

THE WHITE HOUSE
WASHINGTON

December 15, 1997

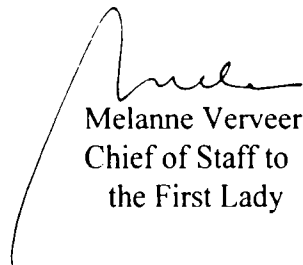
Ms. Joan Challinor
3117 Hawthorne Street, NW
Washington, DC 20008

Dear Joan:

Thank you for your kind comments about The Washington Post Magazine article. I'm relieved to have survived the experience!

Wishing you all the best.

Sincerely,



Melanne Verveer
Chief of Staff to
the First Lady

FAX TRANSMITTAL FROM

JOAN R. CHALLINOR

DATE: Nov. 25, 1997TO: Melanne VerveerORGANIZATION: White HouseFAX NUMBER: 456-6244NUMBER OF PAGES INCLUDING THIS PAGE: one (1)

COMMENTS:

Dear Melanne:

I read with great interest the article about you in the Sunday Magazine section of The Washington Post. It gave you credit for much that you have done, but only touched the surface on the Melanne Verveer I know. You have been a voice of reason, compassion and intelligence in the Clinton White House and I am proud to say I know you.

I would like to tell the young man who said "I do not work on school uniforms" that reducing crime in our country's schools is not an unworthy object of his attention.

All in all, I would say that the article fared well in discussing your political career, but failed to touch the deeper notes of your religious beliefs.

Happy Thanksgiving.

3117 HAWTHORNE STREET, N.W.

WASHINGTON, D.C. 20008

PHONE: 202-965-9447

FAX: 202-965-6115

THE WHITE HOUSE
WASHINGTON

December 2, 1997

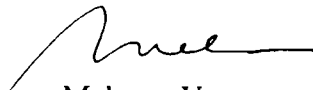
Mr. A. Richard Caputo
387 Wyoming Avenue
Kingston, PA 18704

Dear Mr. Caputo:

Congratulations on your swearing in as federal judge of the United States District Court. I am sorry that I won't be able to be at your investiture. It has been a lengthy process, but the opportunity to serve in this high capacity has been well worth the delay. I wish you all the best in public service.

Best wishes.

Sincerely,

A handwritten signature in black ink, appearing to read 'Melanne', with a long horizontal stroke extending to the right.

Melanne Verveer
Chief of Staff to
the First Lady

—

You are cordially invited
to the investiture ceremony of
A. Richard Caputo
as Judge
of the United States District Court for
the Middle District of Pennsylvania
on Monday, December 15, 1997 at 10:30 a.m.
in Courtroom One, Fourth Floor
William J. Nealon Federal Building and
United States Courthouse
Scranton, Pennsylvania

—

Caputo (R)

R.S.V.P. by December 10, 1997
(717) 288-5020

Reception will follow
at the Scranton Club

THE WHITE HOUSE
WASHINGTON

November 6, 1997

Ms. Kassie Canter
Vice President
Corporate Affairs and Communications
30 Rockefeller Plaza
New York, NY 10122

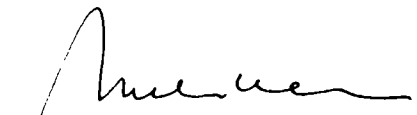
Dear Ms. Canter:

Thank you very much for your letter and for the invitation to the First Lady to the discussion, "Balancing Acts: The Work/Life Tightrope."

Regrettably, the First Lady is unable to commit to this for the foreseeable future, but sends her best wishes for a successful event.

Thanks and best wishes.

Sincerely,



Melanne Verveer
Chief of Staff to
the First Lady



October 24, 1997

The Honorable Hillary Rodham Clinton
First Lady of the United States
The White House

Dear Mrs. Clinton:

As much as anyone, you understand the challenges faced by millions of women in the United States who are juggling their work lives with their lives as members of their local communities and often also as mothers and wives.

On the heels of the very public resignations of two powerful female business executives, this issue has enormous resonance right now among professional women. Lucie Salhany recently stepped down from her job as the head of United Paramount Network, and Brenda Barnes left a key position at PepsiCo. Both left powerful jobs with continued growth opportunities ahead of them so that they could spend more time with their families. These two women exemplify what many of us feel every day—how do we balance a rewarding professional life with a full personal life of family, volunteerism and time for one's self?

