**A Campaign World Wide Web Site** will be established by January 1997 to facilitate widespread communication about campaign activities. This web site will enable national, state and



local campaign leaders to find colleagues in their geographic or content interest area; to share information about their activities and to share ideas with each other. Check the Families and Work Institute Web Site at <http://www.familiesandwork.org> after January 1997 for the Campaign's home page address.

**A Conference on Brain Development** was held in June 1996 in Chicago, with funding from the Carnegie Corporation of New York, the Charles A. Dana Foundation, the Harris Foundation and the Robert R. McCormick Tribune Foundation, and coordinated by Families and Work Institute. This invitational conference shared key findings from leading researchers who are investigating prenatal and early childhood brain development. Panels of early childhood experts, the media, business and public policy leaders responded to the findings by discussing their implications. The press was invited to this conference, which served as an introduction to the larger media campaign. A report on the conference will be available from Families and Work Institute in February 1997.

## **PUBLIC POLICY**

**The White House.** Campaign leaders are in discussion with members of the Domestic Policy Council regarding the involvement of Federal agencies and the White House in the campaign.

**The National Governors' Association (NGA).** Campaign leaders are in discussion with Governor Bob Miller of Nevada, the incoming chair of NGA, about the role NGA will take in working on the campaign.

**State and Local Campaign Coalitions** are being encouraged to use the opportunities presented by the campaign to clarify and advance state and local early childhood policy agendas. Some technical assistance is being provided to assist coalitions in these efforts.

## **OUTREACH TO NATIONAL ORGANIZATIONS**

**Work with National Organizations.** Campaign coordinators began the campaign by interviewing over 150 leaders from diverse early childhood organizations. A survey was distributed to many others to ascertain ways they could join the campaign and further its messages. Many national organizations have begun to make specific plans for how they will participate. For example:

The American Library Association plans to create tip sheets and present displays for families with young children around the country;

The American Academy of Pediatrics is considering distribution of a special edition of the Brain Development of Young Children Report to its members;

The National Association of Police Chiefs has offered to link its state and local members with campaign coalitions as part of this organization's *Prevent Crime-Invest in Kids Campaign*; and

The American Association of Family and Consumer Sciences is encouraging its members to get involved in the work of state and local campaign coalitions, is developing early childhood service learning projects, will highlight brain development information in its journal and will create an early childhood public engagement and information track at their next annual conference.



**Meeting with National Organizations.** In January 1997, campaign leaders will convene a meeting with leaders from national organizations to plan for how they will participate both nationally and through their state and local affiliates. This meeting will be co-sponsored by the Coalition for America's Children and Zero to Three.

**Linkages to Business Leaders.** With funding from the Commonwealth Fund, a business symposium will be conducted in collaboration with the Committee for Economic Development in April 1997. This event will focus attention on what companies are doing to support new and expectant parents. The symposium is designed to stimulate additional strategies to engage the business community in the campaign. A report on innovative business strategies to support new and expectant parents will be produced for the symposium. This report will be widely disseminated.

## **STATE AND COMMUNITY ACTION**

One of the hallmarks of this public engagement campaign will be its connection to action at the state and local levels. Start up funding for the community outreach has been provided by the W.K. Kellogg Foundation. Campaign coordinators are working with national, state and local organizations to promote state and local action on behalf of young children and families in several ways:

**State and Local Campaign Coalitions have been formed in 34 sites.** These coalitions have begun to create local action plans and an additional 30 prospective coalitions are in the formative stages. To receive a summary of state and local coalition plans, contact the Families and Work Institute at the numbers listed below and check the campaign home page after January 1997.

A small **Expert Advisory Board** has been selected to ensure that the content of this campaign is guided by accurate scientific knowledge. Expert Advisors represent national organizations reflecting the major domains specified in the *Starting Points* report: health, parent education and family support, early childhood education and care, and child development. They include:

Judy Langford Carter, MA, Former Executive Director of Family Resource Coalition;  
Jerlean Daniel, PhD, Past President, National Association for the Education of Young Children;  
Emily Fenichel, MSW, Associate Director of ZERO TO THREE: National Center for Infants, Toddlers, and Families (formerly National Center for Clinical Infant Programs); editor, *Zero to Three*;  
Deborah A. Phillips, PhD, Director, Board on Children and Families, National Research Council's Commission on Social and Behavioral Sciences and the Institute of Medicine; and  
Barry Zuckerman, MD, Chairman, Department of Pediatrics, Boston University School of Medicine.

A **Community Outreach Advisory Committee** and additional expert review committees have also been established to guide specific components of the campaign.

**For further information** please contact Families and Work Institute:

Ellen Galinsky, Project Director: (212) 465-2044, E-mail: emgalinsky@aol.com  
Nina Sazer O'Donnell, Project Manager: (919) 477-7137, E-mail: nsowfi@aol.com  
Abby Farber, Project Coordinator: (212) 465-2044 E-mail: farberfwi@aol.com



tured frequently in the Curious George stories she loved. We walked to our neighborhood store, brought the coconut home, and tried to open it, even pounding on it with a hammer, to no avail. Finally we went out to the parking lot of the governor's mansion, where we took turns throwing it on the ground until it cracked. The guards could not figure out what we were up to, and we laughed for hours afterward.

Most children have bedtime rituals, and Chelsea was no exception. From the time she was a baby, Bill and I took turns reading to her and praying with her. We promised ourselves that we would not skip this routine, no matter how tired we were. There were nights when one of us had to wake the other for "your turn."

But I don't think we fully appreciated the importance of this ritual to Chelsea until she was in first grade. Bill and I, concerned that she seemed reluctant to read to us at home, mentioned it during a conference with her teacher, a sensitive and insightful woman. She, too, had noticed that Chelsea was not enthusiastic about reading. Something seemed to be holding her back. The teacher urged us not to pressure Chelsea but to wait for her to decide on her own that she was ready to read.

Worried as we were, we took her advice. Eventually we realized that Chelsea herself was worried. She feared that we would stop reading aloud to her if she learned to read all by herself. When we assured her we would keep reading to her as long as she wanted us to, she relaxed and started to enjoy her own increasing skill.

Reading together is a wonderful pastime for parents

and children, at any time. Just think: If you spend only twenty minutes reading to your child, that is more uninterrupted time than most fathers spend talking with their children each day. (Getting older siblings to read to younger children gives them valuable practice too.)

The village can encourage this all-important activity. The American Library Association is currently administering a three-year national demonstration project whose goal is to help low-income parents and those with poor literacy skills to raise children who are "born to read." The program works with adults to improve their own reading skills and emphasizes the importance of reading to children. The Association of Booksellers for Children is promoting a program called The Most Important Twenty Minutes of Your Day . . . Read with a Child. One aspect of the project has been getting pediatricians to "prescribe" reading aloud for parents, and for children as well when they reach reading age.

In addition to being read to, children love to be told stories. Storytelling has the advantage of convenience. You can do it in the car, in the doctor's office, in the bathtub, waiting in line. The stories don't have to be elaborate or even very good to engross a child. Bill made up episodes for Chelsea featuring characters from her life who performed heroic feats. A sailboat she saw when we visited the beach became "George the Sailboat," who had adventures all over the world. I told her stories whose heroines were brave little girls who rescued unicorns or slew dragons. Bill and I often paused to ask her what she thought happened next, drawing her into the storytelling role.

Children learn how to treat others from how they are treated themselves. If we want them to grow into atten-

The President's Remarks at the Arts and Humanities Event, 1/9/97

"...The earlier we start developing these creative impulses for artistic and intellectual potential, the better off our children and we will be. As Hillary wrote in her book, we know a great deal more today about the importance of providing such stimulation for children in the very first years of life. We know how important it is for children to hear words, listen to stories, develop their imaginations. That's one reason I'm challenging all of our people to work with us toward a goal of making sure every boy and girl in our country can read a book independently by the third grade.

Perhaps no one has done as much to show the power of the written word on children, not to mention on their parents, as Maurice Sendak, one of our honorees today. I'm delighted that he will join Hillary tomorrow at the Georgetown University Medical Center to read to children who are getting their checkups there. And I thank them both for help to kick off a national effort to educate Americans about reading even to our very youngest children..."



HV741  
.C27  
1994  
4

# STARTING POINTS

MEETING THE NEEDS OF OUR YOUNGEST CHILDREN



THE REPORT OF THE CARNEGIE TASK FORCE ON  
MEETING THE NEEDS OF YOUNG CHILDREN

CARNEGIE CORPORATION OF NEW YORK

APRIL 1994





# EXECUTIVE SUMMARY

## STARTING POINTS: MEETING THE NEEDS OF OUR YOUNGEST CHILDREN



ur nation's infants and toddlers and their families are in trouble. Compared with most other industrialized countries, the United States has a higher infant mortality rate, a higher proportion of low-birthweight babies, a smaller proportion of babies immunized against childhood diseases, and a much higher rate of babies born to adolescent mothers. Of the twelve million children under the age of three in the United States today, a staggering number are affected by one or more risk factors that undermine healthy development. One in four lives in poverty. One in four lives in a single-parent family. One in three victims of physical abuse is a baby under the age of one.

These numbers reflect a pattern of neglect that must be reversed. It has long been known that the first years of life are crucial for later development, and recent scientific findings provide a basis for these observations. We can now say, with greater confidence than ever before, that the quality of young children's environment and social experience has a decisive, long-lasting impact on their well-being and ability to learn.

The risks are clearer than ever before: an adverse environment can compromise a young child's brain function and overall development, placing him or her at greater risk of developing a variety of cognitive, behavioral, and physical difficulties. In some cases these effects may be irreversible. But the opportunities are equally

dramatic: adequate pre- and postnatal care, dependable caregivers, and strong community support can prevent damage and provide a child with a decent start in life.

Researchers have thoroughly documented the importance of the pre- and postnatal months and the first three years, but a wide gap remains between scientific knowledge and social policy. Today, changes in the American economy and family, combined with the lack of affordable health and child care and the crumbling of other family supports, make it increasingly difficult for parents to provide the essential requirements for their young children's healthy development.

More than half of mothers of children under the age of three work outside the home. This is a matter of concern because minimal parental leave is available at the time of birth, and child care for infants and toddlers is often hard to find and of poor quality. Most parents feel overwhelmed by the dual demands of work and family, have less time to spend with their children, and worry about the unreliable and substandard child care in which many infants and toddlers spend long hours. These problems affect all families, but for families living in poverty, the lack of prenatal and child health care, human services, and social support in increasingly violent neighborhoods further stacks the deck against their children.

These facts add up to a crisis that jeopardizes our children's healthy development, undermines school readiness, and ultimately threatens our nation's economic strength. Once a world leader and innovator in education, the United States today is making insufficient investments in its future workforce—our youngest children. In contrast to all the other leading industrialized nations, the United States fails to give parents time to be with their newborns, fails to ensure pre- and postnatal health care for mothers and infants, and fails to provide adequate child care.

The crisis among our youngest children and their families is a quiet crisis. After all, babies seldom make the news. Their parents—often young people struggling to balance their home and work responsibilities—tend to have little economic clout and little say in community affairs. Moreover, children's early experience is associated with the home—a private realm into which many policymakers have been reluctant to intrude.

The problems facing our youngest children and their families cannot be solved through piecemeal efforts; nor can they be solved entirely through governmental programs and business initiatives. All Americans must take responsibility for reversing the quiet crisis. As the risks to our children intensify, so must our determination to enact family-centered programs and policies to ensure all of our youngest children the decent start that they deserve.

## RECOMMENDATIONS FOR ACTION

The task force concluded that reversing the quiet crisis calls for action in four key areas that constitute vital starting points for our youngest children and their families.

### Promote Responsible Parenthood

Our nation must foster both personal and social responsibility for having children. To enable women and men to plan and act responsibly, we need a national commitment to making comprehensive family planning, pre-conception, prenatal, and postpartum health services available, and to providing much more community-based education about the responsibilities of parenthood. To promote responsible parenthood, the task force recommends

- Planning for parenthood by all couples to avoid unnecessary risks and to promote a healthy environment for raising a child
- Providing comprehensive family planning, pre-conception, prenatal, and postpartum services as part of a minimum health care reform package.
- Delaying adolescent pregnancy through the provision of services, counseling, support, and age-appropriate life options
- Expanding education about parenthood in families, schools, and communities, beginning in the elementary school years but no later than early adolescence
- Directing state and local funds to initiate and expand community-based parent education and support programs for families with infants and toddlers



**Guarantee Quality Child Care Choices**  
For healthy development, infants and toddlers need a continuing relationship with a few caring people, beginning with their parents and later including other child care providers. If this contact is substantial and consistent, young children can form the trusting attachments that are needed for healthy development throughout life. Infants and toddlers should develop these relationships in safe and predictable environments—in their homes or in child care settings. To guarantee quality child care choices the task force recommends

- Strengthening the Family and Medical Leave Act of 1993 by expanding coverage to include employers with fewer than fifty employees, extending the twelve-week leave to four to six months, and providing partial wage replacement
- Adopting family-friendly workplace policies such as flexible work schedules and assistance with child care
- Channeling substantial new federal funds into child care to ensure quality and affordability for families with children under three and making the Dependent Care Tax Credit refundable for low- and moderate-income families
- Providing greater incentives to states to adopt and monitor child care standards of quality
- Developing community-based networks linking all child care programs and offering parents a variety of child care settings

- Allocating federal and state funds to provide training opportunities so that all child care providers have a grounding in the care and development of children under three
- Improving salary and benefits for child care providers

### **Ensure Good Health and Protection**

When young children are healthy, they are more likely to succeed in school and, in time, to form a more productive workforce and become better parents. Few social programs offer greater long-term benefits for American society than guaranteeing good health care for all infants and toddlers. Good health involves more than health care services. Being healthy means that young children are able to grow up in safe homes and neighborhoods. To ensure good health and protection, the task force recommends

- Making comprehensive primary and preventive care services, including immunizations, available to infants and toddlers as part of a minimum benefits package in health care reform
- Offering home-visiting services to all first-time mothers with a newborn and providing comprehensive home visiting services by trained professionals to all families who are at risk for poor maternal and child health outcomes
- Expanding the Women, Infants and Children (WIC) nutritional supplementation program to serve all eligible women and children
- Making the reduction of unintentional injuries to infants and toddlers a national priority



- Expanding proven parent education, support, and counseling programs to teach parents nonviolent conflict resolution in order to prevent child abuse and neglect, and implementing community-based programs to help families and children cope with the effects of living in unsafe and violent communities
- Enacting national, state, and local laws that stringently control the possession of firearms

### Mobilize Communities to Support Young Children and Their Families

Broad-based community supports and services are necessary to ensure a decent start for our youngest children. Unfortunately, community services for families with children under three are few and fragmentary. To reverse the crisis facing families with young children, the old ways of providing services and supports must be reassessed, and broad, integrated approaches must be found to ensure that every family with a newborn is linked to a source of health care, child care, and parenting support. To mobilize communities to support young children and their families, the task force recommends

- Focusing the attention of every community in America on the needs of children under three and their families, by initiating a community-based strategic planning process
- Experimenting broadly with the creation of family-centered communities through two promising approaches: creating family and child centers to provide services and supports for all families; and expanding and

adapting the Head Start model to meet the needs of low-income families with infants and toddlers

- Creating a high-level federal group, directed by the President to coordinate federal agency support on behalf of young children and to remove the obstacles faced by states and communities in their attempts to provide more effective services and supports to families with young children
- Funding family-centered programs through the Community Enterprise Board in order to strengthen families with infants and toddlers
- Establishing mechanisms, at the state level, to adopt comprehensive policy and program plans that focus on the period before birth through the first three years of a child's life

### A Call to Action

The task force calls upon all sectors of American society to join together to ensure the healthy development of our nation's youngest children.

- We ask the *President* to direct a high-level federal group to review the findings of this report and to ensure the adequacy, coherence, and coordination of federal policies and programs for families with young children.
- We urge *federal agencies* to identify and remove the obstacles that states and communities encounter as they implement federally funded programs or test innovative solutions.

- We call upon *states* to review their legislative and regulatory frameworks, particularly with regard to child care, in order to raise the quality of services for children under the age of three.
- We call upon *community leaders* to assess the adequacy of existing services for families with young children (especially those with multiple risks), to recommend steps to improve and coordinate services, and to introduce mechanisms for monitoring results.
- We call upon the *private and philanthropic sectors*, including foundations, to pay more attention to families with children under three and to expand their support of initiatives that give our youngest children a decent start in life.
- We urge *educators*, to incorporate services to children under age three in their plans for the schools of the twenty-first century, to increase their efforts to educate young people about parenthood, and to provide more training and technical assistance to child care providers.
- We call upon *health care decision makers* to include, in any plan for national health care reform, comprehensive prenatal care for expectant mothers and universal primary and preventive care for young children and to consider establishing a specific standard of coverage and service for young children.
- We urge *service providers* in child care, health, and social services to work together by taking a family-centered approach to meeting the needs of young children and the adults who care for them. We ask them to offer staff, parents, and other caregivers opportunities to learn more about the needs of families with young children,

about child development, and about promoting children's health and safety.

- We call upon *business leaders* to support policies that result in family-friendly workplaces in businesses of every size, for example strengthening the Family and Medical Leave Act of 1993 and introducing flexible work schedules.
- We call upon the *media* to deliver strong messages about responsible motherhood and fatherhood, to promote recognition of the importance of the first three years, and to give us all insight into the quiet crisis.
- We call upon *mothers and fathers* to secure the knowledge and resources they need to plan and raise children responsibly. When these resources are not available, we urge them to make their needs known to government representatives, community leaders, and service providers.

All Americans must work together, in their homes, workplaces, and communities, to ensure that children under the age of three—our most vulnerable citizens—are given the care and protection they need and deserve. Nothing less than the well-being of our society and the future of its vital institutions is at stake.



**THE WHITE HOUSE**  
**Office of the Press Secretary**

---

For Immediate Release

January 10, 1997

**REMARKS BY THE FIRST LADY**  
**AT CHILD DEVELOPMENT EVENT**

Georgetown Medical Center  
Washington, DC

MRS. CLINTON: Thank you. I am so pleased to see all of you here and I'm delighted to be back at Georgetown Medical Center, where I have visited before, because I think that the work that is being done here and the announcement today is among the most important efforts that are going on right now in our Capital City, because if we were able to make it clear to every parent in Washington, D.C. and beyond that reading to one's child between birth and three is one of the most important jobs that a parent can do, I think we would all see remarkable progress being made in school readiness, in school performance, in relationships between parents and children.

I want to thank Dr. Rennart (phonetic) for his remarks and for his leadership as the Professor and Chair of the Department of Pediatrics. I want to ask Dr. Battle to convey to the Academy of Pediatrics our deep appreciation because of their support of this effort and so many other good works that the Academy does on behalf of children. I also want to acknowledge a few other people who are in the audience.

I want to acknowledge my friend, Leo Donovan, the President of Georgetown who has been very supportive of efforts concerning education and literacy not only here at the university, but around Washington.

I also want to thank Jules Stoddard, who is representing the Association of Book Sellers for Children and is the owner of the Cheshire Cat Bookstore in Washington, D.C., one of the nation's oldest children's bookstores.

In my book, *It Takes a Village*, I mention the Association's program called "The Most Important Twenty Minutes of Your Day -- Read With a Child." I think for many people that was originally thought to refer to older children -- children in kindergarten or even grade school. What we are trying to do and what the Association for Book Sellers is attempting to do is to convey clearly the message that we want reading to children to start at birth, but particularly during those first three years of life.

I also want to acknowledge and thank Steven Herb (phonetic) and Susan Roman, president and executive director respectively of the Association for Library Services to Children, a division of the American Library Association. I also mentioned their national demonstration program in my book, *"Born To Read,"* and actually contributed some of the book proceeds recently to that, because this three-year national demonstration project, which builds partnerships between libraries and health care providers such as Dr. Rennart and Dr. Battle, is helping low-income parents and others with poor literacy skills to understand the importance of reading to their children.

And finally, I want to thank Dr. Tina Cheng and Dr. Sandra Kuzi (phonetic) who are part of "Reach Out and Read" here in Washington. This is a program that inspired me greatly when I first heard about it, and I know Dr. Kuzi has just this week received a \$3,000 grant to buy



books to start "Reach Out and Read" at Washington Children's Medical Center. This is a program that really exemplifies what we are talking about here today.

We know, and as Dr. Battle said, that most parents come into contact with a pediatrician -- they may not take their child to a library, they may not take that child to a preschool program until the child is over three, but they will in all likelihood come into contact with a health care provider. If that doctor or nurse who is administering the well-baby checkup or the vaccination will prescribe reading, and then take it a step further -- not merely prescribe reading, but hand that parent and child a book, we know that in most cases the parents will try to follow through on the doctor's prescription.

So that is what we are kicking off here, and so many groups have come together to be part of this.

I'm also pleased to be here today and to be in the company of a very special guest. Yesterday the President honored some of America's finest artists, writers, and thinkers with the National Medal of Arts and the Charles Frankel Prizes. One of them, Maurice Sendak, rearranged his busy schedule so that he could stay one more day and meet with some of Washington's youngest citizens, which we will do after this presentation.

As many of you know who have read to your children, as my husband and I have, Maurice Sendak is one of our country's most beloved authors and illustrators of children's books. His stories and characters have captured and stimulated the imaginations of generations of children and, as my husband said yesterday, imaginations of countless parents as well.

When Chelsea was little, Bill and I would take turns reading "Where The Wild Things Are," and many of Mr. Sendak's other stories as well. Soon she was able to read along with us, and before long, she was able to read that story to others on her own. Like many parents, we owe Mr. Sendak a debt of gratitude for helping us to spur our daughter's imagination and reading skills. And later some of the children here at the Medical Center will have a chance to hear him do it in person.

I'm also grateful to his publisher, Harper Collins, for donating 75 of his books to the Medical Center, and I would hope other publishers of children's books would join hands with the pediatricians around our country to do the same.

I want to emphasize just a few points that Dr. Rennart and Dr. Battle made, because I noticed some quizzical looks in the eyes of some of the people who are here covering this event. We have known for a long time that reading to children is a nice thing to do. It is a way to create a quiet time between an adult and a child. We have even known that, because of recent research, reading in those early years does lay the groundwork for vocabulary and later reading success. What we have not known until recently -- and because of advances in neurobiology and other medical sciences, we now do know -- is that talking with one's child in those first three years and reading to that child actually helps make the brain grow.

Now, I want to emphasize that because it sounds almost hard to believe. But we now understand that as Dr. Rennart was explaining, that the connections between brain cells and the opportunities for the brain to do more complex work are enhanced because of time spent talking with and reading to very young children.

Now, there are many people, and we all know them, who think that children really don't learn much until they can learn to talk. Well, in fact, the work that is being done in the brain of a child from birth to three is so profoundly significant that if we do not recognize its importance, then we will not have helped that child develop to his or her fullest potential. The earlier we expose our children to hearing stories and listening to adults talk, the better off they are.

And I want to add that the evidence so far shows the television is not substitute. The words that have come across the television screen do not have the same effect on creating that growth in a child's awareness that reading to a child and talking to a child, person to person, does. So you cannot make up for this by putting the child in front of the television set and expect that child to have the same opportunities that reading and talking provide.

We feel so strongly about this that it is one of the reasons the President is accelerating the administration's efforts to strengthen early education and raise awareness about the importance of developing children's brains in the first years of life. There will be a number of programs in these next few months that we hope will bring to broader public attention what scientists now know about brain development.

Many parents, I think, will be very surprised when they see some of the television specials, some of the magazine specials that will be coming out in the next several months, because for me as well as for many others of my generation, this is all new.

The President is challenging Americans to become involved in helping children to read on their own by third grade. But in order for that to be successful we not only need to mentor and help our children and our teachers in schools, we need to help parents know that they are a child's first teacher.

Over the years I have met many parents who told me they never really talked to their babies because they didn't think that it made any difference. I remember the first time this happened, and I recounted in my book when I was making conversation with a group of women with some toddlers. And I said, you must be having a great time reading and talking to your babies. And they looked at me with such quizzical looks because they said, why would we do that, they can't talk back. So from that point, I have made it my mission, when I see young parents with babies to ask them if they're talking and reading, and to try to stimulate that as something they want to do.

Sometimes parents say back to me that they don't read very well themselves. And my response to that is, your baby won't know any different. Hold the book, turn the pages, make the story up, and try to get your own literacy skills to improve as well. But you can hardly embarrass a one-year-old when you're reading nearly anything to that child.

So I hope that we're going to be able to get this message out. There are few things that I believe could make a more dramatic difference over the next 10 years in this country than to persuade parents of all educational and economic levels to take this mission of reading to and talking with their young babies seriously.

I hope that all who are part of this effort today will be joining with the President and others of us to spread this message very broadly. As many of you know, I have been doing some work here in the District and meeting with people who are involved in the District's affairs. There are many things that we need to do here in our Capital City, but I would put reaching out to parents and educating parents and prescribing reading as this prescription does do at the very top of the list as to what if we did and stayed with that effort over a number of years could make a significant difference in this city and in every city around our country.

Thank you all for being part of this new effort. (Applause.)

Now we get to go read "Where The Wild Things Are." So thank you all.

Q Might you have time for a quick question, Mrs. Clinton?

MRS. CLINTON: Sure.

Q I noticed and I just would ask you, you have stressed a very important and worthwhile

theme. Is there anything else you can tell us about what you might be doing for the District of Columbia in this regard, or anything you might wish to add at this point in time?

MRS. CLINTON: Not right at this time. But I think that in the next few weeks some of the administration's plans and commitments will be unveiled and we hope that there will be, as I sense there is -- and I appreciate your close attention to this over the years, because you've been very significant in bringing attention to what's going on here in the District -- I think there will be a series of efforts at partnership, to bring people together around the District's problems. And as I have said on other occasions, there is no quick fix, there is no magic wand, there is no individual who can change and fix a lot of the problems that the District has been suffering with over the years. But I believe that a concerted, carefully planned effort that enlists people of good faith from around the country -- not only just the District, because I believe strongly that this is our Nation's Capital, every American has a stake in the success of the people who live here in the District -- but I believe that kind of effort is going to take place. And if we are patient and persistent I think we will see results.