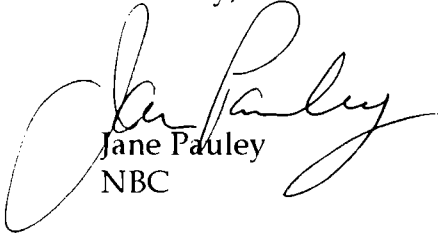
As a wife, a mother, and a lawyer, you have personally experienced this emotional tug-of-war. As First Lady, your personal experiences are played out on a public stage—with millions of women looking to you as a role model. We are writing to invite your participation in an event that we hope will make a significant contribution to what needs to be an ongoing national discussion. NBC and Catalyst are pleased to present an examination of the topic: "Balancing Acts: The Work/Life Tightrope."

This discussion will take place in NBC's headquarters at 30 Rockefeller Plaza in New York City. We will co-host the event with Bob Wright, President and CEO of NBC. We are inviting respected women from a cross-section of disciplines to participate on the panel. We will also invite approximately [75] high-profile women to participate from the audience. We would like to hold this event after January 15 and will gladly work around your schedule.

We expect this event to prompt fresh and exciting thinking on an issue that couldn't be more significant and timely—not just to women, but to all Americans. Our goal is to bring women together not only to discuss ideas but, hopefully, to come up with possible strategies for action. We would like nothing so much as for this conference to have a tangible effect on an issue that affects us all daily.

We would be honored if you would join us. We will follow up with your staff to discuss the possibility of your participation.

Sincerely,



Jane Pauley
NBC



Sheila Wellington
Catalyst



Handwritten initials 'P' and 'mi' in cursive script.

October 29, 1997

Melanne Verveer
Assistant to the President and
Chief of Staff to the First Lady
Room 100
Old Executive Office Building
Washington, D.C. 20500

Dear Ms. Verveer,

Attached is a letter inviting the First Lady to a special event co-hosted by Jane Pauley and Bob Wright of NBC and Sheila Wellington of Catalyst. We have also sent the letter to Mrs. Clinton, care of Pamela Cicetti. I will call to follow up to see if Mrs. Clinton can attend. In the meantime, if you have any questions, please feel free to contact me at 212/664-3753.

Thank You,

Handwritten signature of Kassie Canter in cursive script.

Kassie Canter

cc: Marsha Berry
Pattie Solis Doyle
Katy Button

THE WHITE HOUSE
WASHINGTON

October 24, 1997

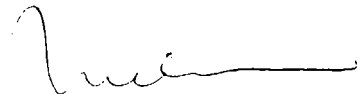
Mr. Christopher Cerf
Executive Vice President
& General Counsel
The Edison Project
1776 K Street, NW
Washington, DC 20006

Dear Chris:

I am so excited for you! Thank you very much for your letter and for the materials on The Edison Project. Improving the quality of education is absolutely critical. Benno Schmidt is right, you are perfectly suited for the project and up to the challenges. I would love to talk to you sometime - if we ever get a breather.

Best wishes.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Melanne', with a long horizontal flourish extending to the right.

Melanne Verveer
Chief of Staff to
the First Lady



September 24, 1997

Ms. Melanne S. Verveer
Deputy Assistant to the President &
Deputy Chief of Staff to the First Lady
Old Executive Office Building, Room 100
17th Street & Pennsylvania Avenue, N.W.
Washington, DC 20500

Dear Melanne :

I thought you might be interested in the enclosed, which describes (with some hyperbole) my recent career change. I couldn't be more excited about it.

I hope things are well. I'd love to catch up with you if your busy schedule permits.

Best regards,

Christopher D. Cerf
Executive Vice Preseident
and General Counsel

CDC:ms
Enclosure

the Edison Project

NEWS RELEASE

For Immediate Release
September 11, 1997

Contact:
Chris Cerf (202) 429-7040
Debra Doorack (212) 309-1644

CHRISTOPHER CERF JOINS THE EDISON PROJECT AS EXECUTIVE VICE PRESIDENT AND GENERAL COUNSEL

New York—The Edison Project, America's leading private manager of public schools, announced today that Christopher Cerf has joined the company as Executive Vice President and General Counsel. The announcement was made by Benno C. Schmidt, Jr., Edison's chairman and CEO.

Before joining Edison, Mr. Cerf was a partner in the Washington, D.C., law firm of Wiley, Rein & Fielding, where he specialized in litigation, with an emphasis on advocacy in the U.S. Supreme Court, U.S. Circuit Courts of Appeal, and state Supreme Courts. He regularly represented clients in complex trial litigation involving commercial and securities matters; First Amendment and other constitutional issues; education law; and civil rights. He will remain of counsel to Wiley, Rein & Fielding on a limited basis.

From 1994 to 1996, Mr. Cerf worked at the White House, where he served as Associate Counsel to the President of the United States.

Earlier in his career, Mr. Cerf served as law clerk to Supreme Court Justice Sandra Day O'Connor and to Judge J. Skelly Wright, of the United States Court of Appeals for the D.C. Circuit. After receiving his Bachelor of Arts degree from Amherst College in 1977, Mr. Cerf taught high school history for four years. He graduated in 1984 from Columbia University School of Law, where he was named a James Kent Scholar and Harlan Fiske Stone Scholar, and served as editor-in-chief of the Columbia Law Review.

"Chris Cerf is a great addition to the Edison management team," Mr. Schmidt commented. "He is not only a brilliant lawyer but has had in-depth public policy experience at the highest levels of government, and was a devoted and successful high school teacher. His interest in education, law, and public policy make him ideally suited to be a senior member of the Edison management team."

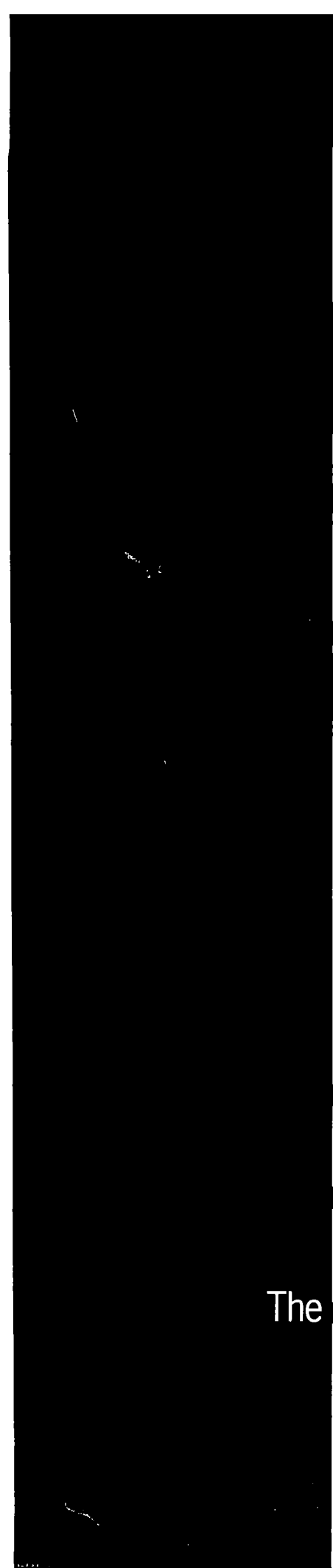
Mr. Cerf commented, "I couldn't be more excited about the challenges that lie ahead. The Edison Project is poised to make a substantial contribution to American education. In three years, it has grown from 4 to 25 schools. Most important of all, in recent months Edison has reported extremely promising academic results from its initial schools. I am grateful for the opportunity to make a contribution to this critically important enterprise."

(more)

"Chris brings an impressive set of accomplishments and talents to the Edison team," said Chris Whittle, the company's president and founder. "We're particularly excited about his leadership in Edison's legislative arena."

The Edison Project currently operates 25 public schools, either in partnership with local school districts or as charter schools. Edison offers a comprehensive educational program and school design that provides a world-class education to a diverse cross section of American students at prevailing public school costs. The program features an ambitious and wide-ranging curriculum; pervasive use of technology, including a computer on every teacher's desk and in every student's home; an extended school day and school year; and an innovative organization that allows teams of teachers to work with the same students over several years.

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The Edison Project

PHOTOCOPY
PRESERVATION

What is The Edison Project?

The Edison Project is a privately sponsored, national effort to create innovative public schools that operate at current public school spending levels, and that provide all students, regardless of economic or social circumstances, with an education that is rooted in democratic values, that is academically excellent, and that prepares them for productive lives.

How does this work?

The Edison Project establishes partnership schools in contract with public school districts or charter school authorities within the local community. In either case, The Edison Project takes responsibility for implementing the educational program, technology plans, and management systems, and is accountable to the local community for the performance of the school.

What is different about Edison partnership schools?

A blue-ribbon team led by former Yale president, Benno C. Schmidt, Jr., spent two years integrating many of the world's most successful educational practices into a comprehensive school design. Only a full presentation can do it justice, but here are some highlights:

- a strong academic program for all students that prepares them for higher education as well as success in the workplace
- special emphasis on ensuring that all students master the fundamentals of reading and mathematics in the primary grades
- instruction in Spanish for all students beginning in kindergarten
- a rich technological environment that gives students and families access to computing power through our advanced network
- highly skilled professional teachers who work as a team
- instruction tailored to each student's needs
- regular, quantifiable assessment of student progress
- close cooperation and involvement of parents
- a dramatically longer school day and school year
- the benefits and economies of a national system

Which children benefit from partnership schools?

Partnership schools are designed to serve the diverse needs of all students. Edison believes that every child should be given the same educational opportunities and that every child has a tremendous capacity for learning.

How are partnership schools funded?