And I think you can only point to other cities around our country that were written off in the '70s and the '80s. I was recently in Cleveland and I can remember the kinds of things that were said about Cleveland not so very long ago. And going there is such an uplifting experience now because the business community, the religious community, the community leadership, individuals from every walk of life joined together to really rebuild that city. And not just in the visible way that we see with new construction, but really at the grass-roots level in reaching out to people.

So I'm very optimistic, although I'm realistic as well, I think.

Thank you all.

Q This is our "Born To Read" diaper bag. We don't get to give diaper bags to the First Lady -- (laughter.) And a little T-shirt maybe Socks could wear.

MRS. CLINTON: That is so cute. Thank you. Nobody thinks I'm trying it on. (Laughter.) Thank you very much.



---

*To comment on this service,  
send feedback to the Web Development Team.*

[Read our Privacy Policy](#)



Copyright 1997 The Washington Post  
The Washington Post

View Related Topics

January 11, 1997, Saturday, Final Edition

**SECTION:** METRO; Pg. C01

**LENGTH:** 1042 words

**HEADLINE:** First Lady Says White House Has a Plan to Help District; Initiatives Aimed at Structural Factors in Fiscal Crisis

**BYLINE:** David A. Vise, Washington Post Staff Writer

**BODY:**

First lady **Hillary** Rodham **Clinton** said yesterday that the White House is preparing to release a major package of initiatives for the District that will address some structural problems that have hampered the city's efforts to emerge from its financial crisis.

In an interview, **Hillary Clinton** said the administration's broad-based plan will deal with political as well as financial issues in the District, which is burdened with major expenses that state governments pay for other cities.

Del. Eleanor Holmes Norton (D-D.C.), who has been working with the administration on the plan, described it as "bold" and "dramatic." D.C. financial control board Chairman Andrew F. Brimmer said he will meet with the federal budget director, Franklin D. Raines, early next week to review the details.

Among the most significant items in the proposal, according to sources familiar with it, is federal assistance with a \$ 5 billion shortfall in the D.C. pension plan for police officers, firefighters, teachers and judges. The pension plan is the single biggest financial problem facing the District, costing the city hundreds of millions of dollars annually and posing a long-term threat that the control board warns could bankrupt the city.

Politically, the pension shortfall is among the easiest D.C. issues for the Clinton administration to address because the federal government's responsibility for the problem is clear. When the federal government turned the pension plan over to the city in 1979, the plan had a shortfall of more than \$ 2 billion, and much of the growth in the shortfall since then can be traced to the original gap.

The uniqueness of the pension situation also makes it less likely that members of Congress will oppose the aid on the grounds that it is unfair to their home states.

While the White House plan will offer to have the federal government assume some of the city's financial responsibilities, the \$ 660 million annual federal payment to the District would be slashed as part of the deal, sources said.

Brimmer, who has objected strongly to reducing the payment, said yesterday that he still has reservations about the concept but will reserve final judgment until he sees the entire Clinton proposal.

Clinton administration officials are committed to cutting the District's sizable spending on Medicaid, the nation's health care program for the poor, sources said. The federal government -- which pays three-quarters of the Medicaid bills of dozens of states but only half of the District's expenses -- may absorb a higher share of the city's costs.

In addition, the administration is devising a tax incentive program to spur job creation and investment in the District, sources said.

"In the next few weeks, some of the administration's plans and commitments will be unveiled," **Hillary Clinton** said. "I believe that, as the president has said, the District is in a difficult political and legal situation, and the financial strains on the District have to be addressed."

The first lady made her remarks after a program at **Georgetown** University Medical Center, where she called on pediatricians to give parents children's books and prescribe at least 20 minutes of daily reading to young children.

She said parents are more likely to follow advice from doctors than from teachers and neighbors, and she noted that new research shows that reading to children from birth improves intellectual growth and development.

**Hillary Clinton**, who has been focusing increasingly on helping the District, said that encouraging D.C. parents to spend more time reading to their children is a high priority. It "could make a significant difference in this city," she said.

The first lady appeared at **Georgetown** with author Maurice Sendak, who read his popular story "Where the Wild Things Are" to an enthusiastic group of children. In addition to working with **Georgetown** University Medical Center on the reading initiative, **Hillary Clinton** has enlisted the support of the American Academy of Pediatrics and other groups.

But she cautioned that neither her efforts nor the White House's D.C. package would immediately remedy all that ails the District. She said D.C. residents and people across the country who care about the capital need to get involved in volunteer efforts.

Last month, President Clinton praised a report by the control board that said the city needs federal help with about \$ 1 billion in programs -- including pensions, Medicaid, road and bridge maintenance and prisons -- that generally are paid for by state governments.

White House spokesman Michael McCurry said yesterday that the control board report provided a "sensible" menu of choices for the administration.

Key local legislators, led by Rep. Thomas M. Davis III (R-Va.), chairman of the House Government Oversight D.C. subcommittee, are hopeful that the package will include a phase-out of the Lorton Correctional Complex in Fairfax County, a move that would please Northern Virginia residents who want the prison closed.

The package also may include the transfer of D.C. prisoners into the federal prison system, which would ease the city's financial and management burdens.

D.C. Council member Frank Smith Jr. (D-Ward 1), who heads the council's Finance and Revenue Committee, said that he is glad the White House is drawing up a list of initiatives to improve the city's finances but that he doesn't want the federal payment reduced.

"I have to be cautious with any plan that eliminates the federal payment," he said, "because the federal payment is real dollars meant to offset losses."

Smith said the payment compensates the city for its inability to tax valuable property owned by the federal government and foreign embassies.

Norton said final decisions about the D.C. package have not been made. But she already has scheduled a town meeting for early next month so that residents can discuss the plan with Clinton administration officials.

"It involves a great deal more in innovative thinking than the usual pleas for more money," Norton said.  
"It is a very credible package with real relief."

Staff writers Hamil R. Harris, John F. Harris and Clay Chandler contributed to this report.

**GRAPHIC:** Photo, tyler mallory for The Washington Post, **Hillary Clinton** joins Jeremy Cockerham, Jewellianna Palencia and other children of staff members at **Georgetown** University Medical Center for a reading by popular children's author Maurice Sendak.

**LANGUAGE:** ENGLISH

**LOAD-DATE:** January 11, 1997

---

### FOCUS<sup>TM</sup>

**Search:** General News;georgetown and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

*Example:* House of Representatives

---

About LEXIS-NEXIS | Terms and Conditions | What's New  
Copyright © 2000 LEXIS-NEXIS Group. All rights reserved.



The Associated Press

View Related Topics

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

**January 10, 1997, Friday, AM cycle**

**SECTION:** Washington Dateline

**LENGTH:** 318 words

**HEADLINE:** First lady encounters 'wild things' during hospital visit

**BYLINE:** By JENNIFER BATOG, Associated Press Writer

**DATELINE:** WASHINGTON

**BODY:**

**Hillary** Rodham **Clinton** and children's author Maurice Sendak encountered about a dozen "wild things" in the pediatric playroom at **Georgetown** University Medical Center Friday.

The first lady and Sendak, visiting to promote the importance of reading to young children, were surrounded by pre-schoolers acting out the part of the monsters in Sendak's classic story "Where the Wild Things Are."

It's the story of a little boy named Max whose mother sends him to bed without supper after he misbehaves. Max journeys to a land of wild things and becomes the creatures' king. But when the wild things have a "wild rumpus," Max sends them to their rooms without supper. Max then realizes he is lonely and travels back home to find his supper, still warm, waiting for him.

Seated on a small couch next to a well-stocked bookshelf, Mrs. Clinton held 3-year-old Jewellianna Palencia in her lap, and pointed out the scenes to her as Sendak, settled in a similar couch with several children looking over his shoulder, read his tale.

Jewellianna, in a pink dress and tights, seemed enthralled with Mrs. Clinton, examining the gold pin on her black pantsuit and playing her microphone. "I liked it," she said after the story telling.

When Mrs. Clinton read the words "let the wild rumpus start," the children, per Sendak's request, became wild things themselves, and made as much noise as possible.

They chattered and growled until Sendak shouted the magic words "now stop." And the room became silent.

The children, whose parents work at the hospital, received their own copies of the book to take home and posed for a group picture with the first lady and Sendak, who on Thursday received the National Medal of the Arts for his works.

"Thank you, for helping me out," Sendak told the children before departing with Mrs. Clinton in a flurry of hugs and shouts of "thank you" and "goodbye" from the children.

**LANGUAGE:** ENGLISH

**LOAD-DATE:** January 10, 1997

**PHOTOCOPY  
PRESERVATION**

**THE WHITE HOUSE**  
**Office of the Press Secretary**

---

For Immediate Release

February 7, 1997

**REMARKS BY MRS. CLINTON**  
**AT THE EDUCATION AWARDS CEREMONY**

The State Department  
Washington, D.C.

MRS. CLINTON: Thank you. Thank you, Terry, and thank all of you from the Department of Education who are here for your hard work and vision, not only in this area, but in so many of the others on which we have made progress in the last four years. I want to thank the sponsors of these awards. Terry's already mentioned Nortel and Glaxo-Wellcome and Keenan and the regional education laboratories. This is one of the most important statements that we could make about how we will achieve the high educational goals that the President outlined in his call for action last evening.

I had the opportunity as all, I hope, of you did as well to listen to that speech -- (laughter) -- and to hear the emphasis that the President placed on education as a national security issue, as one that we should turn our attention to with the same commitment and nonpartisan zeal that we in the last 50 years gave to our foreign policy in our efforts to win the Cold War. (Applause.)

There are some who still will question why is the President of the United States, on the eve of a new century, spending about half of his State of the Union talking about education. To those who might ask that question, I would reply, as the President did last evening, that it is through education and a national commitment to education that we have the best opportunity to lift up all of our people to be in a position to take advantage of the opportunities that will be available to them in the future.

You saw last evening that there were two students and a teacher who had participated in a rather remarkable consortium in the area north of Chicago to put together best practices so that 20 school districts could pool that information and they could prepare their students to compete in the Third International Math and Science Study Test. For a number of years, starting back in 1983 when my husband asked me to chair the education standards committee in Arkansas, I have followed with great interest the international measurements that have been utilized to determine where our students stacked up against their peers around the world.

Now, I know, and those of you who are educators know that our kids are as bright as and hard-working as children anywhere in the world. It is not a question of who our kids are. We also know that our teachers are as dedicated and hard-working and committed as teachers anywhere in the world. And yet, somehow, when we were being measured on international tests, our students were not scoring as high as I think they could. And yet, it became clear as we look at programs like the one that the President highlighted last night from the Chicago suburbs that with the proper focus and teacher training and understanding of what the standards are, our children can be competitive with anyone. And, in fact, those youngsters who took those tests, as the President said were first in the world in science and second only, I believe, to Singapore in mathematics.

So we know that, properly organized with the right tools at hand, our children can be



competitive and be prepared for whatever the 21st century has to offer.

Now, in order to improve student achievement, we have to have good teachers and good teaching. And yet, too often teachers are left out of the equation when it comes to discussing reform, and as Terry said, too often the tools for advancing teacher professional development are considered extraneous or marginal, that they are not part of what it takes to create world-class schools. And, yet, every one of us in this room who are here to celebrate these awards knows how important it is to provide for the kind of continuing development that is provided in other professions.

We expect other professionals to have ongoing professional development. They are tested periodically in order to advance in their profession. They are required to attend certain kinds of programs. They may be evaluated on a regular basis. And now, all of us who care about education and particularly educators know that that is exactly the model that we need to follow here in our country when it comes to preparing and maintaining the best teachers in the world.

That is why the President's budget, which will be released tomorrow, invests in teacher training. It provides funding so that 100,000 teachers nationwide can seek national certification as master teachers and contains a 25 percent increase in the amount of funding devoted to Goals 2000. It's also why he has called on the National Commission on Teaching and America's Future for a new effort to help communities and states promote excellence and accountability in teaching.

We need to value our teachers more, we need to help them set and meet higher standards not only for their students but for themselves. Today, in Georgia, along with Secretary Riley, the President will be releasing this call to action for American education in the 21st century, which takes the 10 points that he spoke about last evening and expands on them in some detail, giving examples about what works and also providing more information about what he is going to be requesting in the budget.

I am so pleased that the successes that are being highlighted here will be spread throughout the country so that other districts will learn from what you have already achieved. One of our challenges in education, whether it comes to standards or professional development, is to take what works in one district and translate it and transplant it into another, to learn from one another, to offer technical assistance so that we can see how, with some modification, perhaps, what worked in one of the award winners here can work in its neighbors.

I know we're going to have the presentation of the awards in a minute, but I would like to just call out the names and have everyone associated with these various districts just raise your hands so that I can have an idea of who is here and congratulate you a little bit ahead of time.

From the Samuel Mason School in Roxbury, Massachusetts, who is here? Good. (Applause.) From the San Francisco Unified School District, who is here for that? Good. (Applause.) From the Wilton School District in Connecticut, who came? (Applause.) From the Woodrow Wilson Elementary School in Manhattan, Kansas. (Applause.) And from the Lawrence Public Schools in Kansas. (Applause.)

I know that you will be awarded a cash prize, funded by the private interests that are the sponsors here, to be able to support professional development activities and to help share the strategies and lessons that you have learned. And I would only ask one thing from those of you who are winners and all of you who have supported this process. We have to do a better job getting the word out. When Terry referred to the "sit and get" strategy of professional development, unfortunately she was describing what is still too often the norm in many districts and schools around our country.



But if we have enough people, like those of you gathered here, to spread the word about professional development and to demonstrate how it works, I believe we can see a grass-roots movement around the country, embracing professional development and using best practices.

I hope that these awards, which will be annually awarded, will send a very strong signal to educators and to those who we hope to enlist in becoming educators, that the role teachers play in our children's lives is second only to parents, and it is the most important job anyone can do for pay. To go into a school and to work with young people, and particularly since we know so many of our children face challenges that were not part of our growing up, to be there, to know how to handle the intellectual and emotional and social needs that our children present to us is the most difficult, but certainly based on my friends and my own observation, one of the most rewarding ways anyone can contribute to society.

And I hope, also, that we will put to rest the idea that the work of teaching belongs to any one group or any one level of government, or any one sector of our society. The President was right in calling for a national effort. You are demonstrating that that national effort must be implemented on the local level, but that we need to support one another in meeting the challenges our children face.

I have said before that I remember clearly many, many years ago when I was in elementary school and Sputnik went up, that the entire nation became mobilized around how we would teach math and science more effectively to people like me in the fifth or sixth grade. And I can remember clearly my teachers saying to me, you should learn this, because your President needs you to learn this. (Laughter.) Well, that was a little daunting when you're 10 or 11, but I took it seriously. And I felt as though, and my classmates did and my teachers did, that we were engaged in a great national effort.

Now, nobody from Washington told Miss Metzger or Mrs. Krause or Mrs. King how they were supposed to teach me. But the fact that they had the big stick of the President that they could use to intimidate us into learning all of this stuff that we didn't understand really worked. I would make the same argument today. It is a little more difficult, perhaps, for some to see that in the absence of an obvious challenge, like the Soviet Union and international communism, that we should have the same emphasis on our national need to inspire better teaching and better learning.

But I think we are at just the same moment of challenge as we were those many years ago, because we know that it may not be with weapons that we will be facing across an ocean that will endanger our security, but it will be with competitiveness and perhaps across a negotiating table, or in front of a computer, that we will determine not only our own individual futures, but the future of our country. And in order to be prepared, we must have the best teachers we possibly can have. We must have students who understand what it means to go into this new global economy, and we must have parents and citizens and political leaders who support all of you in the work that you do.

So, congratulations and thank you for this commitment. (Applause.)



*To comment on this service,  
send feedback to the Web Development Team.*

[Read our Privacy Policy](#)



**THE WHITE HOUSE**  
**Office of the Press Secretary**

---

For Immediate Release

February 7, 1997

**REMARKS BY MRS. CLINTON**  
**AT THE EDUCATION AWARDS CEREMONY**

The State Department  
Washington, D.C.

MRS. CLINTON: Thank you. Thank you, Terry, and thank all of you from the Department of Education who are here for your hard work and vision, not only in this area, but in so many of the others on which we have made progress in the last four years. I want to thank the sponsors of these awards. Terry's already mentioned Nortel and Glaxo-Wellcome and Keenan and the regional education laboratories. This is one of the most important statements that we could make about how we will achieve the high educational goals that the President outlined in his call for action last evening.

I had the opportunity as all, I hope, of you did as well to listen to that speech -- (laughter) -- and to hear the emphasis that the President placed on education as a national security issue, as one that we should turn our attention to with the same commitment and nonpartisan zeal that we in the last 50 years gave to our foreign policy in our efforts to win the Cold War. (Applause.)

There are some who still will question why is the President of the United States, on the eve of a new century, spending about half of his State of the Union talking about education. To those who might ask that question, I would reply, as the President did last evening, that it is through education and a national commitment to education that we have the best opportunity to lift up all of our people to be in a position to take advantage of the opportunities that will be available to them in the future.

You saw last evening that there were two students and a teacher who had participated in a rather remarkable consortium in the area north of Chicago to put together best practices so that 20 school districts could pool that information and they could prepare their students to compete in the Third International Math and Science Study Test. For a number of years, starting back in 1983 when my husband asked me to chair the education standards committee in Arkansas, I have followed with great interest the international measurements that have been utilized to determine where our students stacked up against their peers around the world.

Now, I know, and those of you who are educators know that our kids are as bright as and hard-working as children anywhere in the world. It is not a question of who our kids are. We also know that our teachers are as dedicated and hard-working and committed as teachers anywhere in the world. And yet, somehow, when we were being measured on international tests, our students were not scoring as high as I think they could. And yet, it became clear as we look at programs like the one that the President highlighted last night from the Chicago suburbs that with the proper focus and teacher training and understanding of what the standards are, our children can be competitive with anyone. And, in fact, those youngsters who took those tests, as the President said were first in the world in science and second only, I believe, to Singapore in mathematics.

So we know that, properly organized with the right tools at hand, our children can be

competitive and be prepared for whatever the 21st century has to offer.

Now, in order to improve student achievement, we have to have good teachers and good teaching. And yet, too often teachers are left out of the equation when it comes to discussing reform, and as Terry said, too often the tools for advancing teacher professional development are considered extraneous or marginal, that they are not part of what it takes to create world-class schools. And, yet, every one of us in this room who are here to celebrate these awards knows how important it is to provide for the kind of continuing development that is provided in other professions.

We expect other professionals to have ongoing professional development. They are tested periodically in order to advance in their profession. They are required to attend certain kinds of programs. They may be evaluated on a regular basis. And now, all of us who care about education and particularly educators know that that is exactly the model that we need to follow here in our country when it comes to preparing and maintaining the best teachers in the world.

That is why the President's budget, which will be released tomorrow, invests in teacher training. It provides funding so that 100,000 teachers nationwide can seek national certification as master teachers and contains a 25 percent increase in the amount of funding devoted to Goals 2000. It's also why he has called on the National Commission on Teaching and America's Future for a new effort to help communities and states promote excellence and accountability in teaching.

We need to value our teachers more, we need to help them set and meet higher standards not only for their students but for themselves. Today, in Georgia, along with Secretary Riley, the President will be releasing this call to action for American education in the 21st century, which takes the 10 points that he spoke about last evening and expands on them in some detail, giving examples about what works and also providing more information about what he is going to be requesting in the budget.

I am so pleased that the successes that are being highlighted here will be spread throughout the country so that other districts will learn from what you have already achieved. One of our challenges in education, whether it comes to standards or professional development, is to take what works in one district and translate it and transplant it into another, to learn from one another, to offer technical assistance so that we can see how, with some modification, perhaps, what worked in one of the award winners here can work in its neighbors.

I know we're going to have the presentation of the awards in a minute, but I would like to just call out the names and have everyone associated with these various districts just raise your hands so that I can have an idea of who is here and congratulate you a little bit ahead of time.

From the Samuel Mason School in Roxbury, Massachusetts, who is here? Good. (Applause.) From the San Francisco Unified School District, who is here for that? Good. (Applause.) From the Wilton School District in Connecticut, who came? (Applause.) From the Woodrow Wilson Elementary School in Manhattan, Kansas. (Applause.) And from the Lawrence Public Schools in Kansas. (Applause.)

I know that you will be awarded a cash prize, funded by the private interests that are the sponsors here, to be able to support professional development activities and to help share the strategies and lessons that you have learned. And I would only ask one thing from those of you who are winners and all of you who have supported this process. We have to do a better job getting the word out. When Terry referred to the "sit and get" strategy of professional development, unfortunately she was describing what is still too often the norm in many districts and schools around our country.



But if we have enough people, like those of you gathered here, to spread the word about professional development and to demonstrate how it works, I believe we can see a grass-roots movement around the country, embracing professional development and using best practices.

I hope that these awards, which will be annually awarded, will send a very strong signal to educators and to those who we hope to enlist in becoming educators, that the role teachers play in our children's lives is second only to parents, and it is the most important job anyone can do for pay. To go into a school and to work with young people, and particularly since we know so many of our children face challenges that were not part of our growing up, to be there, to know how to handle the intellectual and emotional and social needs that our children present to us is the most difficult, but certainly based on my friends and my own observation, one of the most rewarding ways anyone can contribute to society.

And I hope, also, that we will put to rest the idea that the work of teaching belongs to any one group or any one level of government, or any one sector of our society. The President was right in calling for a national effort. You are demonstrating that that national effort must be implemented on the local level, but that we need to support one another in meeting the challenges our children face.

I have said before that I remember clearly many, many years ago when I was in elementary school and Sputnik went up, that the entire nation became mobilized around how we would teach math and science more effectively to people like me in the fifth or sixth grade. And I can remember clearly my teachers saying to me, you should learn this, because your President needs you to learn this. (Laughter.) Well, that was a little daunting when you're 10 or 11, but I took it seriously. And I felt as though, and my classmates did and my teachers did, that we were engaged in a great national effort.

Now, nobody from Washington told Miss Metzger or Mrs. Krause or Mrs. King how they were supposed to teach me. But the fact that they had the big stick of the President that they could use to intimidate us into learning all of this stuff that we didn't understand really worked. I would make the same argument today. It is a little more difficult, perhaps, for some to see that in the absence of an obvious challenge, like the Soviet Union and international communism, that we should have the same emphasis on our national need to inspire better teaching and better learning.

But I think we are at just the same moment of challenge as we were those many years ago, because we know that it may not be with weapons that we will be facing across an ocean that will endanger our security, but it will be with competitiveness and perhaps across a negotiating table, or in front of a computer, that we will determine not only our own individual futures, but the future of our country. And in order to be prepared, we must have the best teachers we possibly can have. We must have students who understand what it means to go into this new global economy, and we must have parents and citizens and political leaders who support all of you in the work that you do.

So, congratulations and thank you for this commitment. (Applause.)





*To comment on this service,  
send feedback to the Web Development Team.*

[Read our Privacy Policy](#)

NATIONAL AWARD CEREMONY  
FOR MODEL PROFESSOR  
DEVELOPMENT — REMARKS

# BEYOND THE LOOKING GLASS

PAPERS FROM A NATIONAL SYMPOSIUM ON  
TEACHER EDUCATION POLICIES, PRACTICES & RESEARCH

---

SHIRLEY M. HORD  
SHARON F. O'NEAL  
MARTHA L. SMITH  
EDITORS

A NATIONAL SYMPOSIUM HOSTED BY  
THE RESEARCH & DEVELOPMENT CENTER FOR TEACHER EDUCATION  
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY  
WITH THE SUPPORT OF THE NATIONAL INSTITUTE OF EDUCATION

TEACHER EDUCATION: OF THE PEOPLE,  
BY THE PEOPLE, AND FOR THE PEOPLE

Hillary Rodham Clinton  
Education Standards Committee, Arkansas

Teacher education, both preparatory and during service, will continue to be affected by the education renewal movement that is sweeping the country. That movement, largely inspired by forces outside the existing public education system, demands more public participation in and accountability from our public schools. Community involvement in the public schools is a welcome change from the decreasing public support for education that we have seen in recent years and should be applauded by teachers, administrators, and university professors. And, although much of the reform thus far has focused on raising standards for curricular offerings and student achievement as a first step toward reversing lowered expectations about student capacity for learning, the winds of reform are also upsetting the status quo in teacher education.

In Arkansas, we have worked to (1) require greater accountability from all elements within the public education system, (2) focus more attention and targeted assistance on each individual student, and (3) increase the rigor of the courses required and the performance expected of our students. In addition, a committee appointed by Governor Clinton, which will be making its report within the next two months, is addressing changes needed in teacher education, certification, and evaluation. Its chairman, Ann Henry, was present at this conference and served remarkably well in the difficult undertaking of presiding over the diverse interests and points of view represented on the committee addressing those subjects.

We recognize in Arkansas that the effectiveness of the reforms passed by our legislature and adopted by our state board of education will be determined largely by the teachers and administrators already in our schools. One of the keys to insuring that the reforms are implemented is a good inservice education program tied both to the goals of the education system and to the needs of educators.



There are, in my opinion, six basic policy assumptions about the kind of inservice education program we need in public education. First, the content of teacher education, either before or during service, cannot and should not be solely determined by educators. Second, inservice education programs must be related to furthering a state's, school district's, and individual school's educational goals. Third, inservice education programs should address both the needs expressed by educators for further education in particular areas and the deficiencies in functioning revealed by needs assessments participated in by teachers, administrators, outside evaluators, patrons, and, when appropriate, students. Fourth, assessment and evaluation are critical components in any inservice education program. Fifth, the state should require each district to have ongoing inservice programs and should provide financial support to assist districts in designing, conducting, and evaluating them. And sixth, statewide programs for career ladders, master teachers, or merit pay should be tied to functioning and effective inservice programs. I want to discuss these policy assumptions and my reasons for each.

The first assumption concerns the role of persons other than educators in the design and conduct of inservice education programs. I believe strongly in the widest possible support for and participation in the public education system. That belief is founded on my understanding of the dependence of a democratic form of government (especially in a pluralistic society) on its public schools and my common-sense political experience that the surest way to ensure broad community support for a policy is to work toward broad-based community involvement. For example, when we began our effort in Arkansas to reach a consensus on quality education standards, we worked very hard and spent an enormous amount of time to involve as many people as possible. We held a public hearing in every one of the 75 counties, invited representatives of education organizations and experts to our meetings, and used the media extensively to create a two-way channel of communication about education issues. People came forward with all sorts of ideas, some meritorious, others not, but all expressing real concerns. When we sifted through the recommendations to arrive at our own conclusions, we had the benefit of many ideas and the confidence that our views did not arise in a vacuum.