The program is designed to operate at the average for per-pupil expenditures.

When will Edison partnership schools open?

The first four Edison partnership schools opened in fall of 1995. That number grew to 12 in 1996 and will further expand to 25 schools enrolling 13,000 students in fall of 1997. Cities with Edison partnership schools include: Chula Vista, California; Colorado Springs, CO; Miami, Florida; Wichita, Kansas; Boston and Worcester, Massachusetts; Detroit, Flint, Lansing, and Mount Clemens, Michigan; Duluth, Minnesota; and San Antonio and Sherman, Texas.

521 Fifth Avenue
16th Floor
New York, NY 10175
(212) 309-1600 (212) 309-1604 fax
www.edisonproject.com

Facts

Clinton Presidential Records Digital Records Marker

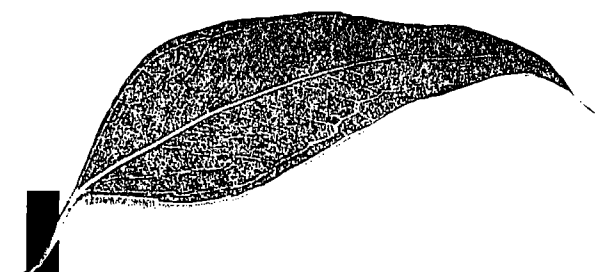
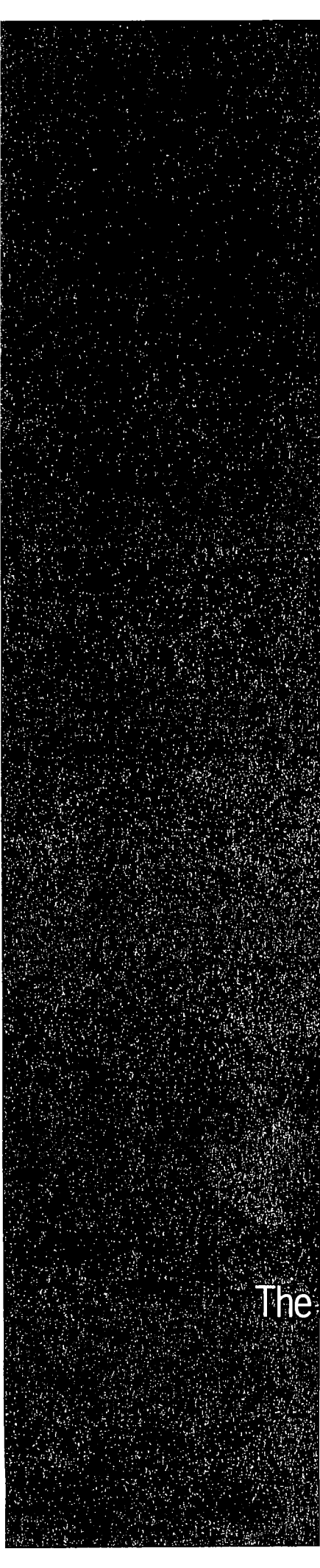
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An *Initiative*
to Public School
Partnership

Executive Summary



The Edison Project

The Edison Project

NEWS RELEASE

For Immediate Release
June 3, 1997

Contact:
Benno Schmidt (212) 309-1611
Chris Whittle (212) 309-1608
Debra Doorack (212) 309-1644

EDISON TO DOUBLE TOTAL NUMBER OF SCHOOLS THIS FALL

Growth is Fueled by Strong Academic Results

New York—The Edison Project, the country's leading private manager of public schools, announced today that it has secured agreements with school districts and public charter school authorities to open 13 new Edison partnership schools this fall, increasing its total number of schools to 25—more than double its current number.

The company also announced strong academic results from its existing schools and attributed its rapid growth to the outstanding performance of its teachers and students.

Edison Expansion

In a joint statement, Benno C. Schmidt, Jr., Edison's Chairman and CEO, and Chris Whittle, the company's founder and President, said enrollment will increase from 7,100 students currently enrolled to approximately 13,000 in the coming school year. As a result of its new openings this fall, Edison's revenues are expected to increase in the next fiscal year by about 90%, from roughly \$37,000,000 to \$70,000,000. Beginning this September, Edison will be operating public schools in 8 states and 13 cities, including:

<i>States</i>	<i>Communities</i>	<i>Schools</i>
California	Chula Vista	1
Colorado	Colorado Springs	2
Florida	Miami	1
Kansas	Wichita	4
Massachusetts	Boston	2
	Worcester	2
Michigan	Detroit	1
	Flint	2
	Lansing	2
	Mt. Clemens	3
Minnesota	Duluth	2
Texas	San Antonio	1
	Sherman	2

(more)

"We are pleased to add Detroit, Flint, Duluth, San Antonio, and Chula Vista to the growing Edison family," said Whittle. "In addition, we're excited that in communities where Edison is already operating we will be adding 6 schools this fall."