The model is not so different for involving noneducators with inservice education. The new Arkansas Education Standards for Accrediting Public Schools require each district and school to set educational goals and adopt strategies for achieving those goals, using processes that require public involvement. One of

the strategies for achieving goals should be a program of continuing inservice education, and another strategy should be evaluation of the effectiveness of inservice education. The public should be involved through committees in formulating both the program and the evaluation measures.

The public should also be involved in ongoing efforts to assess the needs of local school districts. I reject the view held by some within our schools that persons on the outside neither know nor care about the problems faced every day in the classroom. In fact, I believe that often an outside perspective can be useful in identifying needs which may not even be perceived by teachers and administrators.

Once needs are identified, noneducators may also be very useful in conducting programs that address those needs. There are, for example, communications experts who could assist educators in improving their abilities to communicate effectively. Private businesses use such assistance all the time in their continuing education--why not schools? Social workers and child psychologists could provide valuable information about children's problems and development. Management and motivation seminars used by businesses could also assist administrators in learning more effective means of management and personnel motivation than are usually practiced within our schools. These are just three ways that noneducators could assist in the design and delivery of inservice education to educators. A policy that assumes the legitimacy of such involvement and requires educators to seek outside assistance would result in more effective and better supported inservice programs.

The second policy assumption, that inservice education programs should further state, school district, and individual school educational goals, may seem obvious and not worth mentioning. However, I have often observed that programs labeled "inservice education" do little to address district or school problems or to further their educational objectives. A well-designed inservice education program should be part of a strategy adopted to meet particular educational goals. Although the goals of school districts and of individual schools within a district may differ depending upon the instructional leadership available, the student population, and other characteristics, it is essential that inservice education be tied to meeting each one's goals, whatever they might be.

For example, a state might adopt a goal that all its students will meet certain levels of achievement on standardized tests by a specified date. If that is the goal, then inservice education ought to address the various ways educators

can assist students to improve their performance toward meeting that goal. A school district with a high population of disadvantaged students might have a goal of enabling a certain percentage of all its students to read at their grade level. Certainly, that district's inservice education program should focus on training teachers to help slower students improve their reading and on assisting administrators in providing instructional leadership that will support teachers in their efforts. A school with an affluent population might have a goal of providing a more challenging curriculum for its students, and its inservice education program would focus on curriculum innovation. In other words, inservice education must be married to educational goals or it risks being irrelevant both to the individual educator and to the setting in which it occurs.

Third, I assume that inservice education programs should address both the needs that educators themselves express and their needs as perceived by others. The question about who should define needs is a variation of the old "chicken and egg" problem. We often do not know what we do not know, and so have difficulty articulating what our needs might be. I am confident that educators understand many of their needs and can design programs that address those needs, but I also believe that certain deficiencies or problems within a district may not be well perceived by educators themselves and may best be articulated by persons other than teachers. For example, teachers may well perceive that they need training in techniques of classroom management or discipline, but they may not perceive that enhanced collegiality within the teaching corps and improved lines of communication between teachers and administrators would assist them in enforcing school discipline policies. Teachers may also recognize that they need alternative methods of reading instruction but may not perceive that more effective communication between school personnel and parents would resolve some of the problems associated with poor reading achievement. An inservice education program that provides a comprehensive approach to school needs must be designed with the input of both those who will participate in the program and those who will benefit from it.

My fourth policy assumption concerns the critical importance of assessment and evaluation in all aspects of public education, including inservice education programs. Assessment and evaluation measures are necessary in designing a continuing education program. An assessment and evaluation process must have the confidence of those who support the public education system. Arkansas was the first state to require that administrators and teachers be tested on their basic



skills as a means for determining who needs assistance to remedy deficiencies in those skills. We consider the test to be part of an ongoing process for assessing our educators' needs and for designing inservice programs to address them. Under the law, all teachers and administrators will be tested in the spring of 1985, except for those who have obtained certification in the last four years by having successfully passed the National Teachers Examination.

The Arkansas test is being developed by a committee of teachers and administrators in cooperation with a nationally recognized testing and research firm. Teachers or administrators who do not pass the basic skills test in the spring of 1985 will have two years to upgrade their skills. They must pass the test by June 1, 1987, the date on which the new Arkansas Education Standards for Accrediting Public Schools will come into effect. Teachers who do not pass the basic skills test by this date will not be certified to teach in the Arkansas public schools. In addition to the basic skills test, the state is requiring educators either to pass a test in their principal subject area of certification or to return to an institution of higher education to take additional course credits and complete them successfully.

Why did we adopt the test? The need for assessment of basic teaching skills became apparent through public involvement in our process to reach consensus about what Arkansas needed to improve education. Therefore, the Arkansas governor and legislature decided to establish state assessment of basic skills and to set a benchmark for measuring them. The reasons for requiring the test were political and substantive.

Politically, the public is justified in requiring more accountability in return for greater investment in education, and that accountability requires assessment and evaluation which the public can understand. The people, through their legislators, voted to raise the sales tax for the first time in 26 years and to devote every penny of that raise to education. Seventy percent of the money appropriated for public schools is to be spent on increasing inadequate teacher salaries. In return for their investment, the taxpayers demanded assurances that teacher competency will be improved. The test offers part of that assurance, and will increase public support for teachers.

Substantively, the state cannot require inservice education programs in each district unless it has a statewide needs assessment of teachers' basic skills. Without such a benchmark, the state cannot design or fund a program furthering its goal of improving educational performance. If our educators have deficiencies in

basic skills, as the public widely believes, that problem must be addressed before other needs can be met; if the public's belief is not well founded, it has to be refuted so that the state can move on to address other pressing problems.

The test will not determine who is a good teacher but will identify those who need improved basic skills in order to function more effectively in the classroom. University and college as well as inservice programs are now helping to prepare educators for the test and will provide remedial assistance to any who fail. The state is currently considering other assessment and evaluation processes that will be used after the test to help educators improve communications, discipline, management, and substantive skills.

The fifth policy assumption is that the state should require continuing inservice education. The Arkansas Education Standards for Accrediting Public Schools contain the following standard on staff development and inservice training:

1. Each school district shall develop and implement a plan for professional staff development and inservice training based on local educational needs and state educational goals. The plan shall be subject to review by the state department of education. The plan shall provide education and training for school board members, school and district administrators, teachers and support staff on a continuing and regular basis throughout the school year. Teachers shall be involved in the development of the plan for their own inservice education. All programs for staff development and inservice training shall be evaluated by the participants in each program.
2. Each school district shall have flexibility in establishing plans for staff development and inservice training, provided the plans meet standards for inservice education as developed by the state department of education.

The Arkansas Education Standards Committee and the State Board of Education believe that staff development for teachers and other school personnel is essential in developing effective schools. Teachers need continuing access to new techniques and knowledge in order to do a better job in the classroom. Administrators should continue to improve their skills in management and information sharing. As instructional leaders, they must also understand the functions and content of instruction. Both teachers and administrators should know how to involve parents and the community to maintain their support for public schools. School board members should be required to take inservice training in developing policy. Support staff and other school personnel must also have

inservice education programs appropriate to their responsibilities. Each local school district is responsible under the Arkansas standards to provide appropriate ongoing education. The state does not mandate the program or subject area because inservice education should be tailored to district or school needs and goals.

I strongly support state leadership in inservice education, but I do not believe the federal government should establish inservice policies. In certain programs traditionally supported by federal funds, such as Chapter One funding for disadvantaged students, inservice training in the goals and objectives of the program may well be part of the federal government's requirements for granting funds. But otherwise, I think the state should set the ground rules for inservice education and the local district should be responsible for designing and implementing appropriate programs.

The sixth policy assumption concerns the relationship between inservice education programs and proposals for career ladders, master teachers, or merit pay for teachers. I do not believe we can have effective career ladders or fair and acceptable criteria for designating master teachers and allocating merit pay without inservice education that meets the requirements for these programs and satisfies the expectations of evaluators and peers. It is also essential that persons responsible for implementing such programs be required to obtain the necessary inservice education enabling them to evaluate their programs.

If these policy assumptions govern the design and implementation of inservice education, I am confident that both educators and the public will be pleased to make the investment of time and money necessary to do a first-rate job of educating students.



Copyright 1997 Federal Information Systems Corporation  
Federal News Service

View Related Topics

**FEBRUARY 10, 1997, MONDAY**

**SECTION:** WHITE HOUSE BRIEFING

**LENGTH:** 1724 words

**HEADLINE:** FIRST LADY **HILLARY RODHAM CLINTON** REMARKS  
AT **EDUCATION AWARDS** CEREMONY  
THE STATE DEPARTMENT

**BODY:**

MRS. CLINTON: Thank you. Thank you, Terry, and thank all of you from the Department of Education who are here for your hard work and vision, not only in this area, but in so many of the others on which we have made progress in the last four years. I want to thank the sponsors of these awards. Terry's already mentioned Nortel and Glaxo- Wellcome and Keenan and the regional education laboratories. This is one of the most important statements that we could make about how we will achieve the high educational goals that the president outlined in his call for action last evening. I had the opportunity as all, I hope, of you did as well to listen to that speech -- (laughter) -- and to hear the emphasis that the president placed on education as a national security issue, as one that we should turn our attention to with the same commitment and nonpartisan zeal that we in the last 50 years gave to our foreign policy in our efforts to win the Cold War. (Applause.)

There are some who still will question why is the president of the United states, on the eve of a new century, spending about half of his State of the Union talking about education. To those who might ask that question, I would reply, as the president did last evening, that it is through education and a national commitment to education that we have the best opportunity to lift up all of our people to be in a position to take advantage of the opportunities that will be available to them in the future.

You saw last evening that there were two students and a teacher who had participated in a rather remarkable consortium in the area north of Chicago to put together best practices so that 20 school districts could pool that information and they could prepare their students to compete in the Third International Math and Science Study Test. For a number of years, starting back in 1983 when my husband asked me to chair the education standards committee in Arkansas, I have followed with great interest the international measurements that have been utilized to determine where our students stacked up against their peers around the world.

Now, I know, and those of you who are educators know that our kids are as bright as and hard-working as children anywhere in the world. It is not a question of who our kids are. We also know that our teachers are as dedicated and hard-working and committed as teachers anywhere in the world. And yet, somehow, when we were being measured on international tests, our students were not scoring as high as I think they could. And yet, it became clear as we look at programs like the one that the president highlighted last night from the Chicago suburbs that with the proper focus and teacher training and understanding of what the standards are, our children can be competitive with anyone. And, in fact, those youngsters who took those tests, as the president said were first in the world in science and second only, I believe, to Singapore in mathematics.

So we know that, properly organized with the right tools at hand, our children can be competitive and be prepared for whatever the 21st century has to offer.

Now, in order to improve student achievement, we have to have good teachers and good teaching. And yet, too often teachers are left out of the equation when it comes to discussing reform, and as Terry said, too often the tools for advancing teacher professional development are considered extraneous or marginal, that they are not part of what it takes to create world-class schools. And, yet, every one of us in this room who are here to celebrate these awards knows how important it is to provide for the kind of continuing development that is provided in other professions.

We expect other professionals to have ongoing professional development. They are tested periodically in



order to advance in their profession. They are required to attend certain kinds of programs. They may be evaluated on a regular basis. And now, all of us who care about education and particularly educators know that that is exactly the model that we need to follow here in our country when it comes to preparing and maintaining the best teachers in the world.

That is why the president's budget, which will be released tomorrow, invests in teacher training. It provides funding so that 100,000 teachers nationwide can seek national certification as master teachers and contains a 25 percent increase in the amount of funding devoted to Goals 2000. It's also why he has called on the National Commission on Teaching and America's Future for a new effort to help communities and states promote excellence and accountability in teaching.

We need to value our teachers more, we need to help them set and meet higher standards not only for their students but for themselves. Today, in Georgia, along with Secretary Riley, the president will be releasing this call to action for American education in the 21st century, which takes the 10 points that he spoke about last evening and expands on them in some detail, giving examples about what works and also providing more information about what he is going to be requesting in the budget.

I am so pleased that the successes that are being highlighted here will be spread throughout the country so that other districts will learn from what you have already achieved. One of our challenges in education, whether it comes to standards or professional development, is to take what works in one district and translate it and transplant it into another, to learn from one another, to offer technical assistance so that we can see how, with some modification, perhaps, what worked in one of the award winners here can work in its neighbors.

I know we're going to have the presentation of the awards in a minute, but I would like to just call out the names and have everyone associated with these various districts just raise your hands so that I can have an idea of who is here and congratulate you a little bit ahead of time.

From the Samuel Mason School in Roxbury, Massachusetts, who is here? Good. (Applause.) From the San Francisco Unified School District, who is here for that? Good. (Applause.) From the Wilton School District in Connecticut, who came? (Applause.) From the Woodrow Wilson Elementary School in Manhattan, Kansas. (Applause.) And from the Lawrence Public Schools in Kansas. (Applause.)

I know that you will be awarded a cash prize, funded by the private interests that are the sponsors here, to be able to support professional development activities and to help share the strategies and lessons that you have learned. And I would only ask one thing from those of you who are winners and all of you who have supported this process. We have to do a better job getting the word out. When Terry referred to the "sit and get" strategy of professional development, unfortunately she was describing what is still too often the norm in many districts and schools around our country. But if we have enough people, like those of you gathered here, to spread the word about professional development and to demonstrate how it works, I believe we can see a grass-roots movement around the country, embracing professional development and using best practices.

I hope that these awards, which will be annually awarded, will send a very strong signal to educators and to those who we hope to enlist in becoming educators, that the role teachers play in our children's lives is second only to parents, and it is the most important job anyone can do for pay. To go into a school and to work with young people, and particularly since we know so many of our children face challenges that were not part of our growing up, to be there, to know how to handle the intellectual and emotional and social needs that our children present to us is the most difficult, but certainly based on my friends and my own observation, one of the most rewarding ways anyone can contribute to society.

And I hope, also, that we will put to rest the idea that the work of teaching belongs to any one group or any one level of government, or any one sector of our society. The president was right in calling for a national effort. You are demonstrating that that national effort must be implemented on the local level, but that we need to support one another in meeting the challenges our children face.

I have said before that I remember clearly many, many years ago when I was in elementary school and Sputnik went up, that the entire nation became mobilized around how we would teach math and science more effectively to people like me in the fifth or sixth grade. And I can remember clearly my teachers saying to me, you should learn this, because your President needs you to learn this. (Laughter.) Well, that was a little daunting when you're 10 or 11, but I took it seriously. And I felt as though, and my classmates did and my teachers did, that we were engaged in a great national effort.

Now, nobody from Washington told Miss Metzger or Mrs. Krause or Mrs. King how they were supposed to teach me. But the fact that they had the big stick of the president that they could use to intimidate us into learning all of this stuff that we didn't understand really worked. I would make the same argument today. It is a little more difficult, perhaps, for some to see that in the absence of an



obvious challenge, like the Soviet Union and international communism, that we should have the same emphasis on our national need to inspire better teaching and better learning.

But I think we are at just the same moment of challenge as we were those many years ago, because we know that it may not be with weapons that we will be facing across an ocean that will endanger our security, but it will be with competitiveness and perhaps across a negotiating table, or in front of a computer, that we will determine not only our own individual futures, but the future of our country. And in order to be prepared, we must have the best teachers we possibly can have. We must have students who understand what it means to go into this new global economy, and we must have parents and citizens and political leaders who support all of you in the work that you do.

So, congratulations and thank you for this commitment. (Applause.)

END

**LANGUAGE:** ENGLISH

**LOAD-DATE:** February 11, 1997

---

## **FOCUS<sup>TM</sup>**

**Search:** General News;education awards and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

*Example:* House of Representatives

---

[About LEXIS-NEXIS](#) | [Terms and Conditions](#) | [What's New](#)  
Copyright © 2000 LEXIS-NEXIS Group. All rights reserved.



---

## **Clinton Presidential Records Digital Records Marker**

---

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

---

### **2/7/97: Education Awards Ceremony**

Divider Title: \_\_\_\_\_

---

SCHEDULE FOR HILLARY RODHAM CLINTON  
FRIDAY, FEBRUARY 14, 1997  
FINAL

---

WASHINGTON, D.C.

---

CLEVELAND ELEMENTARY,  
LEAD ADVANCE:

KIRK HANLIN

CLEVELAND ELEMENTARY,  
PRESS ADVANCE

KAREN BURCHARD  
703/243-3656

Home

SCHEDULER:

JOHN FUNDERBURK  
202/456-5315  
202/456-5340  
202/244-7969  
WHCA

Office  
Fax  
Home  
4461

---

## *Happy Valentine's Day*

PREV RON            The White House

9:45 am -            **DEPART** South Portico  
                      **EN ROUTE** Cleveland Elementary  
                      8th and T Streets, NW  
                      [drive time: 10 minutes]

9:55 am -            **ARRIVE** Cleveland Elementary

**Greeter:**

- Annie Mair, Principal Cleveland Elementary

**Note:**              Kirk Hanlin will meet HRC curbside.

10:00 am -            **CLEVELAND ELEMENTARY SCHOOL VISIT**  
11:00 am              Cleveland Elementary  
                          **OPEN PRESS**

**FORMAT:**

--            Upon arrival, HRC and Annie Mair will proceed  
                 downstairs to the All Purpose Room.

- Annie Mair and HRC proceed to podium.
- Annie Mair will welcome and introduce HRC.
- HRC will makes remarks from podium.
- Following remarks, HRC proceeds to seat for roundtable discussion.
- Ted Small opens roundtable discussion and acts as moderator.
- Following discussion 50 second graders will be brought into the room and HRC will join General Becton, Mrs. Casey and Melinda Burrows for a short story reading.
- Melinda Burrows will read a short story (TBD) to the second graders.
- Following the reading HRC departs.

**Note:** Valentine's Day cookies will be distributed to the students at Cleveland elementary after the book reading.

**DISCUSSION PARTICIPANTS:**

- HRC
- General Becton
- Iris Toyer, ABA Schools Committee
- Norman Wood, Chair of local school reform team
- Nancy Griffin, Parent and PTA President
- Ted Small, Attorney with Holland & Knight
- Dr. Sandra Braxton, Early Learning Coordinator

**READING PARTICIPANTS:**

- HRC
- Melinda Burrows
- Mrs. Casey
- General Becton

11:05 am      **DEPART** Cleveland Elementary  
**EN ROUTE** South Portico  
 [drive time: 10 minutes]

11:15 am      **ARRIVE** The White House



11:30 am PRIVATE MEETING  
11:45 am Residence  
CLOSED PRESS\NO WH PHOTO  
  
12:15 pm BRIEFING for Adoption Event  
12:25 pm Oval Office Dining Room  
CLOSED PRESS\NO WH PHOTO  
  
12:30 pm ADOPTION EVENT [w/ POTUS]  
1:00 pm Oval Office  
POOL PRESS

**FORMAT:**

- HRC makes opening remarks and introduces Olivia Golden, Acting Assistant Secretary for Children and Families.
- Olivia Golden delivers report to the President.
- The President makes remarks.
- HRC returns to podium introduces Deanna Collins.
- Deanna Collins makes remarks.
- Following remarks, Deanna presents President and Mrs. Clinton with Valentines.

RON The White House

**WEATHER FORECAST FOR WASHINGTON, D.C.**

- Cloudy with snow, sleet and freezing rain, changing to rain.  
Wind east to southeast at 10 to 15 knots.  
Low 28 High 40.

**WASHINGTON, D.C. EVENTS:**

**KENNEDY CENTER**

- National Symphony Orchestra - Misha Dichter, Pianist
- Sheila Jordan, Jazz Vocalist

**FORD'S THEATER**

- Twilight in Los Angeles, 1992



**ARENA STAGE**

- Molly Sweeney

**WARNER THEATER**

- Defending the Caveman



**FIRST LADY HILLARY RODHAM CLINTON**  
**REMARKS FOR HOLLAND & KNIGHT/CLEVELAND ELEMENTARY SCHOOL**  
**WASHINGTON, D.C.**  
**FEBRUARY 14, 1997**

Thank you Principal Mayer. Good morning and thank you for inviting me here to the historic Shaw neighborhood. I am delighted to be joined by General Becton, Delegate Norton, Mayor Barry, Councilman Smith, and Councilman Chavous (SHAVE - ISS). I've heard many wonderful things about this partnership between Holland & Knight and Cleveland Elementary and am delighted for this chance to get a sense of your relationship firsthand. I want to thank all of you, as well as the Washington Lawyers' Committee and Reading is Fundamental, who is represented today by its chairwoman, Lynda Robb, for making this partnership such a success.

As all of you know, the District of Columbia is a unique place to live, work, and do business. Not only is it the capital city, it is a mecca for tourists, a leading center for biotechnology and medical research, and a nerve center for international communications.

And it is a city full of lawyers. Every sector of Washington -- from the federal and local governments to churches to businesses -- has a role to play in bringing greater prosperity and progress to the District of Columbia. And every single person who lives and works in Washington can help transform this city's schools into the nation's pride.

While much maligned, lawyers, who are possessed of so many skills, expertise, and boundless energy, can take a leadership role in this task. Washington law firms employ nearly 30,000 highly-educated, disciplined, and hard-working individuals. And each of those employees can make a difference in our schools.

Lawyers and staff of the firm of Holland & Knight have tutored students and spent afternoons reading with them. They have taken children on field trips, helped repair school facilities and reclaimed the historic Kennedy park and playground from drug dealers. They have donated computers, supplies, and clothing. They have helped parents with legal problems. And they have supported the Studio School program which has provided so much of the artwork celebrating Black History Month that decorates this building.

Over the last 15 months, the firm has spent 650 hours -- worth about \$115,000 -- helping Cleveland Elementary. In addition, attorneys have donated about 920 hours of pro bono legal work on behalf of non-profit organizations in the Shaw neighborhood. I want to thank all the members of the Holland & Knight for their outstanding service. Let me mention by name a few people from the firm who have had important roles in making this partnership so successful: Steve Hanlon, Ted Small, Hank Brothers and Melinda Burrows.

Holland & Knight isn't the only firm that has given so generously of its time and resources. Several other firms have also formed partnerships with D.C. public schools, including Covington & Burling; Steptoe & Johnson; and the D.C. Office of Corporation Counsel, each of whom has sent representatives to join us today. And as the participants from all of these



firms can tell you, the students, parents, schools and communities are not the only beneficiaries of these partnerships.

Not only do the volunteers reap the personal rewards of working with children, they are also developing individuals who could very well become future colleagues. By helping students to read, to think creatively, to stay in school and follow their dreams, the volunteers are preparing them to meet the challenges of working in the 21st century. I understand that Covington and Burling hires students from high school every year for summer jobs. The partnership has also enabled the volunteer lawyers to meet and develop friendships with some of Washington's most interesting and dynamic citizens, people they would never have had the opportunity of meeting at work.

So, I challenge each and every single law firm in the District of Columbia to share its talents and resources with a school in this city. I challenge each managing partner to call up the Washington Lawyers Committee and work to find a school whose needs his or her firm can answer. And I thank General Becton for pledging his support for this effort.

Education is the single most important tool our children will need to thrive in the coming century. If this city and this country are to succeed in the next century, we can't afford to leave any of our children behind. I thank all of you for doing your part.

###

February 13, 1997

## CLEVELAND ELEMENTARY SCHOOL VISIT

|           |                                  |
|-----------|----------------------------------|
| DATE:     | February 14, 1997                |
| TIME:     | 10:00 am                         |
| LOCATION: | Cleveland Elementary School      |
| FROM:     | Pauline Abernathy<br>Katy Button |

### I - PURPOSE

To visit the Cleveland Elementary School, highlight its partnership with the Holland & Knight Law firm, challenge other DC law firms to engage in similar partnerships, and to celebrate Black History Month.

### II - BACKGROUND

#### Cleveland Elementary School

The Cleveland Elementary School, located in the Shaw neighborhood, serves 315 children in grades pre-K to 3rd. Every student is eligible for free or reduced price lunches and 89% of the students receive AFDC. The school, however, enjoys a high level of community participation and is recognized within the District for its early childhood development program. Cleveland operates a Head Start program, before- and after-care services, "lap reading," a studio school for arts instruction by visiting artists, special education for children with special needs, bilingual education for non-English speaking students, and the "Daisy Program," which helps children who have been affected by the drug and alcohol abuse of others.

The Cleveland School's early childhood development program was initiated in 1992 in response to "Right from the Start," the report of the National Association of State Boards of Education (NASBE) Task Force on Early Childhood Education, on which you served. Cleveland's program is modeled after the recommendations in the report, including parent-teacher conferences, a parent resource room and cultural diversity instruction. The school employs an early learning coordinator, Dr. Sandra Braxton, who works with teachers and provides instructional and programmatic support.

#### Holland & Knight Law Firm

The Law Offices of Holland & Knight -- a firm based in Florida and consisting of 12 offices in Florida, Atlanta and Washington, DC -- initiated a partnership with the Cleveland Elementary School in 1995 to extend its involvement in the Shaw



neighborhood. Holland & Knight, who invited you to visit the Cleveland Elementary School, already provided ongoing pro bono legal assistance throughout the Shaw Urban Renewal Area in order to help residents rebuild their community. The firm primarily worked with the MANNA Community Building Initiative by lobbying city officials and the police on behalf of the neighborhood and the PTA. Shaw residents agreed to match every hour billed by a Holland & Knight lawyer for the community with one hour of their volunteer work through the "Time Dollar Network," a nationally recognized service-exchange program. As Members of the Network, residents volunteer to tutor, clean up neighborhoods, babysit or garden. Their commitment comes back to them in the form of pro bono representation by Holland & Knight.