Edison manages 18 schools in partnership with local school districts, either as contracts with, or through charters issued by, the district. Edison operates 7 schools through charters issued by state entities.

With its openings in 1997, Edison has expanded its geographic reach. New schools in Chula Vista, California, and Duluth, Minnesota, have extended Edison's network from coast to coast and border to border. And, with the opening of its first Senior Academy in Mount Clemens, Michigan, Edison begins the initial operation of its ambitious high school program.

In addition, Edison announced that it has already begun to receive contracts for Fall, 1998, including new agreements for new schools in Denver and Academy School District 20 in Colorado Springs, and an additional school in Detroit, Michigan.

Academic Performance

Edison has been assessing the academic performance of its students for the past two years to determine the impact of its more rigorous academic program which includes a substantially longer school day and year, proven instructional methods, increased emphasis on reading and mathematics, and unparalleled access to technology.

"Over the past 24 months, Edison students have participated in many different independent assessments," said Schmidt. "Though still early, the results are uniformly positive in those studies where we can compare the achievement of Edison students to similar students in other public schools or measure the current performance of Edison students against their past achievement. We are very heartened by our students' strong academic gains, which reflect outstanding performance by our teachers, school leaders, and staff."

In 1995 Edison opened four elementary schools. Two of those, in Wichita and Mount Clemens, now have two years of data from state or national tests, making it possible to analyze progress in student performance. One school, in Boston, has state data showing how students are performing versus other similar students in Massachusetts. The remaining school, in Sherman, will have data measuring academic growth between Edison's first and second year available in late June.

At Dodge-Edison Elementary School in Wichita, Kansas, students have made impressive gains in reading and math, as measured by the MAT-7, a standardized achievement test taken by all public school students in Wichita. From 1995 to 1996, fifth graders increased their scores from the 46th to the 59th national percentile in reading and from the 35th to the 64th percentile in math. Fourth graders moved from the 35th to the 46th percentile in reading and from the 36th to the 50th in math.

At Martin Luther King, Jr., Academy, an Edison partnership school in Mount Clemens, Michigan, fourth graders went from the 42nd percentile last year to the 55th percentile this year in math, and from the 40th to the 51st percentile in reading, as measured by the ITBS, a nationally normed standardized test. These large gains were corroborated by the state assessment, MEAP. Changes in the scores of fourth graders from 1995 to 1996 exceeded those of other district fourth graders by 12 percentiles in math and 10 percentiles in reading, and of fourth graders statewide by .5 and 7 percentiles in math and reading respectively.

(more)

At Edison's Boston Renaissance Charter School, the statewide assessment, also called MEAP, showed fourth graders exceeding the achievement of their statewide comparison group in math, reading, science, and social studies.

In addition to the above state and national tests, Edison conducts an analysis of its schools' achievement in primary reading, which is overseen by the Educational Testing Service. In the two sites where matched control groups exist, gains by Edison kindergarten and first grade students substantially exceeded those of students in the control group.

Edison also released results from an independent customer satisfaction survey by the Gordon S. Black Corporation of all Edison parents and children at its schools. This data shows a high level of satisfaction among Edison parents, students, and teachers, a point confirmed by the very low mobility rates and waiting lists at Edison schools. Systemwide, 59% of parents gave Edison an A grade while 33% gave Edison a B, for a total of 92% in the two top categories.

"Edison took nearly four years to develop its school design, integrating best practices from outstanding educators across the country," said John Chubb, the company's head of curriculum and assessment. "Our early results are demonstrating that all that R&D was worth it. Students are off to a very strong start. Even more encouraging, all students—regardless of background—are achieving more than they have before."

###

The Wichita Eagle

Thursday, June 27, 1996

LETTERS

Good education

I would like to publicly thank the entire staff at the Dodge-Edison Partnership School for their eagerness to participate in an innovative project, their dedication to the students, and for their tenacity for enduring the pains involved in the birth of a more effective way to teach children.

On June 20, the children put on a musical program called "American Collage" on the football field at Northwest High School. I have never been so proud of an entire school and educational program as I was that night. From the kindergartners to the fifth-graders (a total of 600-plus children), they all behaved exceptionally well and performed beautifully. You couldn't have asked for a better organized and entertaining production. Not only did the Cornerstone teachers (music, P.E., Spanish and art) pull together and create a wonderful production, they also had the total support of each and every teacher who, by the way, helped with their own classes during the entire production.

My husband and I have two children at Dodge-Edison. They have received a top-notch education this year as well as having a curriculum that teaches moral values. If anyone is interested in having their child(ren) attend a school that puts the future of the child first and strives to make each and every child a better person, both in knowledge and personal attributes, and actively involves the parent in setting goals for their child and making a commitment to help their child achieve these goals, then this is the program they should be involved in. I only wish there was another elementary school with this program so that more children would have the opportunity to experience this kind of quality education and dedication.

One of our children will be attending the Jardine-Edison Junior Academy in the fall. He is equally as excited as we are to experience the next level in education that the Edison curriculum has to offer. If it is even remotely similar to what is offered in the primary and elementary academies, he will be a part of a new generation that will not have to worry about being able to pass the new graduation requirements set out by the school board. The entire Edison program is the type of quality education the city of Wichita has been looking for.

What has made this year such a success is not just the curriculum that was offered, but the enthusiasm that each and every one of the Dodge-Edison staff has portrayed to the students about the curriculum and their deep desire to provide a better future for our children.

ANNETTE WEAKLEY
Wichita

TELEGRAM & GAZETTE

TUESDAY, JULY 2, 1996 • WORCESTER, MASSACHUSETTS

In our opinion

Edison's 'A'

Charter schools draw much praise

In its first full year running four experimental public schools, the Edison Project, a private corporation dedicated to the improvement of public education, has earned high marks.

That's encouraging because Edison has the contract to run Worcester's Seven Hills Charter School, due to open this fall.

After years of planning, Edison put its educational theories to the test in four cities during the 1995-96 school year: Boston, Wichita, Kan., Mount Clemens, Mich. and Sherman, Texas.

The consensus is that Edison earned an "A" grade, or close to it. Local officials, parents and teachers in all four cities hailed Edison as a rousing success.

At the Dodge-Edison Elementary School in Wichita, there are 320 families on the waiting list, and Edison has been asked to start a middle school this fall. In fact, all four districts want Edison to expand.

Parents are pleased by the vigor, enthusiasm and many extras such as a computer in every student's home, Spanish classes that start in kindergarten and the availability of extra tutoring — all without the tuition costs of private school.

Dodge-Edison's school day is one and a half hours longer than standard, and the school year is 20 days longer. Students spend an hour and a half reading every day. Tutors, many of them parents, give extra help to about half of the students.

That remarkable first-year success does not mean that Edison has proved its curriculum and teaching methods through the ri-

gorous benchmark of standardized testing. Nor has it demonstrated that the company can make the profit essential for long-term viability.

But Edison appears to be doing many things — from purchasing to maintenance contracts — more efficiently than conventional schools that must cope with layers of bureaucracy and rigid work rules. And it does it for the same amount of per-student tax dollars as are allotted to all other public schools in any given district.

Worcester's Seven Hills, too, has a promising beginning. More than twice the number of children applied for admission than the school could accommodate. The interest from teachers was overwhelming.

Another endeavor, The Worcester Charter School for Academics and the Arts, is well positioned to be the city's second charter school. To be operated by Advantage Schools, a private company, in partnership with the Performing Arts School of Worcester, it already has a building downtown.

It also has a brilliant plan for academic achievement, interwoven with strong elements of the performing arts. All the new school needs is a state charter.

The Legislature should recognize Edison's first year accomplishments as well as the tremendous public interest in charter schools in Massachusetts and elsewhere.

It should lift the 25-school cap on charters so that Worcester and other Bay State communities can extend this opportunity to more students — sooner rather than later.

The Boston Globe

WILLIAM O. TAYLOR, *Chairman of the Board and Publisher*

BENJAMIN B. TAYLOR, *President*

MATTHEW V. STORIN, *Editor*

H.D.S. GREENWAY, *Editor, Editorial Page*

STEPHEN E. TAYLOR, *Executive Vice President*
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Founded 1872

CHARLES M. TAYLOR, *Publisher 1872-1892* WILLIAM O. TAYLOR, *Publisher 1902-1956* WM. DAVIS TAYLOR, *Publisher 1855-1872*
JOHN I. TAYLOR, *President 1964-1972* LAURENCE L. WINSHIP, *Editor 1943-1962* THOMAS WINSHIP, *Editor 1962-1982*

Extra credit for the Renaissance

The Boston Renaissance School, the nation's largest publicly funded charter school, has reached a hazardous juncture after less than two years of operation. It will require decisive, but not costly, action by the Legislature to keep this admirable education reform experiment upright.

The school's curriculum, designed by the for-profit Edison Project, promises a world-class education from kindergarten through Grade 12. But without a deed to the 13-story building in Park Square that it leases from the state, the Renaissance School cannot command sufficient clout on the bond market to build out beyond its current Grade 8. Proposed legislation, if passed, would authorize the state to sell the building to the nonprofit component of the school for \$2.5 million. With something to pledge, the school would be able to borrow funds to fit out a high school and repay its original construction loan from the state Land Bank.