Once a week, several lawyers and staff from Holland & Knight go to Cleveland's "after-care" program and provide assistance in the form of tutoring, playing games and organizing activities and field trips for the children. Holland & Knight has also donated books, computers, games, and supplies. Lawyers and staff will participate extensively in the annual "Christmas in April" program (in which DC residents volunteer time to improve public and private properties) and attempt to remedy some of the school's physical needs: plumbing, electrical, plastering, painting, locks replacement, etc. Each year, Holland & Knight has recognized the school's "Students of the Month" by taking them on a field trip to the Botanical Gardens. The firm also organized a trip to the Stand for Children rally for students and parents.

During the past 15 months, Holland & Knight firm members have dedicated approximately 650 hours, valued at \$115,000, to its work with the Cleveland Elementary School. During the same period, they contributed approximately 920 hours of pro bono legal work to provide legislative, corporate, tax, real estate and litigation counsel to non-profit groups in the Shaw neighborhood. The partnership has benefitted both the school and the lawyers and staff of Holland & Knight. School officials say that the firm's volunteers are "as much a part of the school faculty as we are." Holland & Knight, which has a long tradition of community involvement, insists that they have gotten more out of the partnership than those they are helping. The firm has a Community Services Team, which consists of two lawyers and a paralegal.

In addition, Holland & Knight works with *Reading Is Fundamental* (RIF), the national non-profit organization aimed at motivating children "to read often and well." RIF assists local groups, like Holland & Knight, in selecting and purchasing appropriate books for children (local groups pay 25 percent book costs). Last year, RIF provided over 11 million books to nearly 3.8 million children nationwide, and 136,000 books to 4,500 children in Washington, D.C. Lynda Johnson Robb, the Chairman of the Board of RIF, and Ruth Grave, RIF's President, will both be at the event. Funding for RIF is provided through a variety of sources, from individuals, corporations, foundations, and the U.S. Department of Education. Federal funding for RIF totaled nearly \$10.3 million last year, and the Administration has requested \$12 million this year.



### **III - PARTICIPANTS**

#### **Discussion Participants:**

HRC

General Becton, CEO, DC Public Schools

Iris Toyer - Director of the Public Education Legal Services Project at the Washington Lawyers Committee (WLC) and member of the ABA's Public Schools Committee

Norman Wood - Chair of local school reform team, community activist

Nancy Griffin - Parent and PTA President, volunteer at after-care program

Ted Small - Holland & Knight lawyer, Chair of the ABA's Public Schools Committee

NOTE: Ted Small will serve as the discussion's moderator

Dr. Sandra Braxton - Cleveland Elementary School's Early Learning Coordinator

#### **Book Reading Participants:**

HRC

General Becton

Melinda Burrows - Holland & Knight Lawyer

Miss Casey - Educational aide at after-care program

50 children from Cleveland's 2nd grade

#### **Audience:**

- Mayor Barry

- Delegate Eleanor Holmes Norton

- Frank Smith, DC City Council Representative from Ward 1

- Hilda Mason, DC City Council Representative

- Kevin Chavous, Chair of the DC Council Education Committee

- Wilma Harvey, DC School Board representative

- Lynda Robb, RIF, Chairman of the Board

- Ruth Grave, RIF, President

- Jim Dickerson, Founder of MANNA

- Steve Powell, Holland & Knight

- Approximately 50 representatives from local community organizations, Holland & Knight, the DC Bar Association, the American Bar Association, Washington Lawyers Committee, RIF, Covington & Burling, Steptoe & Johnson and the DC Corporation Council.

### **III - SEQUENCE**

- HRC arrives Cleveland Elementary School
  - Greeter: Annie Mair, Principal, Cleveland Elementary School
- HRC proceeds to the All Purpose Room
- HRC is briefed outside All Purpose Room
- HRC proceeds to podium (behind discussion table)
- Annie Mair, Principal, makes welcoming remarks and intros HRC
- HRC makes remarks from podium
- After podium is moved, HRC is seated at table with 6 other discussion participants
- Ted Small, a Holland & Knight lawyer, moderates discussion
- After discussion, HRC proceeds to chair in front of table for book reading as children are brought into the room
- HRC follows in book with children as Melinda Burrows, a Holland & Knight lawyer, reads "The Story of Bessie Coleman"
- After reading, White House Valentine's Day cookies are distributed to children
- HRC departs

### **IV - PRESS**

Open Press

### **V - REMARKS**

Provided by June Shih

## **DISCUSSION PARTICIPANTS**

**Iris Toyer**, Washington Lawyers Committee (WLC) -- Project Director of the Public Education Legal Services Project at WLC. She is also a member of the national ABA's Public Schools Committee. Former DC public school student, parent of children who attended DC public schools, former PTA President and former school board member. Member of the national ABA's Public Schools Committee.

**Ted Small**, Holland & Knight -- the full-time pro-bono associate on Holland & Knight's community services team. He is the lawyer in the DC office specifically assigned to the Shaw neighborhood project and serves as a tutor at the Cleveland Elementary School. He also chairs the national ABA Public Schools Committee of the ABA Section on Individual Rights and Responsibilities.

**General Becton**, CEO of DC Public Schools -- Appointed by the DC Control Board in 1996. Formerly served as Director of Office of US Foreign Disaster Assistance and President Reagan's Director of FEMA. Also served 40 years in the U.S. Army.

**Norman Wood** -- Chair of the local school reform team and former Advisory Neighborhood Commissioner. Former PTA President. Graduate of Cleveland Elementary School. Parent and grandparent of Cleveland School students. Informally serves as the school's "guardian angel." (See attached article)

**Nancy Griffin**, PTA President -- Parent of Cleveland students, volunteer at the after-care program.

**Dr. Sandra Braxton**, Cleveland Elementary School's Early Learning Coordinator -- Started at Cleveland as a Pre-K teacher 27 years ago and helped develop the Early Learning Program.



## **School History**

The Cleveland Elementary School was built in 1911. It has been named in honor of Stephen Grover Cleveland -- 22nd and 24th President of the United States. Born the son of a Presbyterian minister "Grover" was the fifth of nine children. He enjoyed fishing and hunting. He was known for his belief in honesty as a personality trait. Mr. Cleveland finished Hamilton College in New York. After having taught at the institution for the Blind, he decided to move to Buffalo, New York and became a lawyer. From teacher to lawyer, lawyer to mayor, and finally president, Grover Cleveland had made a full commitment to community and state.

Did you know that Grover Cleveland decided the Status of Liberty from France to the United States on October 28, 1886? Did you know that a national monument at the famous Princeton University honors him? Did you know that the first Ford car appeared on the streets in Detroit in 1886 during this presidency?

It is highly appropriate that a person so committed to human understanding, political leadership and international influence should have a public school named in his honor. Stephen Grover Cleveland lived from March 18, 1837 to June 1908.

## **SCHOOL LOGO AND COLORS**

We are the Cleveland Lions. We are tenacious, proud and preserving. Our colors are BLUE and WHITE. The blue symbolizes the HOPE we have in the future. The white depicts the SINCERITY with which we deal with the puzzles that life has to offer.

## **MOTTO**

# **"CLEVELAND IS NUMBER ONE"**

# **HOLLAND & KNIGHT LLP**

## **FACT SHEET**

### **What is Holland & Knight LLP?**

Holland & Knight is one of the largest law firms in the southeast and the 23rd largest nationally, with offices in Washington, D.C., Atlanta and throughout the state of Florida (Boca Raton, Fort Lauderdale, Lakeland, Jacksonville, Miami, Orlando, Tallahassee, Tampa, St. Petersburg, and West Palm Beach). The Firm's more than 500 lawyers represent over 50 areas of the law and practice at the local, regional, national and international levels. The firm's Washington office is the largest with 105 attorneys.

### **How did Holland & Knight begin its involvement with Cleveland Elementary School?**

The law firm "adopted" Cleveland Elementary School in November 1995 as a part of its partnership with the Shaw neighborhood, which concentrates the firm's resources to help rebuild this historic community. Holland & Knight's commitment to programs at Cleveland Elementary include weekly after school mentoring, text book donations, clothing drives, assistance in fund raising activities, and building renovations through the Christmas in April program. The firm also provides legal counsel to the school's PTA group.

### **What is the approximate time commitment and monetary value of the services Holland & Knight contributes to Cleveland Elementary and Shaw neighborhood?**

During the past 15 months, Holland & Knight firm members dedicated approximately 650 hours, valued at \$115,000, to weekly after school mentoring, text book donations, clothing drives, assistance in fund raising activities, and building renovations through the Christmas in April program. Additionally, during the same time period, attorneys contributed approximately 920 hours of pro bono legal work valued at more than \$166,000 to provide legislative, corporate, tax, real estate and litigation counsel to non-profit groups in Shaw neighborhood.



## **What are the other programs and projects with which Holland & Knight is involved in the Shaw Neighborhood?**

**The Time Dollar Institute** is a nationally-acclaimed service exchange program developed by Dr. Edgar Cahn, a professor of law at the District of Columbia School of Law. Time Dollar programs currently operate at more than 150 locations in 38 states and 3 foreign countries and involve more than 20,000 volunteers. As participants in the network, residents of Shaw volunteer one hour of community service activities in exchange for one hour of legal counsel from Holland & Knight lawyers.

**MANNA, Inc.** is the largest non-profit producer of for-sale housing to lower and moderate-income people in Washington, D.C. In the early 15 years it has existed, MANNA, Inc. has developed and sold nearly 500 housing units consisting of cooperatives, condominiums and single-family houses to first time homebuyers. MANNA sponsors the CBI program (see below) which developed the idea and provides the staff support necessary for the Time Dollar exchange between Holland & Knight and residents of the Shaw neighborhood.

**MANNA's Community Building Initiative (CBI)** provides technical training and organizational support to groups and organizations whose goal is to build a safer, cleaner and revitalized community. The CBI supports events and programs that connects homeowners and residents of Shaw neighborhood with such groups.

**The Kennedy Playground** is the focus of a legislative and corporate/tax assistance project being undertaken by Holland & Knight to secure city and federal support and funding for renovations for the historic Kennedy Playground. The playground which was once a place of safe play, was dedicated to the memory of John F. Kennedy by his brother Robert Kennedy in 1964. When Holland & Knight attorneys first toured Shaw neighborhood in 1995, the playground had deteriorated into a haven for drug dealers and truants. With the pro bono assistance of Holland & Knight and other private companies, the Playground is once again becoming a safe place for the children of the Shaw Neighborhood.

**Drug Clean-Up** Holland & Knight lawyers work closely with an association of Shaw residents living near crack houses. Lawyers are working to develop legal strategies that will promote the clean-up of the houses and the eviction of drug dealing tenants.

**Shaw Neighborhood Improvement Council**, which has lead and fostered much of the community outreach for the project, has received assistance from Holland & Knight to incorporate and obtain tax exempt status, as well as guidance on how to work with the City Council and Congressional representatives to obtain funding and support for community needs.



**Does Holland & Knight have a history of pro bono service to the communities in which they have offices?**

The Shaw neighborhood project is the firm's first major pro bono commitment outside of Florida, where the firm has a long tradition of public services. Major pro bono cases like Shaw Adopt-a-Neighborhood project are handled through the firm's Community Services Team. Although the partnership at Cleveland was initiated as part of a partnership with the Shaw neighborhood, many of the on-going programs are now sponsored as part of the firm's Opening Doors for Children Program, which coordinates and supports mentoring/tutoring programs in the communities of all the Holland & Knight offices.

For additional information about Holland & Knight's work in Shaw, please contact Ted Small, the Community Services Team lawyer specifically assigned to the Shaw Neighborhood project, at 202-457-7031 (e-mail "tsmall@hklaw.com").

WAS1-236756

### III. Community Building Initiative

#### Manna, Inc.

The Community Building Initiative of MANNA, Incorporated ("MANNA") requested that Holland & Knight provide ongoing pro bono legal assistance for MANNA's community development efforts in the Shaw Urban Renewal Area in Washington, D.C. This representation is an important opportunity for the firm to become involved in the Washington D.C. community by helping MANNA to make home ownership by low income residents a cornerstone of the redevelopment of the Shaw area. Through its representation of MANNA, our Washington office has in essence "adopted a neighborhood" and made its pro bono services one part of a coordinated and integrated series of solutions to complex social problems in that neighborhood. Moreover, Shaw residents are an integral part of these integrated solutions because, through their participation in the highly acclaimed Time Dollar Network, they do one hour of volunteer work in Shaw for each billable hour worked by lawyers at Holland & Knight.

Involvement in the Shaw Urban Renewal Area has provided the firm with a unique opportunity to become a partner in the rebuilding of a neighborhood whose historic rise, fall, and attempted renaissance may have a profound impact on current policy debates. Shaw is located in the north central section of Washington, D.C. and consists of 105 city square blocks which include other communities such as Logan Circle, Bate Street, and U Street. Although the designation of Shaw as an urban renewal area did not occur until May, 1966, the constituent parts of Shaw share a long history as the home of some of the strongest and most influential black businesses, churches and institutions in Washington's African-American community. Examples of the premier black institutions established in the Shaw area include Howard University founded in 1867, black businesses such as the O Street Market established in 1886, the Capital Savings Bank of Washington founded in 1888 and the Whitelaw Hotel built in 1919, famous meeting and recreation facilities such as True Reformers Hall, the Phyllis Wheatley YWCA and the Anthony Bowen Twelfth Street YMCA, and popular theaters such as The Howard, Dunbar and Lincoln Theaters.

Shaw initially developed as a racially and economically diverse area during the Civil War era. However, Shaw became increasingly segregated at the turn of the century as new residential areas to the west and northwest replaced it as a preferred neighborhood for middle class whites. At the same time, Jim Crow segregation enforced by restrictive conveyances made Shaw one of the only residential neighborhoods available to black Washingtonians. Shaw's black businesses and institutions initially flourished because of the increasing number of black residents moving to Shaw. However, Shaw soon began experiencing economic depression which began with the severe overcrowding that resulted



from residential segregation in the 1920s and '30s and persisted because of the economic slowdown related to the Great Depression in the 1930s, the exodus of middle class black residents to newly desegregated neighborhoods in the 1950s and '60s, and the 1968 riots following the assassination of Dr. Martin Luther King, Jr.

With other corporate and government sponsors, MANNA has begun the important work of rebuilding the Shaw area into a safe and prosperous neighborhood. MANNA is a thirteen-year-old nonprofit organization that designs, builds and sells houses to low income families across the District, but with a focus on Shaw. Founded in 1982 by Reverend Jim Dickerson, MANNA has received widespread publicity for having developed over 400 units of attractive cooperative, condominiums and single-family homes through construction at abandoned and dilapidated properties. After providing practical training to potential homeowners in its Home Buyers Clubs, MANNA has been able to make over 400 housing units available to households usually earning between \$12-28,000 at average prices between \$55-80,000. The median sales prices of D.C. housing generally is about \$160,000. MANNA's outstanding achievements in affordable housing are made possible through the commitments of a diverse staff of 48 individuals--African-American, white and Hispanic, male and female, young and old--who all share a commitment to helping families recapture the American Dream and renew their neighborhoods. MANNA also depends on the contributions of thousands of neighborhood volunteers who participate in old-fashioned "houseraisings."

Holland & Knight has provided legal assistance to MANNA's Community Building Initiative program, which name aptly describes a series of ongoing and future neighborhood improvement projects. MANNA has committed a full-time staff director, part-time administrative assistant and a part-time Americorps volunteer to this program. With MANNA's assistance, Shaw residents organized several neighborhood clean-ups and established two new associations including: (1) the Shaw Neighborhood Improvement Council ("SNIC") to serve as an umbrella organization for all neighborhood initiatives; and (2) the "I Have A Dream Neighborhood Association" to coordinate community efforts including the elimination of drug dealing in certain dilapidated rental properties. Also with MANNA's organizing assistance, residents of Shaw have produced a neighborhood vision statement which identifies education, increasing jobs and entrepreneurship, youth, drugs and crime and affordable housing as their top five priorities. Shaw residents have identified the clean-up and renovation of the Kennedy Playground, a once prominent recreational attraction for the entire city, as one discrete project for moving the neighborhood towards realizing its vision.

Holland and Knight's assistance to MANNA's Community Building Initiative focuses on legal needs that arise from a number of discrete community projects. Our work on the Kennedy Playground restoration project has included lobbying city officials to disburse previously appropriated funding and with negotiating



fundraising agreements. For the I Have A Dream Neighborhood Association project, the firm has developed legal strategies that will lead to the eviction of identified drug dealing tenants. These efforts have included lobbying for greater responsiveness to complaints by Shaw residents at the police department, the city council and the U.S. Attorney's Office. The firm has also provided general legal assistance to the Shaw neighborhood, including 501(c)(3) tax advice for the newly formed associations and sponsorship of training sessions on effective lobbying at the local and national level. The Washington office has "adopted" the Cleveland Elementary School, a public school in the Shaw neighborhood. Our legal and non-legal staff alike work directly with children in the Shaw neighborhood to improve their lives.

Shaw residents agreed to match every hour billed by a Holland & Knight lawyer with one hour of their volunteer work through the "Time Dollar Network." The Time Dollar Network is an nationally acclaimed service-exchange program developed twelve years ago by Edgar Cahn, a professor of law at the District of Columbia School of Law. Shaw residents, as members of the Network, volunteer to do such services as neighborhood clean-ups, babysitting or gardening for neighbors in need, tutoring school kids or testifying before the city council on behalf of the Shaw projects. Each hour that residents devote to serving others and improving the Shaw community earns them one credit which is recorded in a computerized database, similar to a savings account, that is maintained at the offices of Time Dollar Network. The commitment of Shaw residents to match each hour of our legal service with one hour of their volunteer work in Shaw ensures the residents themselves will always be working with us, albeit through non-legal service, to make a difference in their neighborhood.

This representation has given the firm a very manageable way to establish a more direct link between our pro bono commitments and the community-building commitments of low income residents who live in a neighborhood with enormous historic significance. The firm has participated with MANNA in helping Shaw residents help themselves. Our ultimate goal is to be a key player in bringing about Shaw's future prominence as a Washington neighborhood. Ted Small (Washington) has played a leadership role in the Manna project which includes George Dalley, Steve Powell, Harold Bucholtz, Stephanie Childs, Chad Tiedemann, Ross Dembling, Hank Brothers, La Fonte Nesbitt, Jerry Levine, Chris Myers, Steve Gordon, Laura Eilers, Jennifer Crowe, Judy Sinkin, Marc Miller, Brad Wine, Robin Pollack, Steve Niles and Marty Duvall.



# METRO

WEDNESDAY, SEPTEMBER 4, 1996

COURTLAND MILLOY

## Cleveland Elementary's Guardian Angel

**A**t Cleveland Elementary, a D.C. public school in a Northwest neighborhood well-known for drug-dealing, W. Norman Wood Jr. was right on time for the first day of school. It's a ritual he's followed on many opening days since he was a kindergartner there. And that was in 1929.

"Good morning, Mr. Wood," Cleveland Principal Annie Mair said. Wood's response, the same he has greeted Mair with since she was named to head the school in 1988: "If there's anything you need, just let me know."

They are not idle words for Wood, 72.

When the school needed a piano, Mair let Wood know. And he found one. When the school needed an electrical upgrade to accommodate new equipment, Wood found a way to get the work done. When the school needed tutors, Wood scoured the churches in the neighborhood and found some.

"Mr. Wood is our link to the outside world," Mair explained. "He has found a way weave our school into the fiber of the community. Even on weekends, he comes around to check on the school. If something is amiss, he calls me. I call him 'Mr. Cleveland.' "

To visit Cleveland Elementary, you'd never know that the D.C. public schools are in a state of crisis, that fire code violations caused opening day disruptions across the city or that the school superintendent's job is on the chopping block. Perhaps more important, you'd never know that Cleveland Elementary, at Eighth and T streets NW, is in one of the District's most economically depressed neighborhoods.

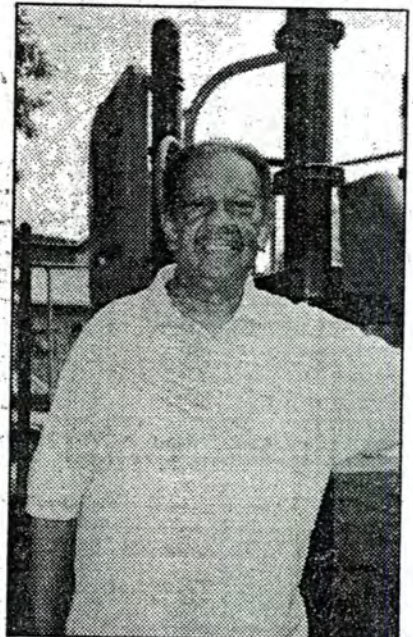
Students arrived yesterday dressed smartly in crisp blue-and-white uniforms. Wood and a security guard greeted them on the school playground, and both made sure that the grounds were free of debris and hooligans alike.

Once inside, the students kicked off the day with a pledge: "I am somebody. I am capable and lovable. I am teachable; therefore, I can learn."

The latest standardized test scores bear them out. Most students at Cleveland are performing at or above grade level. Says Mair, "Children give you what you expect, so we expect the best."

Surmounting the obstacles has taken a team effort, led by Mair and her teaching staff. Among the heroes are parents who serve as volunteers, PTA leader Nancy Griffith, businesses such as the Holland & Knight law firm and the Grand Hyatt Washington Hotel and, of course, people such as Wood who

See MILLOY, D4, Col. 1



BY COURTLAND MILLOY—THE WASHINGTON POST  
**W. Norman Wood Jr., 72, is the school's "link to the outside world."**

## Can-Do Spirit in the Flesh

MILLOY, From D1

bring wisdom and a sense of history to today's students.

Wood's mother was a social worker at Cleveland during the 1930s. He recalled riding with her in a wagon loaded with food and clothes for students who lived in alleys nearby.

"When I look back on how it used to be, with children poorly clothed and hungry and schools serving only milk and graham crackers, I think we're making progress," Wood said. "You know, there were drugs at Seventh and T back in the 1930s. But what really motivates me is knowing that, as bad as circumstances were, our school still found a way to educate people. That's our tradition at Cleveland. It's my belief that if we can do it here, we can do it anywhere."

Among many special features of the school is a Daisy Program, in which students whose lives have been affected by the drug and alcohol abuse of others get some of the best, most patient teachers in the school system. The school also has an array of clubs designed to make reading, writing, math and music even more exciting and fun.

Wood, who lives two blocks from the school, attended Cleveland, Garnet-Patterson Junior High and Armstrong Senior High. He spent two years studying accounting at Howard University before being drafted into the Army.

After his discharge, he went to work for the Veterans Administration. He retired from the VA in 1980 but not from

community service and his work on behalf of Cleveland Elementary.

With 10 children, Wood's commitment to improving education in the city seems endless. He was Cleveland's third PTA president. In 1984, he was elected to serve as an advisory neighborhood commissioner. Yesterday, another Wood grandchild—his fourth—began her formal education at Cleveland. He was there to greet her, and others.

In 1993, when the D.C. school board voted to close Cleveland in a cost-cutting move, Wood, along with Griffith and Mair, led a community protest that forced city officials to reverse their decision. It was a textbook example of where real political power lies.

"Cleveland Elementary is like a family, the focal point for political and spiritual life in our neighborhood," Wood said. "The worst thing you can do is put your hands on a teacher. We believe our teachers have been ordained, and our community responds to them with reverence."

"Good morning, Mr. Wood," a teacher called out cheerily. "We're going to have another great year, right?"

"If I have anything to do with it," Wood replied with a smile.

No one doubts that he will.

### FOR MORE INFORMATION

To read two weeks of Courtland Milloy columns, click on the above symbol on the front page of The Post's site on the World Wide Web at <http://www.washingtonpost.com>



# **EXAMPLES OF D. C PUBLIC SCHOOLS & LAW FIRM PARTNERSHIPS**

| SCHOOL                                               | PARTNER          | CONTACT                                                        | ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------|------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| McCroft ES                                           | Howrey & Simon   | Lois G. Williams (202)383-6676                                 | Active for several years providing mentoring and afterschool tutoring by lawyer and nonlawyer staff. Individual activities include assistance with singing group; twice annual cleanup activities; computer assistance (established e-mail between firm & school); lap reading for younger children; conflict resolution training & program; annual holiday party (student design appears on firms holiday card to clients) and various special activities. |
| Cleveland Tri-School Learning Academy (Lower Campus) | Holland & Knight | Ted Small<br>Hank Brothers, Melinda Burrows<br>(202) 955-3000) | Afterschool Tutoring; Christmas in April; enrichment trips to Botanical Gardens, to Stand for Children March; Donations of gently used items (computer, books and clothing); Scholarship to the Studio School (housed in Cleveland); collection of cash register receipts for computers. Reading Is Fundamental book distribution.                                                                                                                          |

| SCHOOL                      | PARTNER                                                    | CONTACT                       | ACTIVITIES                                                                                                                                                                                                                                                                                                                                |
|-----------------------------|------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| arnett-Patterson            | Crowell & Moring                                           | Susan Hoffman (202) 624-2591  | C & M Law Club; Saturday Morning Enrichment; Beautification Project; Grocery Receipts Collection Program; Christmas for G-P Families in Need; Parental Participation Projects; Library/Gymnasium Development Project; School Uniform Contribution Drive; Furniture and Equipment donations                                                |
| ardozo SHS                  | Covington & Burling                                        | Jan Flack<br>(202) 662-5044   | Saturday Academy; employ 8 to 9 students each summer and several students afterschool during the year. Provide speakers, Mentors, Mini-Courses, Teacher Partners, Enrichment Activities, Computer Assistance, School Beautification Projects                                                                                              |
| Malcolm X Elementary School | Greater Washington Area Council of Female Attorneys (GWAC) | Kathy Ellis<br>(292) 686-5896 | Mentoring and tutoring to approximately thirty 5th & 6th grade girls. Meet w/'little sisters' every Tues. 6-7:30pm at the school. Provide individual counseling using life experiences; and exposure to cultural events.                                                                                                                  |
| School Without Walls        | Fried Frank Harris Shriver & Jacobson                      | Karen Grisez (202) 639-7000   | Conducts Street Law program (2month intensive course instruction Feb/March - May). Conducts classes and assists students with preparation for mock trial competition. Provides opportunities for visits to the firm, the local courts and Lorton complex. (Participates via project of National Institute of Citizens in the Law (NICIL)) |



| SCHO            | PARTNER                                | CONTACT                                                                | ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------|----------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Raymond ES      | Steptoe & Johnson                      | Barbara Kagan<br>(202) 429-6258                                        | Lunchtime Tutorial Program for 3rd Grade Students; School Beautification projects; Special Events; parent advocacy                                                                                                                                                                                                                                                                                             |
| Francis JHS     | Patton Boggs, L.L.P.                   | Melanie Gerber (202) 457-6312<br>Bill Krulak (202) 457-5649            | Mentoring; monthly speaker series (theme based) featuring firm attorneys (firm librarian tapes series for future use). Firm Librarian provides instruction on internet use. Coaches soccer and other team sports; Provides music lessons. Created poetry workshop. Other activities include Clean-up days, judging science fair projects, chess club. Plans underway for peer mediation and parent activities. |
| Walker Jones ES | D.C. Office of the Corporation Counsel | Angela Thornton Harvey, Deputy Family Services Division (202) 727-3839 | Goldilocks Moot Court (Superior Court program); Thanksgiving Basket Food Drive, Chess Club; Tutoring; Annual activities include: Family Fun Day, Career Day, Children's Holiday Party, Register Tape Drive, and Book Drive. Up to 75 employees including attorneys participate during the year.                                                                                                                |



October 28, 1988

To the Reader:

State boards of education across the country are greatly indebted to the individuals who served on the NASBE Early Childhood Education Task Force. They committed themselves to a challenging year-long process. They engaged in extensive exploration of the needs of our youngest children with eagerness, thoughtfulness, and sensitivity.