The Renaissance School, which concentrates obsessively on teaching, learning, and discipline, has earned this opportunity. Most of its 1,065 students arrive from Boston's low-income neighborhoods, evacuees from erratic public schools. Early results on standardized tests and observation in the classroom suggest strongly that the Renaissance School, like the respected City on a Hill charter school, will be among the triumphs of the Education Reform Act of 1993. The state Office of Administration and Finance rarely sponsors a bill directly. But it did so in the Renaissance case, and legislators should take notice of the urgency.

Charter schools have the luxury of operating free of the administrative and union work rules that often diminish educational opportunity. Curriculum decisions and hiring rest largely in the most accountable hands — the principal's. Operating funds are provided by the state on the average cost per-child in the school district. Such riches, however, do not extend to construction. Unlike public schools, which are eligible to receive 50 to 95 percent reimbursement for construction and major improvement costs from the state's School Building Assistance Program, charter schools receive



nothing. Ironically, and unfairly, the schools that show the most promise to unlock educational potential must struggle to find a key to the schoolhouse door.

If there is a higher use for the Stuart Street building, it failed to reveal itself during years on the state's surplus building list. The former College of Public and

Community Service of the University of Massachusetts abandoned the site in the early 1990s after building examiners found it in "deplorable" condition. It remained empty until Renaissance trustees borrowed \$12 million to fix the roof, remove asbestos and transform an empty eyesore into an attractive facility that elevates learning and enlivens Park Square. There can be no greater public purpose than education for this building and little commercial appeal, given the absence of parking and other amenities.

The Renaissance School's trustees and their advisers are not flawless. They overestimated their borrowing capabilities and created this emergency in September when they added 242 new seventh- and eighth-grade students. It would have been better to plan their growth around their "homegrown" K-6 students, who would be moving naturally into the middle and high school grades. If the legislative initiative fails, the school faces the dreadful prospect of putting this year's newly arrived eighth graders on the street in the fall.

The school must do everything in its power to find existing space for a ninth grade in the fall regardless of whether the legislation passes in time to renovate another floor. It makes no sense, however, for the Legislature to delay the request. The space crunch would have come sooner or later.

This sale offers taxpayers both hard cash for a surplus building and a 13-story reminder of the future of American education if public schools fail to compete. The school made its share of errors in the excitement of going from ground zero to the nation's largest charter school — but nothing of the magnitude of the mistake the Legislature would make if it failed to support the sale.

The Wichita Eagle

FRIDAY

September 13, 1996

Dodge-Edison students 'ahead' of other schools'

■ A report says the school's students outperformed other Wichita public school students in a reading achievement test.

By Joe Rodriguez
The Wichita Eagle

A group of Dodge-Edison Partnership School students posted higher reading achievement test scores than students at other Wichita elementary schools, according to a report presented earlier this week.

John Chubb, director of curriculum for the Edison Project, the for-profit group running the school, told members of the Wichita School Board on Monday night that Dodge-Edison kindergarten through second-grade students "outperformed" students from other Wichita schools. The students from the other schools were "randomly selected to match Dodge-Edison students on gender, ethnicity and economic disadvantage," ac-

cording to the report.

"We're just thrilled; we are very thrilled," said Kelly Echard, the school's primary academy director. "I think it shows we're on the road to proving what we said we were going to do."

Students were pre-tested at the beginning of last school year and post-tested in May and June. When the school year began, there was no significant difference in the reading achievement levels of the Dodge-Edison students and the students in the "control" group, according to the report.

By the end of the school year, according to the report, Dodge-Edison students were substantially and significantly ahead of students in the control group in kindergarten; significantly ahead of the control group in first grade; and ahead of the control group in second grade.

"We are constantly improving," Echard said, "and we're expecting an improvement next year."

Joe Rodriguez can be reached at 268-6644.

EDITORIALS

Encouraging Edison Project delivers results

To some, it must seem like risky business: turning over part of the "public trust" that is public education to private enterprise.

Well, if this is a risk, it's been worth taking. Just over a year into its relationship with the schools-for-profit Edison Project, the Wichita school district has seen some exciting results.

The Dodge-Edison Partnership Elementary School began with the 1985-86 school year. Monday, John Chubb, director of curriculum for The Edison Project, came to town to report on the progress of that year.

Interestingly, the most encouraging results from Edison's technology-enhanced, basic-education approach came from Wichita kindergartners. The Edison-educated kindergartners produced results that were "substantially and significantly ahead" of their Wichita peers in reading achievement levels. First-graders were "significantly ahead" of the control group. Second-graders were "slightly ahead." All groups tested started the school year equal in reading achievement.