The association is particularly grateful to Richard Owens, 1988 President of NASBE, who challenged us to focus our energies on early childhood education and chaired the Task Force through its deliberations.

Additionally, we offer our genuine gratitude to Dr. Tom Schultz, chief staff to the Task Force and co-author of this report. The final document reflects his unique creativity, and commitment to quality education for our nation's children.

NASBE and state boards of education welcome this report. Our members will respond with openness to the Task Force suggestions, for we know the quality of life for our children and the preservation of our society depend on how well we meet the challenges you have laid before us. We at NASBE will use all the resources available to us to help states and communities meet these challenges.

Gene Wilhoit  
Executive Director  
National Association of State Boards  
of Education



---

# Preface

---

The preschool and early school years are crucial for children and parents. When children experience success in responsive, high quality programs, they learn essential skills and knowledge, and their parents learn to be confident partners with teachers and administrators. However, when children lack the benefit of successful early education, they often fall behind their peers in achievement and suffer low self esteem - and parents may feel they lack the ability to work with professionals in support of their child's education.

We know how to mount programs that help children develop successfully and ensure effective partnerships with parents. We know these programs produce long-term benefits and significant cost savings by reducing referrals to special education, retention in grade, school drop-outs, delinquency, and substance abuse. Our challenge is to muster the resources, provide the leadership and design supportive policies so all families get the best from early childhood education.

This report from NASBE's National Early Childhood Education Task Force provides a new policy agenda to promote the development of all young children ages 4-8. Aimed at public school leaders and state policymakers, our recommendations spell out new ways for the public schools to teach young children, work with their parents, and collaborate with other programs that serve preschoolers and their families.

The Task Force brought together leaders from the public schools, early childhood education, and state policymaking. This rich blend of experience and perspectives served us well as we addressed two key aims:

- Developing more successful models for teaching in the early grades of elementary school based on our knowledge of child development and the lessons of successful preschool programs.
- Finding new ways for public schools to complement and supplement the efforts of other early childhood programs in serving preschool children and their families.

We drew on many sources of advice and evidence for our work. We were briefed by leading experts, and



we reviewed position statements and papers on key issues. We conducted four regional hearings, which included visits to 14 exemplary early childhood programs and testimony from 165 witnesses. We listened to state legislators, school principals and superintendents, teachers, Head Start and child care center directors, teacher trainers, and parents.

Our recommendations are motivated by a sense of acute need and the potential of exemplary programs to fill that need. We alternated between alarm, despair, excitement and optimism as we moved through our activities.

We heard disturbing testimony about the harmful effects of increased testing on young children, about class sizes of 33 children in kindergarten programs, and about the difficulties Head Start parents encounter as they seek to continue active involvement in their child's education in the public schools. We were equally concerned about reports of low salaries for early childhood teachers, staff turnover rates averaging 40% nationally in child care centers, and limited, uneven public funding for early childhood services.

On the other hand, we visited some wonderful classrooms in public schools, Head Start centers and community-based programs. We were moved by testimony of committed professionals and involved parents who are excited about their successes with young children. And we were impressed with the ingenuity of state and local policymakers who have designed and funded a wide range of innovative early childhood programs.

We hope this report will stimulate reflection, debate, and positive changes in schools and communities. State boards of education are only one of many groups that need to work together to assess our recommendations, review current programs and policies, and plan for improvements. NASBE stands ready to work with our members and other groups on this agenda in the next year.

Richard Owens  
President, National Association of State  
Boards of Education  
Chair, National Early Childhood Education  
Task Force



---

## NASBE Early Education Task Force Members

---

### Chair

---

*Richard Owens* - NASBE President, member, Georgia State Board of Education

### Members

---

*Roy Blunt* - Secretary of State, Missouri

*Dodie Truman Borup* - United States Commissioner for Children,  
Youth & Families

*Barbara Bowman* - Director of Graduate Studies, Erikson Institute, Chicago, Ill.

*Richard Boyd* - Superintendent of Education, State of Mississippi

*Mary Busch* - Indianapolis, Indiana Board of Education

*Maria Chavez* - New Mexico State Board of Education

*Hillary Rodham Clinton* - First Lady, Arkansas

*Michael Cowper* - First Lady, Alaska

*Carolyn Cummings* - Early Childhood Consultant, Saginaw County Public  
Schools, Michigan

*Barbara Day* - Professor and Chair, Teaching and Learning, University of  
North Carolina

*David Elkind* - Professor of Child Study, Tufts University

*Ethel Hall* - Alabama State Board of Education

*Rebecca Pena Hines* - Assistant Director, University of Texas Child Care Center,  
Houston, Texas

*Sharon Lynn Kagan* - Associate Director, Bush Center in Child Development,  
Yale University

*Donna Kenney Moffat* - Buffalo preschool teacher and New York State Teacher  
of the Year

*Gwen Morgan* - Lecturer, Wheelock College, Boston, Massachusetts

*Gary Patterson* - Director, Early Childhood Interagency Committee,  
South Carolina



---

Lee Etta Powell - Superintendent, Cincinnati Public Schools  
Gregory Ross - President, Children's World Learning Centers, Golden, Colorado  
Donnetta Spink - Chair, National PTA Commission on Education, Arleta, Calif.  
Kaye Steinmetz - House of Representatives, Missouri  
Jule Sugarman - Secretary for Social and Health Services, Washington State  
Elizabeth Strong Ussery - Associate Commissioner, Head Start Bureau  
Bernice Weissbourd - President, Family Focus, Evanston, Illinois  
Cathy Zeuske - House of Representatives, Wisconsin

#### **Ex-Officio Member:**

---

Roseann Bentley - President-elect, NASBE and Chair, Missouri State Board of Education

#### **Staff**

---

Tom Schultz, Staff Director  
Joan Lombardi, Senior Staff Associate  
Patricia Doykos, Staff Associate.



---

## Executive Summary

---

Our nation is in the midst of a major education reform movement and a major effort to build a new system for serving preschool children and their parents. Our public education system is searching for models and strategies to improve the quality of teaching and learning in classrooms, and to enhance the contribution of education to our economic growth and social welfare. At the same time, the early childhood community has developed a comprehensive vision of the components of effective services for young children and their families. They are working to construct a funding and delivery system to carry out this vision.

Both efforts are aimed at enhancing school success and overall development of children. Both efforts will require major changes in public schools, new public investments, and strong leadership from state policymakers, the private sector, and local communities. However, the two movements have largely separate origins and leadership. NASBE's Early Childhood Task Force provided the first opportunity for national leaders from both communities to work on a common agenda for action. Together, we have developed a new vision for early childhood education that combines a restructured approach to schooling for 4-8 year-olds with a call for new partnerships among schools, parents, and other early childhood programs to serve young children and their families. At the heart of this vision are two recommendations:

**We recommend that early childhood units be established in elementary schools, to provide a new pedagogy for working with children ages 4-8 and a focal point for enhanced services to preschool children and their parents.**

Our knowledge of child development supports teaching, testing, and curriculum that are responsive to how young children learn and to cultural and linguistic diversity. We also believe elementary schools would be improved by adopting other features from high quality programs for young children, such as active parental involvement, family support services, and comprehensive services for children. Implementing the early childhood unit will help schools to do a better job when they serve prekindergarten children. It will also help children and parents to sustain



the benefits of good preschool programs during their early years in public schools.

**We recommend that public schools develop partnerships with other early childhood programs and community agencies to build and improve services for young children and their parents.**

We recognize that healthy child development begins during the pre-natal period and that education begins at birth. We need to create a comprehensive system of early childhood services including parent education and family support programs; child care; and health, social, and mental health services. We believe public schools and other early childhood programs need to work together to build this system through joint planning, advocacy, and partnerships in sponsoring services. Just as public schools have developed partnerships with businesses and higher education institutions that accept their graduates, public schools and the early childhood community need to work together.

These two major recommendations will help public schools and other community early childhood agencies to serve more children, to make better use of public funds, and to improve the quality of programs.

Thus, this report complements other recent proposals for school improvement and new early childhood programs. In contrast to other school reform reports, we have focused on the crucial early years of education, when children gain the essential skills, knowledge and dispositions critical to later school success. Compared to other recent early childhood reports, we have limited our charge to influencing public school programs and policies, but we have broadened the agenda to include improvements in both kindergarten and the early school years.

Our recommendations will require changes in classroom and school practice, in local policies and organizational relationships, and in state-level regulations and resources. Parents, classroom staff, local administrators and boards, early childhood programs, and state policymakers will need to exert leadership and work together to give our young children optimum support on their road to success.





EXECUTIVE OFFICE OF THE PRESIDENT  
OFFICE OF MANAGEMENT AND BUDGET  
WASHINGTON, D.C. 20503

February 13, 1997

To: Pauline Abernathy

Through: Michael Deich *MD*  
Carol Thompson Cole *CTC*

From: Dan Tangherlini *DT*

RE: DC Q & As

You asked for three Q & As for use by the First Lady in answering questions at tomorrow morning's event. I have included answers to the three questions you suggested as well as a number of additional Q & As we prepared for the Director in preparation for his hearings on the FY 1998 Budget. I hope the following will be of use:

Crime Issues

- Q. Crime in the District is consistently cited as the foremost concern of those who live in and around the city. What does the President's plan do to address the issue of crime?
- A. The President's plan addresses this issue in a number of ways. First, the Federal Government will assume direct responsibility for incarcerating sentenced felons and funding parts of the Court System. In addition, the plan relieves the District of certain financial and managerial responsibilities that traditionally are the province of State governments. In this way, the plan will allow the District government to concentrate its financial and managerial resources on providing those functions that are purely local responsibilities -- such as policing its streets.

## 2. Senator Lott: Federalizing the District's Police Force

- Q. Senator Lott suggested recently that if the Federal Government should be taking over anything in the District, it is the police force. Why does the President's plan not include a take-over of the District's police?
- A. The President's plan has two primary goals: 1) to revitalize Washington, D.C. as the Nation's capital, and 2) to improve the prospect for the District's self-governance, or "home rule," to succeed. A fundamental responsibility of any local government is to ensure public safety. Further, by assuming responsibility for certain governmental functions that are traditionally within the province of State governments, the President's plan would free the managerial and financial resources of the District to focus on delivering basic services such as police, fire and other public safety functions.

## 3. DC as Top 5 Priority

- Q. Why has the District been identified as one of the five issues that both Congress and the Administration agreed to work on?
- A. In recent years, both the Administration and the Congress have expressed concern about the District, and have taken a number of steps to address its problems. The Administration and the last Congress put in place the Financial Responsibility and Management Authority to begin addressing some of the District's immediate problems. The Administration and the Congress now must take the next step and address some of the long-term structural problems facing the District.



## ADMINISTRATION'S PLAN TO REVITALIZE THE NATION'S CAPITAL

**Question:** Why is this plan necessary?

**Answer:** The plan is necessary for several reasons. It will 1) relieve the District of major financial and managerial responsibilities that many large cities do not face; 2) enable the Federal Government, at only modest cost, to act in areas where it has particular interests, capabilities and/or responsibilities (such as criminal justice and pensions); 3) strengthen the District's economic base, so that people and jobs will find the city to be an attractive location; and 4) draw upon the Federal Government's technical expertise, to help make this an effective city government in such areas as education, housing, transportation, and health care delivery.

**Additional:** The plan will be deficit-neutral in 1998; the plan will cost the Federal budget \$339 million more than current law (in outlays) for 1998-2002. Federal expenditures will continue past 2002. From a budget perspective, the largest component of the plan is the proposed assumption of certain District pension plans which, in present value terms, will cost the Federal Government \$4.3 billion over 30 years. We estimate that District budget savings will be \$42 million in the first year and \$733 million over five years.

**Background:** The District has broad responsibilities for State, county and local functions. The Federal government now provides the District with a relatively fixed Federal payment (\$660 million for general operating expenses and \$52 million for pensions for police and firefighters, teachers, and judges). At the same time, the Federal government subjects the District's budget to an unusual degree of oversight and control, and limits the District's revenue options. The current situation is not sustainable. The need to establish the Financial Authority is only one indication of the District's problems. In the end, it will be cheaper for the Federal government to act now and help the District rejuvenate itself, rather than to allow the situation to worsen to the point where even greater financial assistance will be needed. All of this assistance will be conditioned on the District taking specific tough steps to balance its budget and improve its management.

## PENSION PLANS

**Question:** What would the pension proposal do?

**Answer:** The Federal Government would assume administrative and financial responsibility for the District's pension plans for law enforcement officers and firefighters, teachers, and judges. The plans would close (i.e., no new benefits would accrue) after a certain date. The District would transfer to the Federal Government or its designee existing pension assets, estimated at \$3.3 billion, leaving the Federal Government to take on a \$4.3 billion unfunded liability. A third-party Trustee would be selected by the Federal Government to administer the plan and invest the pension assets. The existing assets would be converted to cash as needed and used to make payments to beneficiaries.

**Additional:** We estimate that Federal outlays would begin in 2006 after the pension assets used to cover beneficiary payments are liquidated. (An actuarial analysis will be done to determine when Federal outlays would begin.) The estimated total cost to the Federal Government of assuming the pension plans is about \$4.3 billion. District budget savings are about \$320 million in the first year.

**Background:** The Federal Government saddled the District with financial and administrative responsibility for these pension plans with Home Rule. From 1979 to the present, contributions by the District government and employees to the retirement system along with earnings have more than covered the costs of the benefits paid out each year, but have not been sufficient to prevent the unfunded liability from growing. The plans currently have an unfunded pension liability of over \$4 billion which is the District's largest financial obligation.

Although the District pensions are a unique problem, our proposal has been crafted to meet Federal budgetary rules. The Federal Government typically does not hold private assets to fund pension obligations for which it is responsible. Rather than transfer the assets to the Federal Government in the first year (and thus reduce the FY 1998 budget deficit by \$3.3 billion), the plan calls for transferring the assets to a third party Trustee. The Trustee will be responsible for paying the beneficiaries through an orderly liquidation of the assets. After the assets are liquidated, the Federal Government will cover payments to beneficiaries using permanent budget authority.



## **CRIMINAL JUSTICE SYSTEM (PRISONS AND COURTS)**

**Question:** What responsibilities will the Federal Government assume under the criminal justice proposal?

**Answer:** The Federal government would assume responsibility for the District's sentenced prisoners (but not presentenced prisoners), a responsibility that is elsewhere borne by the States. The Federal Government would also assume responsibility for funding the District Court System.

**Additional:** Justice would only assume responsibility for District prisoners under the following conditions:

- A receiver would be appointed to oversee the D.C. Department of Corrections operations for D.C. felons for a period of three to five years, after which the Bureau of Prisons (BOP) would assume such responsibility.
- Prison facilities at Lorton would be repaired and expanded.
- The Federal Government would accept all current prisoners; future prisoners would be accepted only if they were sentenced in accordance with Federal standards.
- The Federal Government would also assume responsibility after the transition period for the District's parole system and community corrections program.
- The responsibility for outstanding lawsuits and court orders would remain with the District.
- BOP would have flexibility in transferring D.C. inmates elsewhere in the Federal Prison System, if needed, to manage the inmate population.
- Current DC corrections staff would be required to meet Federal standards and reapply for their positions.

There are no conditions for implementation of the Court funding initiative because the District court system is considered to be well managed.

**Background:**

*Prisons.* The District's sentenced prisoners are largely housed at the Lorton Complex in Virginia. This takeover would follow a 3-5 year transition period. During the transition, funding for the incarceration of the District's felons would be provided by the Federal government to a receiver responsible to the Control Board. The transition period would permit changes in sentencing systems and resolution of law suits and court orders involving the D.C. Department of Corrections. The costs for operations are \$176 million in the first year, and \$934 million over a five year period. The initiative also funds \$900 million in repairs and new prison construction, evenly distributed over the first three years, of which \$80 million for repairs would be provided in the first year.

*Courts.* There is a long precedent for special Federal involvement in the District's criminal justice system, including having the U.S. Attorney prosecute all serious crimes in the city, and the U.S. Marshals Service provide court security and acting as the sheriff for the District. Further, D.C. judges are Federal appointees. Federal funding will ensure that the courts' operations are not diminished. The funding will be requested in coordination with the Judiciary Branch's Administrative Office of the U.S. Courts. The Judiciary will act in an advisory capacity, and the courts will continue to be self-managed. Costs are estimated at \$129 million in the first year and \$685 million over five years.



## MEDICAID

- Question:** What is the Administration's proposal for the District's Medicaid program?
- Answer:** The Administration proposes to reduce the District's share from 50 to 30 percent, the maximum share under current law for localities in States that receive a 50 percent Federal share for Medicaid. The District will receive an estimated \$156 million in additional Federal funding in the first year and almost \$1 billion over 5 years.
- Additional:** The District is currently held to the same matching formula as States, and the Federal government pays 50 percent of the District's Medicaid costs. The District, however, lacks the ability to tap the resources of a surrounding suburban population that could help broaden its tax base, bring down its poverty rate, and improve its health status indicators. The Administration will not be offering other cities in financial crisis this more favorable Medicaid matching rate. The District is the only large urban area that cannot rely on the resources of a surrounding state with a broader tax base.
- Background:** The Department of Health and Human Services will provide more intensive technical assistance (e.g., assistance with implementing Medicaid managed care) to help the District improve the management of its Medicaid program and assure that Federal funds are not mismanaged. The increased Medicaid funding will be conditioned on the District following various HHS suggestions for programmatic improvements. For example, HHS could require in the Memorandum of Understanding (MOU) that D.C. submit detailed quarterly reviews of their payment systems to HCFA.

## **NATIONAL CAPITAL INFRASTRUCTURE FUND (NCIF)**

**Question:** What is the Administration's proposal for an infrastructure fund?

**Answer:** The proposal would establish the National Capital Infrastructure Fund (NCIF) to fund transportation capital infrastructure projects in the District which benefit residents and commuters alike. This includes the construction of local roads and bridges, the local match for federal-aid road and bridge projects, and capital expenditures for the Washington Metropolitan Area Transit Authority (WMATA). Only capital projects would be funded.

**Additional:** The Administration would provide \$125 million in seed money from the Federal Highway Trust Fund to establish the NCIF. This is in addition to funds that the District already receives from the Highway Trust Fund for federal-aid road, bridge, and transit projects. The \$125 million will allow the District to address a backlog of highway and transit projects, such as road construction, reconstruction, and resurfacing. These new funds will help arrest the deterioration of the District's road infrastructure that has occurred and prevent deterioration of the area's transit system. The Administration will also propose that in future years the NCIF be authorized to accept contributions from other sources.

Capital costs incurred by the District due to the closing of Pennsylvania Avenue for security reasons would be eligible for NCIF funds. For example, if the District wishes to widen E street (which is estimated to cost \$3.5 million) to improve traffic flow in downtown, it would have the funds to do so.

**Background:** Recent investment in the District's transportation infrastructure has been minimal. For example, in FY96, the District only invested \$2 million in its local roads, which comprise about 60% of the District's road system. In FY95, the District was provided an emergency two-year waiver of the local match requirement (for most programs, a 20 percent local match is required) necessary to receive federal funds for federal-aid roads. This waiver allowed 74 new and 51 continuing federal-aid road projects worth \$166 million to proceed. In addition, the District spends approximately \$50 million for capital costs associated with transit services (mostly Metrorail construction and bus purchases). The NCIF will protect the federal investment in the District's road and bridge system and in the metropolitan area's transit system, both of which benefit District residents, commuters, and visitors.



## DC ECONOMIC DEVELOPMENT CORPORATION

**Question:** What is the Administration's DC economic development proposal?

**Answer:** The Administration would establish an economic development corporation (EDC) as a non-Federal public authority in the District of Columbia to revitalize the nation's capital and benefit the residents of Washington, D.C. The EDC would be funded, in part, with Federal funds, with an increasing local and private sector match. The proposal would provide \$25 million in the first year for start-up expenses and \$260 million over five year for new Federal tax incentives.

**Additional:** Its board would be composed of Federal, city, and Control Board officials, and business, community, and civic leaders. The EDC would formulate a strategic economic development plan for D.C., including business development, linking D.C. residents to jobs, and fostering regional economic strategies. The strategic plan would also detail, among other things, how new Federal tax incentives would be leveraged to stimulate economic revitalization. Federal tax incentives would encourage capital investment in businesses that are located in D.C. and stimulate employment of economically disadvantaged residents of D.C.

In the short term, the proposed EDC won't have much impact on the District's fiscal problems. However, over the longer term effective economic development strategies combining growth in the District's tax base and reductions in welfare dependency will substantially reduce fiscal pressures confronting the District's government.

**Background:** In examining the District's current economy and after discussions with the District government, businesses, the Control Board and others, it has become evident that the District could greatly benefit from having a single entity that has as its principal mission the development of the D.C. economy. In addition, investments in the District would benefit the suburbs. Steven Fuller, an economist at the Center for Regional Analysis at George Mason University, has demonstrated that each dollar of new investment in the District of Columbia generates about a dollar and a half in additional economic activity in the suburbs.

## **D.C. TAX COLLECTION AND ENFORCEMENT**

**Question:** What is being proposed for administration of D.C. taxes?

**Answer:** Our proposal is for the Internal Revenue Service (IRS) to assume responsibility for processing and collecting District income and employment taxes. The District would continue processing and collecting all other taxes, e.g., sales, franchise and property taxes.

**Additional:** Optimistically, we would not envision the first full year of operation until tax year 1998 (fiscal year 1999). D.C. would need to continue addressing tax issues prior to tax year 1998. FY 1998 would be devoted primarily to the programming, software and related data processing changes needed to accommodate the new work. We estimate about \$15 million is needed in the first year for start-up costs and \$25 million thereafter for annual operating expenses. These estimates include processing of all income tax returns, customer service and related assistance, and required compliance follow-up on identified tax cases.

**Background:** IRS brings its experience in core processing and efficiencies in tax return processing to the District. We believe this proposal could generate more revenue for the City with IRS strengthening the final collection of income taxes that are currently unpaid. The proposal could also free up District resources to improve administration of property and sales taxes.

We would locate the processing to the IRS Philadelphia Service Center, where Federal returns for D.C. residents are currently filed. Our proposal is consistent with the Brookings Institution (O'Cleireacain) study which recommends that: (1) the D.C. tax process be "piggybacked" into the IRS system; and (2) that there be some D.C. tax provision changes and forms modifications beyond the current system, such as computing the tax from adjustable gross income or federal tax paid. We would want to study the recommendations further to evaluate whether and how they could become a part of the Administration's proposal.



**Q: Can you comment on the problems at the Marcus Garvey Public Charter School in Washington in light of the President's proposal for \$100 million in support for the development of charter schools nationwide?**

As part of his ten-point call to action for education, the President has pledged continued support for providing students and their families with more choices of schooling in public education. As part of this effort, the President is working to help teachers, parents, community groups and others to start charter schools -- innovative public schools that stay open only as long as they produce results and meet high standards. His budget has set aside \$100 million in planning and start-up funds for charter schools -- support that will be especially helpful for working parents and teachers engaged in the high-quality planning needed to start high-quality schools.

The President and I have visited some wonderful charter schools around the nation -- including the Vaughn Elementary School in Los Angeles and the Wilmington Math and Science school-within-a-school in Delaware.

I don't think it's appropriate for me to comment on the Marcus Garvey School. I will say that many of the difficult issues that come up in public education will also come up in new charter schools. Moreover, charter schools -- like any effort to education reform effort -- will help children learn and succeed when they are done right. This involves granting charters to schools that are likely to be of the highest quality, have real promise of helping children master the basics and meet high academic standards, and meet the needs of the community. We think the Clinton Administration's start-up funds -- in combination with careful local review of applications to found charter schools -- will help ensure that charter schools are successful and help children learn.

**Q: The DC Public Schools received a \$1 million grant from the U.S. Department of Education to support the development of charter schools. It has been reported that management problems in the school system have delayed getting these funds to the five new charter schools in the city. Is the Clinton Administration doing anything to help get these funds from the central office to the schools?**

The DC Public Schools received this grant four months ago, just before the school system's transition to the Emergency Board of Trustees and General Bechton. I understand that General Bechton recently appointed an aide to work on charter school issues, and that the federal charter school grants will be given out on a competitive basis in the next several weeks. I think anyone taking over a large urban school system should be given a few weeks to sort such matters out.

**Q: Is the Clinton Administration going to work with the District of Columbia in supporting the development of charter schools?**

The Department of Education has awarded the District of Columbia \$1 million this year to support the development of charter schools. Beyond that, as part of our discussions with General Bechton about improving public education generally here, we will be exploring ways to help in this area as well.

Q: What is the Clinton Administration doing to help the schools?

A: The President is committed to being a good partner with the District and has asked Secretary Riley to make the DC public schools one of his priorities. The Education Department has already begun to work with General Becton and the DC public schools with their long range plans for school reform while simultaneously taking steps to help address existing concerns in specific areas, such as adult education, special education, and bilingual education.

The Education Department has a DC Desk that provides the DC public schools with one-stop access to its resources and technical assistance. The Education Department has also adopted Amidon Elementary school, where employees tutor and mentor. To help more DC students go to college, the Department has also established an financial aid information network for school guidance counselors.



---

## **Clinton Presidential Records Digital Records Marker**

---

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

---

**2/14/97 Cleveland  
Elementary School**

Divider Title: \_\_\_\_\_

---

**THE WHITE HOUSE**  
**Office of the Press Secretary**

---

For Immediate Release

February 18, 1997

**REMARKS BY THE FIRST LADY**  
**AT THE CHICAGO CHILDREN'S MUSEUM**

Chicago, Illinois

MRS. CLINTON: Thank you very much. I am always glad to be back in Chicago and today I'm especially pleased to have a chance to be here at this museum on this auspicious occasion of the first Annual Manilow Lecture. I want to thank Lew Manilow for inviting me to be here, and I want to convey my appreciation, and I'm sure that of many of you here, to both Lew and Susan for their generous support of the cultural and civic life of this city, and particularly their support of institutions such as Chicago Children's Museum and others which do so much for children.

I was delighted that Dianne Sautter could give me the tour, and she had many helpers -- very small helpers -- who showed me around. And I was able to meet some of the staff and could see on their faces the enthusiasm they have for the work they do here. I am pleased that we could be joined by your senior Senator Carol Moseley-Braun, and I thank her for being here. And I thank Congressman Danny Davis also for joining us.

And I want to add my word of appreciation to Bernice Weissbored and to Irving Harris, because there are not, I believe, two people who have done more to raise awareness about the importance of families and children anywhere in the United States. And I share the pride of all of you that they have done this work and have led on behalf of children from right here in Chicago.

I hope that as we sit here in the midst of this museum and as many of you who have had the chance to tour through here to see the exhibits that are designed carefully to provoke children of every age, that we realize we stand on the brink of an extraordinary opportunity and challenge. And that opportunity and challenge is that we now know -- we know what works for children. We know what children need. We understand that from the very earliest days of life a child is constantly learning. We now know what it requires for the brain to develop. Science has opened up all kinds of information to us that good mothers and fathers and grandparents knew instinctively for generations, but now we know for sure.

And that knowledge imposes grave responsibilities on all of us. Whether or not we are parents, we all, as adults, have an obligation to refuse to make any more excuses about what our children need.

And so I come today to reflect upon what I have learned and seen here at Chicago Children's Museum and around our country, because I have been privileged to visit many places like this museum where we are taking what we now know about children and putting it into practice; where adults are banding together to build communities and strong families that will enable as many children as possible to live up to their God-given potential.

And yet, at the same time, we know that in this great city, as in every city and every suburb and every small rural town in America, there are too many of our children who will not reap the benefit of this opportunity and challenge that we face. We can pick up the newspaper, turn on the television, listen to the radio every single hour and hear too often of the lost life, the missed opportunity, the tragedies that befall our children.



So this is a good news, bad news report. The good news is we know what works. We know what every child needs. We know what they need in their families, what they need in their schools, what they need in their communities. We know what parents require to feel that they are able to give the time and energy that children require. We know what makes for good schools and good teaching and active learning. And we know that in countless places around America everything that we know that is good for children is happening. And we also know that in countless other places what we know will destroy the body, the mind, the soul of a child is also happening.

Now, there is no way for anyone to write a prescription or pass a law that tells people, be good parents, be loving grandparents, be caring teachers, be sensitive employers, be thoughtful public leaders, and always consider first and foremost what children need to develop and grow. But we know that in many ways we have the tools at our disposal, and they don't require laws, and lots of times they don't even require a lot of money. What they require is a different attitude and a set of expectations, both about our children and about ourselves.

Now, my husband says that we live in an age of possibility. And by that he means a time of great promise as well as uncertainty; an age that requires us to think in new ways about how to meet old and new challenges; an age that offers few guarantees for the future, but many opportunities. And though change is certain in this age of possibility, progress is not. Progress depends on the choices we make today and tomorrow, and whether we meet those challenges, particularly to our children, and protect our values.

We can start by admitting that we have to recommit ourselves to making America a level playing field for all children; by coming together as one community committed to helping all children lift themselves up to better lives; by making sure that the tools of opportunity are available to every person who is willing to work hard and take responsibility. Those tools are obvious ones -- obviously, education, health care, access for adults to jobs and credit, legal protections where necessary, the ability to participate fully in the civic and political life of our country. But more than those tools of opportunity, we have to think about the attitudes and expectations that must be joined together in order for those tools to be used effectively.

Just today, here in Chicago, I have seen how the tools of opportunity and those higher expectations and positive attitudes can make a difference. This morning I saw at the Kinsey School on the South Side a school that works -- a public school of pre-K through 8th grade where the principal empowers the teachers, where the teachers collaborate and cooperate with one another, where the children who are older mentor and tutor the ones who are younger, a school where when you walk in the door you know that learning is occurring.

Now, are the children at Kinsey the brightest children in Chicago? Were they genetically chosen to go to the Kinzie School? Were the teachers singled out because they were the best and most sensitive, charismatic teachers in Chicago? No. Instead, what happened at the Kinzie School can happen at any school. People were given the support and the motivation and the tools required to change how a school worked.

So there I was in a class of pre-K children, some of them with disabilities and particularly hearing impairments because those children are being included at the Kinzie School -- watching as little boys and girls talked and did their work together; and in a kindergarten class, watching as they determined what floated or sank -- much as I saw in the Waterways exhibit here -- and I could see very clearly that what we had at that school is what we need at every school, but what we still don't have at enough schools.

Later this morning, I visited the Women's Self-employment Project, not far from here -- a non-profit organization created a decade ago to provide training and assistance, peer

support and loans to low-income women who were interested in starting small businesses and becoming economically self-sufficient. These women are seldom thought of except in stereotypical terms. They're not considered independent -- many have been or still are on public assistance. They're certainly not considered entrepreneurial. The majority have household incomes of less than \$15,000 a year.

And yet, in every case, higher expectations for themselves and about them combined with tools of opportunity were changing lives. Women were telling me about the businesses they had started, how they had moved off of welfare. And over and over again, they said to me, I'm doing this for my children; I'm setting an example for my children. Because they understood how important expectations and attitudes and tools of opportunity are, not only for them, but for their children.

Today I want to focus on one of those tools and a particular set of expectations, and that concerns education. The President issued a national call in the State of the Union, a call to action for American education in the 21st century. This call for action outlines 10 proposals that the President believes if implemented would make a significant difference in our schools and in our children's futures.

We know that to prepare America for the next century we need strong, safe schools with clear standards of achievement and discipline, and we need talented and dedicated teachers in every classroom. Now, what have we learned over the last years because of work by people like Berniece and Irving and others of you in this audience that would enable us to meet that goal?

Well, the President believes that we have learned enough to support each of the 10 points that he is advocating: First, that we have to set rigorous national standards with national tests in 4th-grade reading and 8th-grade mathematics to make sure our children master the basics.

Now, there is controversy about national standards and national tests. I understand that. But I also understand that in the absence of a national ---(inaudible)----- results, and we will be unable as a nation to say that we have met the challenge that modern education poses to our children.

What this proposal calls for is voluntary national standards to be implemented at the local level, but to use tests that are created at the national level to determine whether or not children in Chicago or New York or Los Angeles are actually learning what they need to know.

This process will enable us to be sure that we have set benchmarks of excellence for our children -- not to put any child down but to enable all of us to lift children up. There is no difference between algebra in Chicago and algebra in Boston. There is no difference between reading in Los Angeles and reading in New York. How we get the best results in working with our children will be left to the local level, but we have to conclude, as the Mayor here in Chicago concluded when he took the courageous step of taking on the responsibility for the public schools here, that we cannot have any more excuses. We cannot pretend that we all live in Lake Woebegone, where all the children are above average, and where they are socially promoted and where they are not expected to do well because of who their parents are or what their address happens to be. Setting those national standards will, for the first time, say to every child, we have high expectations for you.

Secondly, we have to be sure that there are talented and dedicated teachers in every classroom. That means we have to do a better job with preparation for teachers and with in-service training for teachers. And we have to be honest about teachers who do not measure up. And we have to reward teachers who go above and beyond the call. And we have to enable more teachers to succeed by staying in the classroom and not being



promoted into administration and taken out of the classroom. In order to maintain the kind of core of excellent, dedicated teachers, we need to make teaching, not administration, the primary goal of educators.

Third, we have to help every student to read independently and well by the end of 3rd grade. Now, for those of you who have worked with and studied children, you know very well that if a child is not reading well on his or her own by the age of 8 or 9, it is going to be very difficult for that child ever to catch up.

The President has called for a national effort, with volunteers helping teachers, with parents becoming involved, with tutors who are willing to give their time, to make sure that every child is able to read. If we could focus on that one goal as a nation and put our hearts and hands to work on it, we would not only help many children to read, we would involve many adults in the lives of our schools, because as I go in and out of schools today all over the country, I see clearly that our schools need more partners. They need people who will be there to assist in the classroom, to help solve problems, to provide resources. And the more Americans we have involved in our public schools, through tutoring and mentoring and in other ways, the stronger community support will become for our schools.

Next, we have to expand preschool and early childhood education, and challenge parents to become involved early in their children's learning. Irving Harris has been a pioneer in our efforts to focus on the earliest years of life and learning. And now, with what neuroscience is telling us, he is a man ahead of his time, because we now know that it is not only an important way to prepare a child for school by reading and talking with that child, stimulating that baby, we now know that it makes a physical difference in the way that child's brain develops.

Now, we can't take this the wrong way. I've had friends of mine ask me, you know, now that I know all about this brain research that's going on, do you think I read enough to my child? We can't go overboard about this. Most parents who ask that question have done just fine. What we have to do is to reach out and take this powerful information and enlist every parent and empower every parent.

Oftentimes, parents will say to me, why would I talk to the baby; he can't talk back. Or I don't feel comfortable reading to my daughter because I'm not a very good reader. And my response always is that for a baby it doesn't matter how good a reader you are. It even doesn't matter how good a talker you are. Just having that interaction on a regular, ongoing basis, pretending to read the book until the child is older, doing whatever it takes to enlist that child's active learning is what will make a difference.

And it's not only the family that has to take early childhood education seriously. We all do. We have to be more committed to programs like Head Start and Early Start and pre-k programs so that we give every child a chance to be exposed to stimulating educational opportunities as early as possible.

Next, we have to expand choice and accountability in public education. The President's plan for charter schools is one of the best ways that any state or community can begin to provide other options within the public school system. As I have been in and out of charter schools around our country, I have seen dramatic differences. I think of the charter school in the San Fernando Valley outside Los Angeles that was in a neighborhood where literally on the school property drug deals were happening. There was a crack house across the street. And parents and community members got fed up with having their complaints about the safety of the school fall on deaf ears at the downtown administration. And they banded together to form a charter school. And they drove out the drug dealers. And they closed down and destroyed the crack houses. And they created opportunities for parents to become actively involved in their child's schooling. And the difference is as clear as it could be, to walk into that school now and see the learning that is taking place.

Accountability such as that that is being imposed here in Chicago will turn schools around. And again, we know what works to make schools accountable and effective. It's a matter of will whether we will be sure to implement those changes.

We have to make sure our schools are safe and disciplined and drug free, and instill our basic American values. That's where programs like uniforms, such as I saw at the Kinsey School today, come in, creating an atmosphere of structure and routine, particularly for children who come from situations that are chaotic. They need that external structure in order to begin to internalize structure. And curfews and uniforms and strict disciplinary codes -- all of that begins to send the signal that this is how we expect you to behave and how we're going to enforce our discipline in this school so that you will be able to grow and learn while here.

We have to modernize our school buildings and help support school construction. Many of our schools around our country, particularly in urban areas, are in deplorable condition. This morning, I heard from Gary Chico of the school system here in Chicago about the numbers of schools that have serious repair and maintenance problems. Many other schools in fast-growing districts have no space for children. If we expect our children to learn, there needs to be a partnership between the federal government, the state and local school districts to make sure our schools are safe to learn in.

We also have to hold something out to kids who are in school so that they will stay in school. And that's why the President has emphasized why we need to open the doors of college to all who work hard and make the grade. We need to make college more available after high school to many youngsters. Now, some people say, well, not every youngster needs to go to college. I wouldn't argue with that. But sometimes the youngsters who don't go to college are ones who would like to, who think they need to, but who for financial reasons are unable to.

Also, we now have in our community colleges the most extraordinary array of vocational and technical programs that will be available to assist young people and those who go back to school after having been in the work force to acquire skills that will make them more employable in the future. So college is not just about the four-year degree, although we should make sure that any young person who works hard and is willing to study has a chance to compete for that. But college is also about our community colleges and the preparation that they can provide to all Americans for the future of their work lives. We have to help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant so that the individual can make the choice about where to go to get the training that that man or woman needs.

Focusing on the learning needs of adults is one of the most important ways we can help the children of those adults. Making it possible for Americans to increase their skills and their employability will provide more security in the future for the entire family. And that is good news for children who live in poverty in America -- far too many of them -- and for working parents who are always struggling about where they're going to be able to find that paycheck or that college tuition or that rent money in the future.

We also have to be sure that every classroom and library is part of the Information Age. And the President has urged that every single one be connected to the Internet by the year 2000 and that we help all students become technologically literate. Again, technological literacy is not a magic panacea, but it is certainly something that those of us in this room are providing for our children. And if we don't provide it for all children, we will create two classes of young people in our country: those who are able to navigate the Information Age and those who can't get off the shore. So it's a matter of simple fairness to expose every child to the kind of technology that we provide for the children in our own families.



Now, if you look at these points in the President's plan -- standing alone or even passing them in legislation is not all that we need to do. Yes, we need every one of them if we're going to create the conditions required for making it possible for us to feel that we are educating our children. But we also have to change our attitudes and expectations as a society. We have to begin looking at the promise of every child.

Now that we have ended the entitlement to welfare, let us also end the stereotype about welfare. Let us begin to recognize that in Cabrini Green, in the Robert Taylor homes, there may be children who are just as able as any child of ours, and that it is in our interests to do everything we can to find and foster that potential, to see that child as a gift to America, and to recognize that we have a lot of ground to make up.

But if we change our attitudes, then we also have to expect more from every child and every parent. We have to try to make it clear that parenting is the most serious responsibility that anyone can assume, that it cannot be entered into lightly or irresponsibly, that it is a lifelong obligation. We have to do all we can to make sure that only those young men and women who are ready for that obligation assume it.

We also have to be prepared to speak very clearly to every young boy and girl. You will not succeed in America if you cannot speak English. You will not succeed in America if you do not take schooling seriously. You will not succeed in America if you do not believe you can succeed. You will not succeed in America if you engage in self-destructive behaviors or violence toward others because there will be no place for you in the kind of America we are trying to build for everyone else.

So, yes, we have a lot of work to do. And we have a lot of attitudes to change among all of us. But we also have to expect more from every American, and we have to enable every boy and girl to feel that he or she can succeed.

I think a lot about what the 21st century will be like because it is hard for me to believe that I will be living in a new century and a new millennium. I don't know if any of you are in millennial shock yet, but I am. And I wonder what this century holds for my daughter and for her friends and for all the children I see. And I know deep in my heart that my husband and I have tried to do all we can for our daughter and give her every advantage we knew to give her -- starting from the time she was a very small baby. I also know that there is no predicting what life holds for her or for any of us.

But I want all of us to live in a country where the future's unpredictable pattern can be met by every child being as well prepared as we have tried to make our daughter. There is no guarantee, but we have to give every child that basic, fundamental confidence about who she or he is. And that's a job that can't just be left to parents. It's a job that all of us have to do. It is a job that is being done in Chicago Children's Museum. It is a job that all of us have to recommit ourselves to.

I think that America is ready for that job, that challenge, that opportunity. And I'm hoping that every one of us will do our part in the next years to make it possible for us to say, we have no more excuses for what happens to the children in America and we don't need any because we have done our best.

Thank you all very much. (Applause.)





---

*To comment on this service,  
send feedback to the Web Development Team.*

[Read our Privacy Policy](#)



**THE WHITE HOUSE**  
**Office of the Press Secretary**

---

For Immediate Release

February 18, 1997

**REMARKS BY THE FIRST LADY**  
**AT THE CHICAGO CHILDREN'S MUSEUM**

Chicago, Illinois

MRS. CLINTON: Thank you very much. I am always glad to be back in Chicago and today I'm especially pleased to have a chance to be here at this museum on this auspicious occasion of the first Annual Manilow Lecture. I want to thank Lew Manilow for inviting me to be here, and I want to convey my appreciation, and I'm sure that of many of you here, to both Lew and Susan for their generous support of the cultural and civic life of this city, and particularly their support of institutions such as Chicago Children's Museum and others which do so much for children.

I was delighted that Dianne Sautter could give me the tour, and she had many helpers -- very small helpers -- who showed me around. And I was able to meet some of the staff and could see on their faces the enthusiasm they have for the work they do here. I am pleased that we could be joined by your senior Senator Carol Moseley-Braun, and I thank her for being here. And I thank Congressman Danny Davis also for joining us.

And I want to add my word of appreciation to Bernice Weissbored and to Irving Harris, because there are not, I believe, two people who have done more to raise awareness about the importance of families and children anywhere in the United States. And I share the pride of all of you that they have done this work and have led on behalf of children from right here in Chicago.

I hope that as we sit here in the midst of this museum and as many of you who have had the chance to tour through here to see the exhibits that are designed carefully to provoke children of every age, that we realize we stand on the brink of an extraordinary opportunity and challenge. And that opportunity and challenge is that we now know -- we know what works for children. We know what children need. We understand that from the very earliest days of life a child is constantly learning. We now know what it requires for the brain to develop. Science has opened up all kinds of information to us that good mothers and fathers and grandparents knew instinctively for generations, but now we know for sure.

And that knowledge imposes grave responsibilities on all of us. Whether or not we are parents, we all, as adults, have an obligation to refuse to make any more excuses about what our children need.

And so I come today to reflect upon what I have learned and seen here at Chicago Children's Museum and around our country, because I have been privileged to visit many places like this museum where we are taking what we now know about children and putting it into practice; where adults are banding together to build communities and strong families that will enable as many children as possible to live up to their God-given potential.

And yet, at the same time, we know that in this great city, as in every city and every suburb and every small rural town in America, there are too many of our children who will not reap the benefit of this opportunity and challenge that we face. We can pick up the newspaper, turn on the television, listen to the radio every single hour and hear too often of the lost life, the missed opportunity, the tragedies that befall our children.

So this is a good news, bad news report. The good news is we know what works. We know what every child needs. We know what they need in their families, what they need in their schools, what they need in their communities. We know what parents require to feel that they are able to give the time and energy that children require. We know what makes for good schools and good teaching and active learning. And we know that in countless places around America everything that we know that is good for children is happening. And we also know that in countless other places what we know will destroy the body, the mind, the soul of a child is also happening.

Now, there is no way for anyone to write a prescription or pass a law that tells people, be good parents, be loving grandparents, be caring teachers, be sensitive employers, be thoughtful public leaders, and always consider first and foremost what children need to develop and grow. But we know that in many ways we have the tools at our disposal, and they don't require laws, and lots of times they don't even require a lot of money. What they require is a different attitude and a set of expectations, both about our children and about ourselves.

Now, my husband says that we live in an age of possibility. And by that he means a time of great promise as well as uncertainty; an age that requires us to think in new ways about how to meet old and new challenges; an age that offers few guarantees for the future, but many opportunities. And though change is certain in this age of possibility, progress is not. Progress depends on the choices we make today and tomorrow, and whether we meet those challenges, particularly to our children, and protect our values.

We can start by admitting that we have to recommit ourselves to making America a level playing field for all children; by coming together as one community committed to helping all children lift themselves up to better lives; by making sure that the tools of opportunity are available to every person who is willing to work hard and take responsibility. Those tools are obvious ones -- obviously, education, health care, access for adults to jobs and credit, legal protections where necessary, the ability to participate fully in the civic and political life of our country. But more than those tools of opportunity, we have to think about the attitudes and expectations that must be joined together in order for those tools to be used effectively.

Just today, here in Chicago, I have seen how the tools of opportunity and those higher expectations and positive attitudes can make a difference. This morning I saw at the Kinsey School on the South Side a school that works -- a public school of pre-K through 8th grade where the principal empowers the teachers, where the teachers collaborate and cooperate with one another, where the children who are older mentor and tutor the ones who are younger, a school where when you walk in the door you know that learning is occurring.

Now, are the children at Kinsey the brightest children in Chicago? Were they genetically chosen to go to the Kinzie School? Were the teachers singled out because they were the best and most sensitive, charismatic teachers in Chicago? No. Instead, what happened at the Kinzie School can happen at any school. People were given the support and the motivation and the tools required to change how a school worked.

So there I was in a class of pre-K children, some of them with disabilities and particularly hearing impairments because those children are being included at the Kinzie School -- watching as little boys and girls talked and did their work together; and in a kindergarten class, watching as they determined what floated or sank -- much as I saw in the Waterways exhibit here -- and I could see very clearly that what we had at that school is what we need at every school, but what we still don't have at enough schools.

Later this morning, I visited the Women's Self-employment Project, not far from here -- a non-profit organization created a decade ago to provide training and assistance, peer



support and loans to low-income women who were interested in starting small businesses and becoming economically self-sufficient. These women are seldom thought of except in stereotypical terms. They're not considered independent -- many have been or still are on public assistance. They're certainly not considered entrepreneurial. The majority have household incomes of less than \$15,000 a year.

And yet, in every case, higher expectations for themselves and about them combined with tools of opportunity were changing lives. Women were telling me about the businesses they had started, how they had moved off of welfare. And over and over again, they said to me, I'm doing this for my children; I'm setting an example for my children. Because they understood how important expectations and attitudes and tools of opportunity are, not only for them, but for their children.

Today I want to focus on one of those tools and a particular set of expectations, and that concerns education. The President issued a national call in the State of the Union, a call to action for American education in the 21st century. This call for action outlines 10 proposals that the President believes if implemented would make a significant difference in our schools and in our children's futures.

We know that to prepare America for the next century we need strong, safe schools with clear standards of achievement and discipline, and we need talented and dedicated teachers in every classroom. Now, what have we learned over the last years because of work by people like Bernice and Irving and others of you in this audience that would enable us to meet that goal?

Well, the President believes that we have learned enough to support each of the 10 points that he is advocating: First, that we have to set rigorous national standards with national tests in 4th-grade reading and 8th-grade mathematics to make sure our children master the basics.

Now, there is controversy about national standards and national tests. I understand that. But I also understand that in the absence of a national ---(inaudible)----- results, and we will be unable as a nation to say that we have met the challenge that modern education poses to our children.

What this proposal calls for is voluntary national standards to be implemented at the local level, but to use tests that are created at the national level to determine whether or not children in Chicago or New York or Los Angeles are actually learning what they need to know.

This process will enable us to be sure that we have set benchmarks of excellence for our children -- not to put any child down but to enable all of us to lift children up. There is no difference between algebra in Chicago and algebra in Boston. There is no difference between reading in Los Angeles and reading in New York. How we get the best results in working with our children will be left to the local level, but we have to conclude, as the Mayor here in Chicago concluded when he took the courageous step of taking on the responsibility for the public schools here, that we cannot have any more excuses. We cannot pretend that we all live in Lake Woebegone, where all the children are above average, and where they are socially promoted and where they are not expected to do well because of who their parents are or what their address happens to be. Setting those national standards will, for the first time, say to every child, we have high expectations for you.

Secondly, we have to be sure that there are talented and dedicated teachers in every classroom. That means we have to do a better job with preparation for teachers and with in-service training for teachers. And we have to be honest about teachers who do not measure up. And we have to reward teachers who go above and beyond the call. And we have to enable more teachers to succeed by staying in the classroom and not being

promoted into administration and taken out of the classroom. In order to maintain the kind of core of excellent, dedicated teachers, we need to make teaching, not administration, the primary goal of educators.

Third, we have to help every student to read independently and well by the end of 3rd grade. Now, for those of you who have worked with and studied children, you know very well that if a child is not reading well on his or her own by the age of 8 or 9, it is going to be very difficult for that child ever to catch up.

The President has called for a national effort, with volunteers helping teachers, with parents becoming involved, with tutors who are willing to give their time, to make sure that every child is able to read. If we could focus on that one goal as a nation and put our hearts and hands to work on it, we would not only help many children to read, we would involve many adults in the lives of our schools, because as I go in and out of schools today all over the country, I see clearly that our schools need more partners. They need people who will be there to assist in the classroom, to help solve problems, to provide resources. And the more Americans we have involved in our public schools, through tutoring and mentoring and in other ways, the stronger community support will become for our schools.

Next, we have to expand preschool and early childhood education, and challenge parents to become involved early in their children's learning. Irving Harris has been a pioneer in our efforts to focus on the earliest years of life and learning. And now, with what neuroscience is telling us, he is a man ahead of his time, because we now know that it is not only an important way to prepare a child for school by reading and talking with that child, stimulating that baby, we now know that it makes a physical difference in the way that child's brain develops.

Now, we can't take this the wrong way. I've had friends of mine ask me, you know, now that I know all about this brain research that's going on, do you think I read enough to my child? We can't go overboard about this. Most parents who ask that question have done just fine. What we have to do is to reach out and take this powerful information and enlist every parent and empower every parent.

Oftentimes, parents will say to me, why would I talk to the baby; he can't talk back. Or I don't feel comfortable reading to my daughter because I'm not a very good reader. And my response always is that for a baby it doesn't matter how good a reader you are. It even doesn't matter how good a talker you are. Just having that interaction on a regular, ongoing basis, pretending to read the book until the child is older, doing whatever it takes to enlist that child's active learning is what will make a difference.

And it's not only the family that has to take early childhood education seriously. We all do. We have to be more committed to programs like Head Start and Early Start and pre-k programs so that we give every child a chance to be exposed to stimulating educational opportunities as early as possible.

Next, we have to expand choice and accountability in public education. The President's plan for charter schools is one of the best ways that any state or community can begin to provide other options within the public school system. As I have been in and out of charter schools around our country, I have seen dramatic differences. I think of the charter school in the San Fernando Valley outside Los Angeles that was in a neighborhood where literally on the school property drug deals were happening. There was a crack house across the street. And parents and community members got fed up with having their complaints about the safety of the school fall on deaf ears at the downtown administration. And they banded together to form a charter school. And they drove out the drug dealers. And they closed down and destroyed the crack houses. And they created opportunities for parents to become actively involved in their child's schooling. And the difference is as clear as it could be, to walk into that school now and see the learning that is taking place.



Accountability such as that that is being imposed here in Chicago will turn schools around. And again, we know what works to make schools accountable and effective. It's a matter of will whether we will be sure to implement those changes.

We have to make sure our schools are safe and disciplined and drug free, and instill our basic American values. That's where programs like uniforms, such as I saw at the Kinsey School today, come in, creating an atmosphere of structure and routine, particularly for children who come from situations that are chaotic. They need that external structure in order to begin to internalize structure. And curfews and uniforms and strict disciplinary codes -- all of that begins to send the signal that this is how we expect you to behave and how we're going to enforce our discipline in this school so that you will be able to grow and learn while here.

We have to modernize our school buildings and help support school construction. Many of our schools around our country, particularly in urban areas, are in deplorable condition. This morning, I heard from Gary Chico of the school system here in Chicago about the numbers of schools that have serious repair and maintenance problems. Many other schools in fast-growing districts have no space for children. If we expect our children to learn, there needs to be a partnership between the federal government, the state and local school districts to make sure our schools are safe to learn in.

We also have to hold something out to kids who are in school so that they will stay in school. And that's why the President has emphasized why we need to open the doors of college to all who work hard and make the grade. We need to make college more available after high school to many youngsters. Now, some people say, well, not every youngster needs to go to college. I wouldn't argue with that. But sometimes the youngsters who don't go to college are ones who would like to, who think they need to, but who for financial reasons are unable to.

Also, we now have in our community colleges the most extraordinary array of vocational and technical programs that will be available to assist young people and those who go back to school after having been in the work force to acquire skills that will make them more employable in the future. So college is not just about the four-year degree, although we should make sure that any young person who works hard and is willing to study has a chance to compete for that. But college is also about our community colleges and the preparation that they can provide to all Americans for the future of their work lives. We have to help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant so that the individual can make the choice about where to go to get the training that that man or woman needs.

Focusing on the learning needs of adults is one of the most important ways we can help the children of those adults. Making it possible for Americans to increase their skills and their employability will provide more security in the future for the entire family. And that is good news for children who live in poverty in America -- far too many of them -- and for working parents who are always struggling about where they're going to be able to find that paycheck or that college tuition or that rent money in the future.

We also have to be sure that every classroom and library is part of the Information Age. And the President has urged that every single one be connected to the Internet by the year 2000 and that we help all students become technologically literate. Again, technological literacy is not a magic panacea, but it is certainly something that those of us in this room are providing for our children. And if we don't provide it for all children, we will create two classes of young people in our country: those who are able to navigate the Information Age and those who can't get off the shore. So it's a matter of simple fairness to expose every child to the kind of technology that we provide for the children in our own families.



Now, if you look at these points in the President's plan -- standing alone or even passing them in legislation is not all that we need to do. Yes, we need every one of them if we're going to create the conditions required for making it possible for us to feel that we are educating our children. But we also have to change our attitudes and expectations as a society. We have to begin looking at the promise of every child.

Now that we have ended the entitlement to welfare, let us also end the stereotype about welfare. Let us begin to recognize that in Cabrini Green, in the Robert Taylor homes, there may be children who are just as able as any child of ours, and that it is in our interests to do everything we can to find and foster that potential, to see that child as a gift to America, and to recognize that we have a lot of ground to make up.

But if we change our attitudes, then we also have to expect more from every child and every parent. We have to try to make it clear that parenting is the most serious responsibility that anyone can assume, that it cannot be entered into lightly or irresponsibly, that it is a lifelong obligation. We have to do all we can to make sure that only those young men and women who are ready for that obligation assume it.

We also have to be prepared to speak very clearly to every young boy and girl. You will not succeed in America if you cannot speak English. You will not succeed in America if you do not take schooling seriously. You will not succeed in America if you do not believe you can succeed. You will not succeed in America if you engage in self-destructive behaviors or violence toward others because there will be no place for you in the kind of America we are trying to build for everyone else.

So, yes, we have a lot of work to do. And we have a lot of attitudes to change among all of us. But we also have to expect more from every American, and we have to enable every boy and girl to feel that he or she can succeed.

I think a lot about what the 21st century will be like because it is hard for me to believe that I will be living in a new century and a new millennium. I don't know if any of you are in millennial shock yet, but I am. And I wonder what this century holds for my daughter and for her friends and for all the children I see. And I know deep in my heart that my husband and I have tried to do all we can for our daughter and give her every advantage we knew to give her -- starting from the time she was a very small baby. I also know that there is no predicting what life holds for her or for any of us.

But I want all of us to live in a country where the future's unpredictable pattern can be met by every child being as well prepared as we have tried to make our daughter. There is no guarantee, but we have to give every child that basic, fundamental confidence about who she or he is. And that's a job that can't just be left to parents. It's a job that all of us have to do. It is a job that is being done in Chicago Children's Museum. It is a job that all of us have to recommit ourselves to.

I think that America is ready for that job, that challenge, that opportunity. And I'm hoping that every one of us will do our part in the next years to make it possible for us to say, we have no more excuses for what happens to the children in America and we don't need any because we have done our best.

Thank you all very much. (Applause.)







---

*To comment on this service,  
send feedback to the Web Development Team.*

[Read our Privacy Policy](#)

February 17, 1997

**CHICAGO CHILDREN'S MUSEUM**

**DATE:** Tuesday, February 18  
**TIME:** 4:30 pm - 6:00 pm  
**LOCATION:** Chicago Children's Museum  
Navy Pier, Chicago  
**FROM:** Brenda Costello

**I. PURPOSE**

To tour several exhibits at the Chicago Children's Museum, and deliver remarks at the Lewis Manilow Lecture on Children.

**II. BACKGROUND**

On Tuesday, you will visit the Chicago Children's Museum (CCM) to tour several exhibits and deliver remarks at the first annual Manilow Lecture on Children.

Chicago Children's Museum

The goal of the museum is to be an educational resource for schools and families in the Chicago area who wish to engage and stimulate children a lie-long love of learning. The Museum works in partnership with neighborhood schools, libraries, Head Start centers, the Boys and Girls Clubs and the Chicago Housing Authority. With its 12 interactive displays and programs, the CCM confronts critical societal issues by giving kids a voice and an understanding that children can make a difference.

Chicago Children's Museum received the Institute for Museum Services *Museum Partnerships Leadership Awards* in 1994 and 1995 for its community services and strategic initiatives through the Hartigan School Books Alive! And Center for Successful Child Development programs (description attached).

First opened in 1982, CCM serves 50,000 students and teachers from Chicago Public Schools and outreach programs for low-income families. Chicago Children's Museum moved and expanded in October 1995 to its current location on Navy Pier and recently opened a satellite post at O'Heir Airport (Terminal 2). Last year the Museum had over 580,000 visitors at this new location.

Lewis Manilow Lecture on Children

The Museum has established the lecture series in recognition of the Manilow's many contributions to the museum. The purpose is to bring key experts together to discuss the latest thinking on child development and present it to policy experts, parents, key donors, and government officials, as well as community partners. Attendance is by invitation.



Your remarks will open the first in what is to be an annual lecture series on children and child development. The lecture series is funding by Mr. Manilow, with some sponsorship from Ameritech for this first event.

**Note: C-SPAN will carry /cover your remarks live.**

Format

Your visit to the Chicago Children's Museum will consist of three components - a tour of two exhibits, a meet and greet with Museum supporters, and your remarks at the Manilow Lecture Series.

The tour, guided by Dianne Sautter and Lewis Manilow, will begin at the *Waterways* project, which teaches kids about water movement. A group of approximately 20 children, ages 5-7, from Chicago Public Schools will be involved in the interactive display. Next you will tour the *Face to Face: Dealing with Discrimination* display, an exhibit using computer-like interactive displays to teach kids about racial harmony and how to deal with discrimination. (This portion of the tour is closed press as the press repositions in the Great Hall.)

Upon completion of the tour you will participate in a brief meet and greet in the Waterfront Workshop Room with Lew Manilow and 15 underwriters of the Children's Museum. (See list attached) Following the meet and greet, you will proceed to the Museum's Great Hall for the *Lewis Manilow Lecture Series* to deliver your remarks.

Note: C-SPAN to cover remarks Live.

**III. PARTICIPANTS**

- HRC
- Lewis Manilow,
- Dianne Sautter, President, Chicago Children's Museum

#### IV. SEQUENCE OF EVENTS

- HRC, Lewis Manilow and Dianne Sautter will tour the *Waterways Project* where children are simulating moving water
- HRC, Lewis Manilow and Dianne Sautter proceed to tour the *Face to Face* exhibit where children learn about racial harmony (Closed press)
- HRC, Lewis Manilow and Dianne Sautter proceed to Waterfront Workshop Room for a 10 minute Meet and Greet with Children's Museum representatives
- Following the meet and greet, Dianne Sautter, Lewis Manilow and HRC proceed to Hold
- Following brief hold, Dianne Sautter, Lewis Manilow and HRC proceed to the Great Hall for speech
- Dianne Sautter will open and introduce Lewis Manilow
- Lewis Manilow will make brief remarks and intro HRC
- HRC makes remarks
- Following remarks, HRC exits stage left, works ropeline from left to right and departs

#### V. PRESS

Tour:

-- *Waterways* Exhibit: Open press.

-- *Face to Face* Exhibit: Closed press.

Meet & Greet: Closed press.

Remarks: Open press.

#### VI. REMARKS

Provided by Lissa Muscatine.



1/28/97

**Resume**  
**LEWIS MANILOW**

**Office**

19820 South Wolf Road  
Mokena, Illinois 60448  
Phone: (312) 654-1900

Born 8/11/27

Married - Susan

**Home**

1900 North Howe Street  
Chicago, Illinois 60614  
Phone: (312) 335-0490  
Three Children

UNIVERSITY OF CHICAGO, Ph.D. 1948.

HARVARD LAW SCHOOL, LL.B. 1951.

PROFESSIONAL AND BUSINESS CAREER - Practice of law for 30 years; developer of real estate; and former chairman of international teleconferencing company.

**PUBLIC POLICY AND CIVIC**

UNITED STATES ADVISORY COMMISSION ON PUBLIC DIPLOMACY (Washington, D.C.) -  
Current Chairman; Commissioner from 1978 to 1982. Oversight of United States Information Agency.

NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS (Washington, D.C.) -  
Member of Board and Chairman of the Middle East Committee. Chairman of 1993 W. Averell Harriman Democracy Award Dinner.

PROGRESSIVE POLICY INSTITUTE (Washington, D.C.) - Member of Board.

DEMOCRATIC LEADERSHIP COUNCIL (Washington, D.C.) - Member of Advisory Board.

UNIVERSITY OF CHICAGO - Member of Visiting Committee, Harris School of Public Policy.

COUNCIL ON FOREIGN RELATIONS (New York City) - Member; COUNCIL ON FOREIGN  
RELATIONS (Chicago) - Member and Member of Chicago Committee.

THE CHICAGO COMMUNITY TRUST - Member of Executive Committee.

METROPOLITAN PLANNING COUNCIL (Chicago) - Member of Board, 1980-1994.

NORTHEASTERN ILLINOIS PLANNING COMMISSION (Regional Planning Commission) - Member  
of Commission from 1974 to 1978.

**CULTURAL**

ART INSTITUTE OF CHICAGO - Trustee, Governing Life Member, former Chairman Sustaining  
Fellows, Co-Chair, Government Relations Committee.

MUSEUM OF CONTEMPORARY ART OF CHICAGO - Trustee and Executive Committee member  
since founding in 1967. President 1976 to 1981.

HARVARD MUSEUMS (Cambridge) - Collection Committee (Busch-Reisinger Subcommittee).

GOODMAN THEATRE (Chicago) - Honorary President, Member of Board and Executive Committee.

CHICAGO CHILDREN'S MUSEUM - Chairman of Advisory Committee.

MARKET THEATRE OF JOHANNESBURG, S.A. - Member of U.S.A. Board.

PRODUCED SEAN O'CASEY'S PURPLE DUST at Cherry Lane Theatre in New York City in 1953, which ran for over one year.

CHICAGO HUMANITIES FESTIVAL - Member of Board and Chairman of Program Committee.

FORMERLY MEMBER OF: Collectors' Group, NATIONAL GALLERY, Washington, DC; International Council, MUSEUM OF MODERN ART, New York; National Council, WHITNEY MUSEUM OF MODERN ART, New York; Advisory Board, CITY OF CHICAGO DEPARTMENT OF CULTURAL AFFAIRS; INTERNATIONAL THEATRE FESTIVAL, Chicago.

#### POLITICAL

CLINTON PRIMARY AND GENERAL CAMPAIGN 1992 - Co-Finance Chair, Illinois, and National Vice Chair of Finance Committee.

DEMOCRATIC CONVENTIONS - 1992 and 1996 Member of Platform Committee, Illinois Delegate at Large; 1976 Illinois Alternate Delegate.

GORE PRIMARY CAMPAIGN 1988 - Member, Illinois and National Finance Committee.

CARTER PRIMARY AND GENERAL CAMPAIGN 1976 - Illinois Finance Chair.

RICHARD M. DALEY CAMPAIGNS - Finance Chair for Mayor Daley in 1993 and 1994. Member of Finance Committee for all previous campaigns.

#### OTHER

1994 DISTINGUISHED PHILANTHROPIST AWARD (with Susan) from The National Society of Fund Raising Executives/Chicago Chapter.

HOST OF TOMORROW'S CHICAGO - Radio Station WBEZ (National Public Radio in Chicago) 1986.

UNIVERSITY OF ILLINOIS, CIRCLE CAMPUS - Adjunct Professor, 1985.

DOCTOR OF HUMANE LETTERS - Awarded by Governors State University on June 1, 1996.





**DIANNE L. SAUTTER  
PRESIDENT**

Dianne Sautter joined Chicago Children's Museum in 1983 as the founding Executive Director. She was the first full-time staff member, and her vision has been a major force in the expansion of the Museum over the past 13 years. Dianne oversees all operations of Chicago and leads a diverse professional team of 97 staff and more than 200 volunteers.

Dianne's leadership includes involvement with several national and local organizations devoted to children's activities and welfare. She serves on the program committee of the American Association of Museums, is an active member and former council member of the Association of Youth Museums, and is a peer reviewer for the Institute of Museum Services. Locally, she serves on the Board of Directors for The Great Books Foundation and is an Advisory Committee member of Blue Skies for Library Kids. She is a Leadership Greater Chicago Fellow and is a member of The Economic Club of Chicago.

Dianne received her degree in Special Education and Elementary Education from the University of Illinois in Champaign-Urbana. Before joining the Museum, she taught in the Chicago Public Schools for five years and helped open Chicago's first magnet school program and directed a Chicago-based parent/teacher resource center.

**Chicago Children's Museum  
Preliminary Reception Guest List  
February 14, 1997**

1. Lewis and Susan Manilow
2. Dianne L. Sautter
3. Irving Harris
4. Desiree Rogers
5. Ellen Alberding and Kelly Welsh
6. Karen Harrison
7. Joan Walker
8. Bruce Newman
9. Barbara and David Manilow
10. Diane Frankel(Director of the Institute of Museum and Library Services)
11. Jim Reilly(CEO, MPEA)
12. John Bryan(CEO, Sara Lee)

**Other potential attendees:**

Mr. and Mrs. Jay Pritzker  
Mr. and Mrs. Patrick Ryan  
Lois Ryan  
Mr. and Mrs. Elliott Lehman



CCM VIP SEATING

2/14/97

Children's Museum

VIP SEATING LIST

Lew Manilow  
Susan Manilow  
Manilow guests (number to be determined)  
Barbara Manilow  
David Manilow  
Mr. Goodman  
Mrs. Goodman  
Susan Crown  
William Kunkler  
Irving Harris  
Karen Harrision  
Walter Freedman  
Jonathan Kovler  
Sally Kovler  
Elliot Lehman  
Frances Lehman  
Bruce Newman  
Gwill Newman  
Desiree Rogers  
John Rogers  
Diane Frankel  
Ellen Alberding  
Kelly Welsh  
Joan Walker  
Matt Coleman  
Jeff Coleman  
John Bryan  
Nadine Van Sant  
Lois Weisberg  
Ella Jenkins  
Cindy & Jay Pritzker  
Gigi Mahon  
Tom Theobald  
Arthur Martinez  
William Goodyear  
Shirley Ryan  
Pat Ryan

## Try This!

✓ Successful collaboration ideas that promote intellectual, emotional, and social growth emerge as the partnership develops and solidifies.

✓ Greater and sustained communication with parents through meetings, phone calls, and e-mail builds strength on the partnership and builds trust.

## Chicago Children's Museum / Hartigan School and Center for Successful Child Development

Chicago, Illinois

### Parents as Partners

At Chicago's Robert Taylor Homes, one of the nation's largest and poorest public housing developments, the Chicago Children's Museum is working to break down barriers that inhibit low-income families from seeking and gaining access to enriching educational opportunities. In an environment that has few resources to offer, the everyday work of being a parent becomes an even greater challenge.

Through Taylor Action, begun in 1992, the museum offers extension programs that stimulate the social, emotional, and intellectual growth of parents and their children. Among these programs are two joint efforts with schools: the Hartigan School's Books Alive! program and the Center for Successful Child Development's Preschool/Parents Partnership Program.

A year after the inception of Taylor Action, evaluation results revealed the need for greater parental participation. Museum and school staff conceived the idea for Parent Networks that would provide a framework for involvement. As more parents are motivated to participate, they become models for others in the community. And when parents are excited about learning, their children become excited, too.

The Hartigan School network's first year demonstrated the power of partnership. With the assistance and encouragement of museum and school staff, parents assumed leadership roles in the network; planned family field trips, a weekly tutoring program, and enrichment activities; held workshops on parenting topics; and helped develop in-school programming for Books Alive! As a result, they could point to strengthened relationships with the museum, the school, and their children.



## Partnership Profiles

The preschool network encountered obstacles in its development. Mindful that viable collaboration develops with time, the museum hopes that staff changes at the preschool will bring greater stability to this aspect of Taylor Action in the future.

The Chicago Children's Museum's evolving relationships with schools, parents, and children in Robert Taylor Homes have yielded valuable lessons and helped staff create a model for other cultural institutions interested in partnerships with families and schools in low-income communities. A highly important quality is flexibility. "The museum's way is not necessarily the only way or the right way," says Darchelle Garner of the museum staff. All perspectives need to be valued and incorporated throughout the process.

Perhaps the key to success is commitment. The Chicago Children's Museum management and board have pledged their support to the community, its schools, and its families. It will take a number of years to gain trust and build involvement before the impact of the program is widespread.

**For more information:** Darchelle Garner, Vice President, Community Services and Strategic Initiatives, Chicago Children's Museum, 700 E. Grand Ave., Suite 127, Chicago, IL 60611, 312/464-7677

*Ideas and notes:*

## Partners' Voices

"Commitment is the driving force that says to others, 'I am here to do what I can to make this program a success.'"

"Through my commitment to the Books Alive! program, I have developed a stronger commitment to my children and their educational needs, my family, school, and community."

Jerline Bady, Parent Network Chairperson, Langley School

"Collaboration takes years to produce successful outcomes. The museum's management and board have made the commitment to their resources to this initiative. Success could not be achieved otherwise."

Darchelle M. Garner  
Vice President, Community Services  
and Strategic Initiatives, Chicago  
Children's Museum



Copyright 1997 U.S. Newswire, Inc.  
U.S. Newswire

View Related Topics

February 20, 1997 18:44 Eastern Time

**SECTION:** NATIONAL DESK

**LENGTH:** 2582 words

**HEADLINE:** Transcript of the First Lady's Remarks at the **Chicago Children's Museum** Feb. 18 (1 of 2)

**DATELINE:** WASHINGTON, Feb. 20

**BODY:**

Following is a transcript of remarks made by **Hillary Rodham Clinton** Feb. 18 at the **Chicago Children's Museum** (Part 1 of 2):

Chicago, Illinois

MRS. CLINTON: Thank you very much. I am always glad to be back in Chicago and today I'm especially pleased to have a chance to be here at this museum on this auspicious occasion of the first Annual Lewis Manilow Lecture. I want to thank Lew Manilow for inviting me to be here, and I want to convey my appreciation, and I'm sure that of many of you here, to both Lew and Susan for their generous support of the cultural and civic life of this city, and particularly their support of institutions such as this Children's Museum and others which do so much for children.

I was delighted that Diane could give me the tour, and she had many helpers -- very small helpers -- who showed me around. And I was able to meet some of the staff and could see on their faces the enthusiasm they have for the work they do here. I am pleased that we could be joined by your senior Senator Carol Moseley-Braun, and I thank her for being here. And I thank Congressman Danny Davis also for joining us.

And I want to add my word of appreciation to Berniece and to Irving, because there are, I don't believe, two people who have done more to raise awareness about the importance of families and children anywhere in the United States. And I share the pride of all of you that they have done this work and have led on behalf of children from right here in Chicago.

I hope that as we sit here in the midst of this museum and as many of you who have had the chance to tour through here to see the exhibits that are designed carefully to provoke children of every age, that we realize we stand on the brink of an extraordinary opportunity and challenge. And that opportunity and challenge is that we now know -- we know what works for children. We know what children need. We understand that from the very earliest days of life a child is constantly learning. We now know what it requires for the brain to develop. Science has opened up all kinds of information to us that good mothers and fathers and grandparents knew instinctively for generations, but now we know for sure.

And that knowledge imposes grave responsibilities on all of us. Whether or not we are parents, we all, as adults, have an obligation to refuse to make any more excuses about what our children need.

And so I come today to reflect upon what I have learned and seen here at this museum and around our country, because I have been privileged to visit many places like this museum where we are taking what we now know about children and putting it into practice; where adults are banding together to build communities and strong families that will enable as many children as possible to live up to their God-given potential.



And yet, at the same time, we know that in this great city, as in every city and every suburb and every small rural town in America, there are too many of our children who will not reap the benefit of this opportunity and challenge that we face. We can pick up the newspaper, turn on the television, listen to the radio every single hour and hear too often of the lost life, the missed opportunity, the tragedies that befall our children.

So this is a good news, bad news report. The good news is we know what works. We know what every child needs. We know what they need in their families, what they need in their schools, what they need in their communities. We know what parents require to feel that they are able to give the time and energy that children require. We know what makes for good schools and good teaching and active learning. And we know that in countless places around America everything that we know that is good for children is happening. And we also know that in countless other places what we know will destroy the body, the mind, the soul of a child is also happening.

Now, there is no way for anyone to write a prescription or pass a law that tells people, be good parents, be loving grandparents, be caring teachers, be sensitive employers, be thoughtful public leaders, and always consider first and foremost what children need to develop and grow. But we know that in many ways we have the tools at our disposal, and they don't require laws, and lots of times they don't even require a lot of money. What they our children and about ourselves.

Now, my husband says that we live in an age of possibility. And by that he means a time of great promise as well as uncertainty; an age that requires us to think in new ways about how to meet old and new challenges; an age that offers few guarantees for the future, but many opportunities. And though change is certain in this age of possibility, progress is not. Progress depends on the choices we make today and tomorrow, and whether we meet those challenges, particularly to our children, and protect our values.

We can start by admitting that we have to recommit ourselves to making America a level playing field for all children; by coming together as one community committed to helping all children lift themselves up to better lives; by making sure that the tools of opportunity are available to every person who is willing to work hard and take responsibility. Those tools are obvious ones -- obviously, education, health care, access for adults to jobs and credit, legal protections where necessary, the ability to participate fully in the of opportunity, we have to think about the attitudes and expectations that must be joined together in order for those tools to be used effectively.

Just today, here in Chicago, I have seen how the tools of opportunity and those higher expectations and positive attitudes can make a difference. This morning I saw at the Kinsey School on the South Side a school that works -- a public school of pre-K through 8th grade where the principal empowers the teachers, where the teachers collaborate and cooperate with one another, where the children who are older mentor and tutor the ones who are younger, a school where when you walk in the door you know that learning is occurring.

Now, are the children at Kinsey the brightest children in Chicago? Were they genetically chosen to go to the Kinzie School? Were the teachers singled out because they were the best and most sensitive, charismatic teachers in Chicago? No. Instead, what happened at the Kinzie School can happen at any school. People were given the support and the motivation and the tools required to change how a school worked.

So there I was in a class of pre-K children, some of them with disabilities and particularly hearing impairments because those children are being included at the Kinzie School -- watching as little boys and girls talked and did their work together; and in a kindergarten class, watching as they determined what floated or sank -- much as I saw in the waterways exhibit here -- and I could see very clearly that what we had at that school is what we need at every school, but what we still don't have at enough schools.

Later this morning, I visited the Women's Self-employment Project, not far from here -- a non-profit organization created a decade ago to provide training and assistance, peer support and loans to



low-income women who were interested in starting small businesses and becoming economically self-sufficient. These women are seldom thought of except in stereotypical terms. They're not considered independent -- many have been or still are on public assistance. They're certainly not considered entrepreneurial. The majority have household incomes of less than \$15,00 a year.

And yet, in every case, higher expectations for themselves and about them combined with tools of opportunity were changing lives. Women were telling me about the businesses they had started, how they had moved off of welfare. And over and over again, they said to me, I'm doing this for my children; I'm setting an example for my children. Because they understood how important expectations and attitudes and tools of opportunity are, not only for them, but for their children.

Today I want to focus on one of those tools and a particular set of expectations, and that concerns education. The President issued a national call in the State of the Union, a call to action for American education in the 21st century. This call for action outlines 10 proposals that the President believes if implemented would make a significant difference in our schools and in our children's futures.

We know that to prepare America for the next century we need strong, safe schools with clear standards of achievement and discipline, and we need talented and dedicated teachers in every classroom. Now, what have we learned over the last years because of work by people like Berniece and Irving and others of you in this audience that would enable us to meet that goal?

Well, the President believes that we have learned enough to support each of the 10 points that he is advocating: First, that we have to set rigorous national standards with national tests in 4th-grade reading and 8th-grade mathematics to make sure our children master the basics.

Now, there is controversy about national standards and national tests. I understand that. But I also understand that in the absence of a national ---(inaudible)----- results, and we will be unable as a nation to say that we have met the challenge that modern education poses to our children.

What this proposal calls for is voluntary national standards to be implemented at the local level, but to use tests that are created at the national level to determine whether or not children in Chicago or New York or Los Angeles are actually learning what they need to know.

This process will enable us to be sure that we have set benchmarks of excellence for our children -- not to put any child down but to enable all of us to lift children up. There is no difference between algebra in Chicago and algebra in Boston. There is no difference between reading in Los Angeles and reading in New York. How we get the best results in working with our children will be left to the local level, but we have to conclude, as the Mayor here in Chicago concluded when he took the courageous step of taking on the responsibility for the public schools here, that we cannot have any more excuses. We cannot pretend that we all live in Lake Wobegone, where all the children are above average, and where they are socially promoted and where they are not expected to do well because of who their parents are or what their address happens to be. Setting those national standards will, for the first time, say to every child, we have high expectations for you.

Secondly, we have to be sure that there are talented and dedicated teachers in every classroom. That means we have to do a better job with preparation for teachers and with in-service training for teachers. And we have to be honest about teachers who do not measure up. And we have to reward teachers who go above and beyond the call. And we have to enable more teachers to succeed by staying in the classroom and not being promoted into administration and taken out of the classroom. In order to maintain the kind of core of excellent, dedicated teachers, we need to make teaching, not administration, the primary goal of educators.

Third, we have to help every student to read independently and well by the end of 3rd grade. Now, for those of you who have worked with and studied children, you know very well that if a child is not reading well on his or her own by the age of 8 or 9, it is going to be very difficult for that child ever to catch up.



**LANGUAGE:** ENGLISH

**LOAD-DATE:** February 20, 1997

---

**FOCUS<sup>TM</sup>**

**Search:** General News;chicago children's museum and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

FOCUS

*Example:* House of Representatives

---

[About LEXIS-NEXIS](#) | [Terms and Conditions](#) | [What's New](#)  
Copyright © 2000 LEXIS-NEXIS Group. All rights reserved.

Copyright 1997 The Washington Post  
The Washington Post

View Related Topics

February 20, 1997, Thursday, Final Edition

**SECTION:** A SECTION; Pg. A01

**LENGTH:** 1180 words

**HEADLINE:** Trying Out a New Blend; First Lady Tests Fuzzy and Sharp Approaches

**BYLINE:** Peter Baker, Washington Post Staff Writer

**DATELINE:** KANSAS CITY, Mo., Feb. 19

**BODY:**

The science experiment was straightforward enough. With guest teacher **Hillary Rodham Clinton** helping out, the gaggle of squirmy grade-schoolers dropped one object after another into a plastic tub of water to see which would sink and which would float. The marble sank. The pencil floated.

In her own fashion, the first lady these days is conducting a sink-or-float experiment too, testing out political themes and techniques to find the right combination for the second Clinton term.

Her first major trip outside of Washington since the inauguration could serve as a metaphor for how she intends to proceed over the next four years. During a two-day swing through the Midwest that ended tonight, she tried a blend of the soft-and-fuzzy, traditional first-lady types of events -- such as reading to children in a hospital -- and the more wonkish policy-oriented speeches where she jawboned local officials and community leaders about their responsibilities to reshape welfare.

If the essence of her agenda was familiar, the strategy seemed sharply removed from her activism of four years ago. The focus is still on women, children and the needy, but the message has been tailored to the age of devolution. Instead of an expanded federal role in the health care industry, she was preaching the need for state and municipal governments to take a more active role in educating children and beating poverty.

"You have different needs at different points in time," she said during a brief interview today. Creativity is the order of the day in policy and, she seemed to suggest, in politics. "We are living in a more entrepreneurial time, so that you have to be constantly evaluating the solutions that you're bringing."

Yet such flexibility, she acknowledged, is precisely what has gotten her husband in trouble in the past. "He sometimes gets accused of, you know, trying to have it both ways or trying to cut his losses, or whatever people say. But I think . . . the historically more accurate description is [that] what he's doing is . . . looking at new ways of solving those problems and understanding how fluid the back-and-forth is between governments and between different aspects of society."

The fluidity of political figures, of course, often traces its history to the back-and-forth of elections. As **Hillary Clinton** knows, neither the 1994 vote that turned over Congress to the Republicans nor the 1996 balloting that preserved divided government was a mandate for the more assertive federal government she once envisioned.

So it is within that context that she maps out her future. Hers will remain an outspoken, if carefully crafted voice, advisers insist. Aides say they are starting to do more long-range strategy planning than they have in the past, and the White House has assigned a second speechwriter to work for her, an



unusually heavy deployment for a first lady but one that reflects a schedule that included 441 speeches, newspaper columns and written statements that went out in her name last year alone.

The next few months will be especially busy. Aside from traveling with President Clinton to Mexico and Latin America, she plans a two-week sojourn of her own to Africa. She also is organizing a White House meeting on the science of how a young child's mind develops, an event officials dryly refer to as "the brain conference."

But much of her time will be spent barnstorming the nation to talk about welfare and education, as she did the last two days.

In Chicago, she highlighted preschool learning at a Southside school and held a round-table discussion with people rescued from unemployment by a "microcredit" program that arranged small loans to start their own businesses. Here in Kansas City, she delivered the keynote address for a luncheon honoring a project that helps women get off welfare and dropped by a hospital to inaugurate an initiative encouraging parents to read to their infants and toddlers.

"Part of what I'm trying to do is emphasize everything that's working in America," she said at Children's Mercy Hospital here.

The other part was to issue a challenge to businesses, churches and local governments to find ways to move indigent women off government rolls and into work, much as the president has done lately.

"I am so tired of hearing people say, 'We can't do anything about the problem' or 'There's a whole group of people we have to write off,' " **Hillary Clinton** said in Chicago Tuesday. "It is just a string of excuses. I think . . . we have reached a point where people are willing to say, 'No more excuses.' "

Clinton also paid a couple of political debts. She spoke at a fund-raising event for retired senator Paul Simon (D-Ill.), who is starting a public policy institute at Southern Illinois University. And she kicked off a lecture series at the **Chicago Children's Museum** as a favor to Lewis Manilow, a local real estate tycoon and prominent Democrat who helped her husband's presidential campaigns and who, with his wife, Susan, donated \$ 145,000 to Democrats in the last three elections.

She took the opportunity to delve into local matters, too. In Chicago, she called a radio station to express solidarity with a community outraged by a vicious rape and assault of a 9-year-old girl living in a housing project and later telephoned a city police officer badly injured in a shooting. Here in Kansas City, she spoke at a benefit for a local boys and girls club along with comedian Bill Cosby, whose grown son was murdered in California recently.

The two did not appear on stage at the same time but met privately in a backstage dressing room for about 20 minutes. At one point, belly laughs could be heard from the room, and afterward the two emerged and cheerfully posed for pictures together.

Clinton declined to comment, but Cosby said in an interview that it was a heart-felt talk. "We had a wonderful conversation," said Cosby, wearing a sweat shirt emblazoned with his son's "Hello Friend" slogan, which he has worn since the slaying. "I have a lot of mother-to-mother messages to bring back. . . She's just a very solid person. And you know what? She's funny, too."

At the urging of friends, she spent Tuesday night watching the Chicago Bulls defeat the Denver Nuggets, returning to the United Center for the first time since last summer's Democratic National Convention.

The first lady and her entourage watched Scottie Pippen score a career-high 47 points from the cushioned vantage point of team owner Jerry Reinsdorf's skybox.

With much of the stadium gawking, she greeted fellow fans who walked past, including Jesse L. Jackson, and later posed for pictures with team mascot Benny the Bull and the cast of NBC's "Third

Rock From the Sun," who happened to be on hand elsewhere in the center.

Afterward, she gamely traipsed down to the Bulls locker room to congratulate the players and emerged with Dennis Rodman's sweaty team jersey, autographed to "Hillary."

She offered no comment on the night's hair color (faded yellow) or his tattoos.

**GRAPHIC:** Photo, ap/cliff schiappa, Launching a program encouraging parents to read to their children, **Hillary Clinton** reads to youngsters, including Brandon Fields, left, and Raumin Mahoutchian, at a Kansas City hospital.

**LANGUAGE:** ENGLISH

**LOAD-DATE:** February 20, 1997

---

## FOCUS<sup>TM</sup>

**Search:** General News;chicago children's museum and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

*Example:* House of Representatives

---

About LEXIS-NEXIS | Terms and Conditions | What's New  
Copyright © 2000 LEXIS-NEXIS Group. All rights reserved.



Copyright 1997 Chicago Sun-Times, Inc.  
Chicago Sun-Times

View Related Topics

February 19, 1997, WEDNESDAY, Late Sports Final Edition

**SECTION:** NWS; Pg. 4

**LENGTH:** 381 words

**HEADLINE:** First lady focuses visit on education

**SOURCE:** JON SALL

**BYLINE:** BY TIM NOVAK AND LORRAINE FORTE

**BODY:**

**Hillary** Rodham **Clinton** went from the classroom to the locker room Tuesday, promoting her husband's educational programs and ending the day at a Bulls basketball game.

The first lady said Americans must ensure that all children have the same educational opportunities.

"Let us . . . recognize that in Cabrini-Green and the Robert Taylor Homes, there may be children who are just as able as any child of ours. It is in our interest to do everything we can to find and foster that potential, to see that child as a gift to America and to recognize that we have a lot of ground to make up," Clinton said at the **Chicago Children's Museum** on Navy Pier.

She kept her distance from reporters and questions about the resignation of Whitewater prosecutor Kenneth Starr.

Starr will become dean of the law school at Pepperdine University in California, fueling speculation that the Whitewater investigation will end without charges against the Clintons.

After viewing exhibits at the Children's Museum, the first lady said Americans must "recommit ourselves to making America a level playing field for all children," starting with "clear standards" in schools.

President Clinton has proposed national standards with national tests for reading in fourth grade and math in eighth grade.

She also called for expansion of preschool and early childhood education, saying "it is not only an important way to prepare a child for school . . . it makes a physical difference in the way a child develops."

She cited her earlier visit to Kinzie Elementary School, 5625 S. Mobile, which has a model program for teaching disabled children alongside other kids.

At the school, Clinton toured the kindergarten and preschool classes, helping children make paper necklaces and conduct a science experiment.

She also participated in a roundtable discussion with Mayor Daley, School Board President Gery Chico, Schools CEO Paul Vallas, the principal, two teachers and parents.

Later, she watched the Bulls game at the United Center from owner Jerry Reinsdorf's suite.

Clinton was on her feet applauding during the Bulls' trademark introduction. She spent much of the latter

part of the game talking to friends and visited the Bulls locker room after the game.

Contributing: Elliott Harris

**GRAPHIC:** Hillary Rodham Clinton and Surwrathe Gibson of Chicago check out an exhibit Tuesday at the **Chicago Children's Museum** on Navy Pier.

**LANGUAGE:** English

**LOAD-DATE:** February 20, 1997

---

**FOCUS<sup>TM</sup>**

**Search:** General News;chicago children's museum and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

*Example:* House of Representatives

---

[About LEXIS-NEXIS](#) | [Terms and Conditions](#) | [What's New](#)  
Copyright © 2000 LEXIS-NEXIS Group. All rights reserved.



---

## **Clinton Presidential Records Digital Records Marker**

---

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

---

**2/18/97 – Chicago Children's  
Museum**

Divider Title: \_\_\_\_\_

---

SCHEDULE FOR HILLARY RODHAM CLINTON

FRIDAY, FEBRUARY 21, 1997

FINAL

---

|            |                        |
|------------|------------------------|
| SCHEDULER: | HOLLY NICHOLS          |
|            | 202-456-7561    OFFICE |
|            | 703-931-2483    HOME   |

---

|          |                 |
|----------|-----------------|
| PREV RON | The White House |
|----------|-----------------|

|            |                                        |
|------------|----------------------------------------|
| 10:00 am - | BRIEFING FOR EDUCATION EVENT [W/POTUS] |
| 10:15 am   | Oval Office                            |
|            | CLOSED PRESS                           |

|          |                                     |
|----------|-------------------------------------|
| 10:20 am | DEPART South Portico                |
|          | VIA Presidential Motorcade          |
|          | EN ROUTE Garrison Elementary School |
|          | [drive time: 15 minutes]            |

|          |                                   |
|----------|-----------------------------------|
| 10:35 am | ARRIVE Garrison Elementary School |
|----------|-----------------------------------|

**Greeters:**

-General Julius Becton, CEO and Superintendent, District of Columbia Public Schools

-Andrea Robinson, Principal, Garrison Elementary School

|            |                                     |
|------------|-------------------------------------|
| 10:45 am - | VISIT TO GARRISON ELEMENTARY SCHOOL |
| 11:00 am   | Classroom 109                       |
|            | POOL PRESS                          |

**FORMAT:**

-- HRC and POTUS enter the classroom and proceed to seats.

-- HRC and POTUS read "The Tortoise and the Hare" to the second grade students.

**PARTICIPANTS:** Approx. 20 students to attend.

|                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>NOTE:</b> HRC and POTUS will greet the 7 university presidents from the District of Columbia in the Principal's Office immediately before proceeding to the Auditorium.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|           |                                      |
|-----------|--------------------------------------|
| 11:10 am- | DISTRICT OF COLUMBIA COLLEGE READING |
| 12:00 pm  | TUTOR ANNOUNCEMENT                   |
|           | Auditorium                           |
|           | OPEN PRESS                           |

**FORMAT:**



SCHEDULE FOR HILLARY RODHAM CLINTON  
FRIDAY, FEBRUARY 21, 1997  
PAGE 2

- Off-stage announcement of POTUS and HRC accompanied by Andrea Robinson and General Julius Becton.  
**NOTE:** HRC and POTUS proceeds to seat on stage.
- Andrea Robinson, Principal, Garrison Elementary School, intros HRC.
- HRC makes remarks and intros General Becton.
- General Becton makes remarks and intros POTUS.
- POTUS makes remarks.
- Upon conclusion of remarks, POTUS and HRC exit stage right and work ropeline right to left.

**PARTICIPANTS:** Approx. 200 people to attend.

12:10 pm

**DEPART** Garrison Elementary School  
**VIA** Presidential Motorcade  
**EN ROUTE** The White House  
[drive time: 15 minutes]

12:25 pm

**ARRIVE** South Portico

12:30 pm -  
12:35 pm

**PHOTO-OP [W/POTUS]**  
Diplomatic Reception Room  
**CLOSED PRESS**

**FORMAT:**

- POTUS makes brief remarks.
- John Brademas presents "Creative America," the report of the President's Committee on the Arts and Humanities.
- POTUS and HRC do photos with participants.
- HRC and POTUS depart.

SCHEDULE FOR HILLARY RODHAM CLINTON  
FRIDAY, FEBRUARY 21, 1997  
PAGE 3

PARTICIPANTS: Approx. 5 people to attend.

12:45 pm -  
12:55 pm

DROP-BY  
East Room  
CLOSED PRESS

FORMAT: HRC to do a group photo with students.

PARTICIPANTS: Approx. 70 students.

CONTACT: Tim Shaw/703-524-5000/x223

NOTE: The students will take a tour of the White House following HRC's drop-by.

1:00 pm -  
2:00 pm

PRIVATE MEETING  
Residence/West Wing Office [TBD]  
CLOSED PRESS

2:15 pm -  
3:00 pm

PRIVATE MEETING  
Residence/West Wing Office [TBD]  
CLOSED PRESS

FORMAT:  
-- Informal meeting.

3:00 pm -  
4:00 pm

LUNCH

4:00 pm

PROCEED TO OEOB

4:05 pm -  
4:20 pm

VIDEO RECORDING  
THE WORLD HEALTH ORGANIZATION FIFTH MEETING  
OF THE GLOBAL COMMISSION ON WOMEN'S HEALTH  
[Geneva, Switzerland]  
OEOB Studio, RM# 459  
CLOSED PRESS

RON The White House  
WEATHER FORECAST FOR WASHINGTON, D.C.

-Mostly cloudy with light rain beginning by the afternoon. Wind southwest at 12 to 22 knots. Low 45. High 62.



SCHEDULE FOR HILLARY RODHAM CLINTON  
FRIDAY, FEBRUARY 21, 1997  
PAGE 4

Copyright 1997 Chicago Tribune Company  
Chicago Tribune

View Related Topics

**February 22, 1997 Saturday, NORTH SPORTS FINAL EDITION**

**SECTION:** NEWS; Pg. 14; ZONE: N

**LENGTH:** 305 words

**HEADLINE:** CLINTONS HELP KICK OFF D.C. LITERACY PLAN

**BYLINE:** By William Neikirk, Washington Bureau.

**DATELINE:** WASHINGTON

**BODY:**

President Clinton and First Lady **Hillary** Rodham **Clinton** on Friday read District of Columbia 1st graders the story of the slow but steady tortoise who triumphs over the fast but cocky hare.

They said the tale illustrates how the crime-ridden, drug-infested, money-starved capital city must use steady, focused efforts to bounce back from its long list of social and economic travails.

Many city leaders would say the Clintons have been too tortoise-like in responding to the city's woes, and only recently have shown much interest in solving them.

These ill feelings were barely below the surface when the Clintons appeared at a local elementary school to announce that area colleges and universities will supply 680 volunteer tutors to help D.C. youngsters learn to read.

The Clintons used the district to kick off a literacy program in which the White House hopes to use 1 million volunteers nationwide to make sure children can read well and independently by the 3rd grade.

The president said the district "will win the race" by focusing first on **education**. He pledged the cooperation of his "personal family and my official family" in making Washington "a world capital second to none."

Mayor Marion Barry, who didn't appear on the same platform with the Clintons, criticized the president for being slow to respond in the past, but added he was glad they had shown more interest.

The president said surveys show only 40 percent of 8-year-olds in America "can read as well as they should.

Clinton has proposed legislation to hire 30,000 reading specialists and coordinators nationwide to mobilize and train the volunteers over the next five years.

But while Congress ponders the legislation, the White House intends to urge more volunteers, especially from colleges and universities, to help tutor students.

**LANGUAGE:** ENGLISH

**LOAD-DATE:** February 22, 1997

---

**FOCUS™**



Copyright 1997 The Washington Post  
The Washington Post

View Related Topics

February 22, 1997, Saturday, Final Edition

**SECTION:** METRO; Pg. C01

**LENGTH:** 913 words

**HEADLINE:** Improving Literacy, a Page at a Time; At D.C. School, Clinton Announces Tutoring Plan, Cites Lesson of 'Tortoise'

**BYLINE:** Debbi Wilgoren, Washington Post Staff Writer

**BODY:**

President Clinton, combining his crusade for national literacy with his newly expressed concern for the nation's capital, announced new tutoring programs yesterday that will be organized by AmeriCorps workers at 18 struggling D.C. schools and staffed by hundreds of university students and volunteers from around the city.

"One of our goals has to be to make sure every 8-year-old in this country can read a book on his or her own -- and every 8-year-old in this school, and every 8-year-old in this city," Clinton said during a speech at Garrison Elementary School in Northwest Washington's Shaw neighborhood. "To truly renew our capital city, we clearly have to start with our children."

**Clinton** and his wife, **Hillary Rodham Clinton**, spent about 90 minutes at Garrison, one of 18 elementary schools the District has targeted for special assistance because its standardized test scores have been so low in recent years.

The visit began in Stephanie Early Abney's brightly decorated first-grade classroom, where letter combinations ("ch," "th") are written on construction paper mobiles along with the "hopes and dreams" of students ("I wish that people would get along with each other," "that I can learn how to read a book and color and write").

Sitting on folding metal chairs and surrounded by Abney, 19 rapt youngsters, an assistant teacher and two classroom volunteers, the Clintons greeted the students and were handed two classroom copies of the classic fable "The Tortoise and the Hare."

The president made sure the children understood that a tortoise was a turtle and a hare was a rabbit. Then he and his wife took turns reading the words and showing the pictures.

The tortoise "was tired, but he didn't stop," **Hillary Clinton** said at the end of the tale, in which the tortoise beats the hare in a race because the hare stops to take a nap.

"Have any of you ever tried something that was really hard to do? How about reading? You just have to keep practicing over and over again, and not go to sleep, when you are learning to read."

President Clinton repeated the theme during his speech in the school cafeteria, which doubles as an auditorium and gymnasium.

"We're plotting out a race here for a tortoise, not a hare," he said of the tutoring initiatives he is launching in the District and across the country. "This is not going to be done overnight. Children are not built in a day. But it is a very important start."



The District version of Clinton's "America Reads" program has three components: AmeriCorps-organized tutoring after school for first- and second-graders; Saturday tutorials for third- and sixth-graders; and family resource centers where parents can improve their own reading skills.

D.C. school officials said the tutorials for students, which began this week at Garrison, will be in place at all 18 targeted schools next month. The family resource centers will start next fall.

The two members of the national service program AmeriCorps who are working at Garrison said they have recruited about 50 tutors -- workers from the government and private sectors, college students and senior citizens -- but that more are sorely needed.

"A lot of people think that they may be too busy to tutor," said Tara West, 25, from Akron, Ohio. "But then, once they see the faces of the students, they think they have all the time in the world."

The presidents of American, Catholic, Gallaudet, Georgetown, George Washington and Howard universities and Trinity College, all of whom attended yesterday's announcement, have pledged to send nearly 700 more college students to tutor in D.C. schools starting next year. About two-thirds of them will be paid through a new federally funded work-study program.

Their efforts were applauded yesterday by D.C. school Chief Executive Julius W. Becton Jr., who has emphasized public-private partnerships as the key to improving city schools.

"We can no longer afford to sit on the sidelines saying our problems can't be solved," Becton said. "Concerned citizens can and will make a profound and lasting difference for our children."

But Garrison, a cheerful, well-run school, is a textbook example of how complicated improving student performance can be. The school is an early-childhood learning model for the city, employing innovative teaching approaches lauded by experts across the country.

Its teachers have been recognized as caring and talented. Students are tutored and mentored by volunteers from Metropolitan Baptist Church, the Department of **Education** and Anderson Consulting. Those who participate in an after-school baseball league receive additional academic help. But Garrison's test scores lag below even the city average, which itself is below the national norm. In 1995, the school's third-graders scored in the bottom 25 percent of a national standardized test in reading -- a 17-point drop from 1994.

Abney, a highly regarded teacher, said all but seven of her 20 first-graders are already reading -- and four youngsters are ahead of their grade level. She said her biggest struggle is helping those students whose parents cannot or do not to read to them at home and who therefore arrive in first grade unable to recognize letters or link letters and sounds. "The ones who do very well are usually the ones who get a lot of home support," Abney said. "And that's why it's so important to have these tutors, because they're filling in that gap."

**GRAPHIC:** Photo, james m. thresher, Before reading "The Tortoise and the Hare," the Clintons listen as first-graders sing at Garrison Elementary School.

**LANGUAGE:** ENGLISH

**LOAD-DATE:** February 22, 1997

---

**FOCUS™**

**Search:** General News;education and hillary w/2 clinton



Copyright 1997 The Houston Chronicle Publishing Company  
The Houston Chronicle

View Related Topics

February 22, 1997, Saturday, 3 STAR Edition

**SECTION:** a; Pg. 8

**LENGTH:** 434 words

**HEADLINE:** Clintons visit school to promote reading, plan to revitalize D.C.

**BYLINE:** NANCY MATHIS, Houston Chronicle Washington Bureau; Staff

**DATELINE:** WASHINGTON

**BODY:**

WASHINGTON - President **Clinton and Hillary** Rodham **Clinton** read to local elementary school children and pledged their efforts Friday to help revitalize the nation's beleaguered capital.

The president and first lady toured Garrison Elementary School, where they read "The Tortoise and the Hare"" to youngsters to promote the administration's effort to mobilize 1 million reading tutors across the nation.

But the appearance in a gritty Washington neighborhood just a mile from the White House also was intended to highlight the administration's effort to help rebuild a city beset by high crime, questionable leadership and sinking finances.

"I pledge to you today that we, my personal family and my official family, will be with you as you make those efforts every step of the way," the president told a crowd of local officials, parents and schoolchildren gathered in the gymnasium.

"This is our city, all of us who live here, all of us who work here. All of us who want America's capital to be a world capital second to none, all of us have an obligation to work . . . with all the leaders of the city to help to renew and to revitalize Washington, D.C.," Clinton said.

The president and Congress last year appointed a Financial Control Board to oversee the district's spending. Its officials are often at war with Mayor Marion Barry, who gained international attention after being found guilty of misdemeanor crack cocaine use and returning to office after serving jail time. The control board also has taken over the city's school system. The Washington Post, in a series published this week, reported that the system spends more money than any district in the nation and has the lowest test scores, a bloated bureaucracy and dilapidated schools.

Clinton has proposed legislation to aid the District, which he noted is burdened with some functions of a state and a city.

The District, for instance, operates its own prison system, Medicaid program and welfare.

"As the first lady said, this endeavor will require us to be more like the tortoise than the hare," Clinton said. "We will have to move slowly but deliberately, and we will not be able to sit down and rest. But if we do that, like the tortoise, we will win the race. "

The president also promoted the efforts of seven local universities that have agreed to devote a portion of their work-study financial aid program to college students tutoring Washington schoolchildren. The president has called for a goal of every third-grader being able to read within the decade.

**GRAPHIC:** Photo: The Clintons read to children Friday at a District of Columbia school; Associated Press

**LANGUAGE:** ENGLISH

**LOAD-DATE:** February 25, 1997

---

## FOCUS<sup>TM</sup>

**Search:** General News;education and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

*Example:* House of Representatives

---

[About LEXIS-NEXIS](#) | [Terms and Conditions](#) | [What's New](#)  
Copyright © 2000 LEXIS-NEXIS Group. All rights reserved.