Since Edison places so much emphasis on a basic education, officials hope this dramatic kindergarten achievement will continue as youngsters move upward through the school system.

In reading, for example, Edison uses "decoding" and phonics more than many schools. Without such "direct instruction," says Mr.

Chubb, "at least half of all students won't learn to read well."

Edison provides a more intensive educational style. The school day is longer than at other public schools. So is the school year (210 days to 186).

Wichita's Dodge-Edison seems to be at the top of the company achievement list so far, but The Edison Project is also doing well elsewhere. In one year, it has grown from four to 12 schools — from Sherman, Texas, and Mt. Clemens, Mich., to Wichita and Colorado Springs, to Miami and Boston.

Wichita is adding a new Edison middle school: Jardine-Edison Junior Academy. The location of the school — in the Planeview area of southeast Wichita with Planeview-area students getting the first choice of placement — points up another Edison strength: The program is not trying to feast off of well-to-do neighborhoods.

Although the honeymoon period is long over, enthusiasm remains high and growing. Dodge-Edison now has about 380 children on its waiting list. Jardine-Edison already has a waiting list of 200.

So far — and definitive judgments are probably years away — The Edison Project has delivered a significant boost to Wichita's schools. It's not for everybody, but it provides another of the rich and creative educational choices offered by Wichita public schools.

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HEADLINE: Charter Schools Test Longer Year

BYLINE: JON MARCUS

DATELINE: BOSTON

BODY:

The lines of yellow buses look out of place. The crossing guards must have gotten their dates mixed up.

It's two weeks until school is supposed to open, summer's still in full bloom and passersby cast puzzled glances at hordes of students in uniforms and backpacks, evidently headed home from class.

In fact, this school, like at least 100 others around the nation, already has begun its fall semester, putting into practice the long-debated notion that the school year should be longer.

"It's a great thing," Tiffany Litchfield said as she picked up her two children and the rest of the carpool at the Boston Renaissance Charter School.

"No it isn't," griped her 8-year-old third-grader, Tate, in tow. "I'd rather be playing outside."

Charter schools are typically publicly funded but exempt from public school regulations, which allows them to experiment with teaching methods not used in public schools.

Many of the nation's more than 420 charter schools now open earlier than their public counterparts. The Renaissance and other programs managed under contract by The Edison Project operate from 200 to 205 days annually, compared with the national average of 180 days.

"Learning is directly proportional to the time spent trying to learn," said Edison curriculum director John Chubb, a senior fellow at the Brookings Institution. Besides, he said, "kids tend to backslide in the summer. They tend to forget. That means the new school year is spent relearning things that have been forgotten. We reason that if we can reduce summer vacation, you can reduce summer forgetting."

That's why the 24 schools run by Edison have only a six-week summer respite and no February vacation in places where the mid-winter break has been traditional. While they're at it, they've extended the academic day from about

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six hours to eight, or from 7:30 a.m. until 3:30 p.m.
Still, said Renaissance School Headmaster Peter Gliwinski, "it's not the time. It's what you do with the time that makes the difference."

Although it's too early to judge whether spending more time at the 3-year-old school has made a difference to its students, they have scored well on the state assessment tests in reading, science, math and social studies.

"If people look at this as just commonplace to put the kids for two weeks in the summer, it will be drudgery," Gliwinski said. "But if it's going to be more quality education, then it works. It's not to warehouse kids or house them longer. Otherwise we should just call it day care."

By the second day back Tuesday, fourth-graders were sharing reading assignments and first graders were painstakingly recording in a journal what they'd done on their abbreviated summer break. The school, which offers kindergarten through eighth grade, has 1,085 students. There are 2,000 families on a waiting list.

In spite of the spectacular summer weather, no one seemed too miserable to be inside more than two weeks before their public school counterparts.

"We learn better than them," reasoned 6-year-old first-grader Hanna Stuart-Sher.

"It's hard to send the kids to school when it still feels like summer, but my daughter seems to be learning," said Rosemary Powers, whose 10-year-old daughter is in the fifth grade. "The kids don't seem to suffer."

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WEDNESDAY, JUNE 26, 1996

Grading For-Profit Schools: So Far, So Good

By PETER APPLEBOME

WICHITA, Kan., June 19 — It began with grandiose talk of thousands of private schools reinventing American education, quickly changed course into a radically different concept of public schools operated on a contract basis, and for a time seemed in danger of thudding to an ignominious end before its first school ever opened its doors.

Finally, four schools began operating last fall as the first experiments in the Edison Project, the brainchild of Christopher Whittle, the media entrepreneur. And, out of the national spotlight, something quite remarkable has happened at the schools, which include the Dodge-Edison Elementary School here.

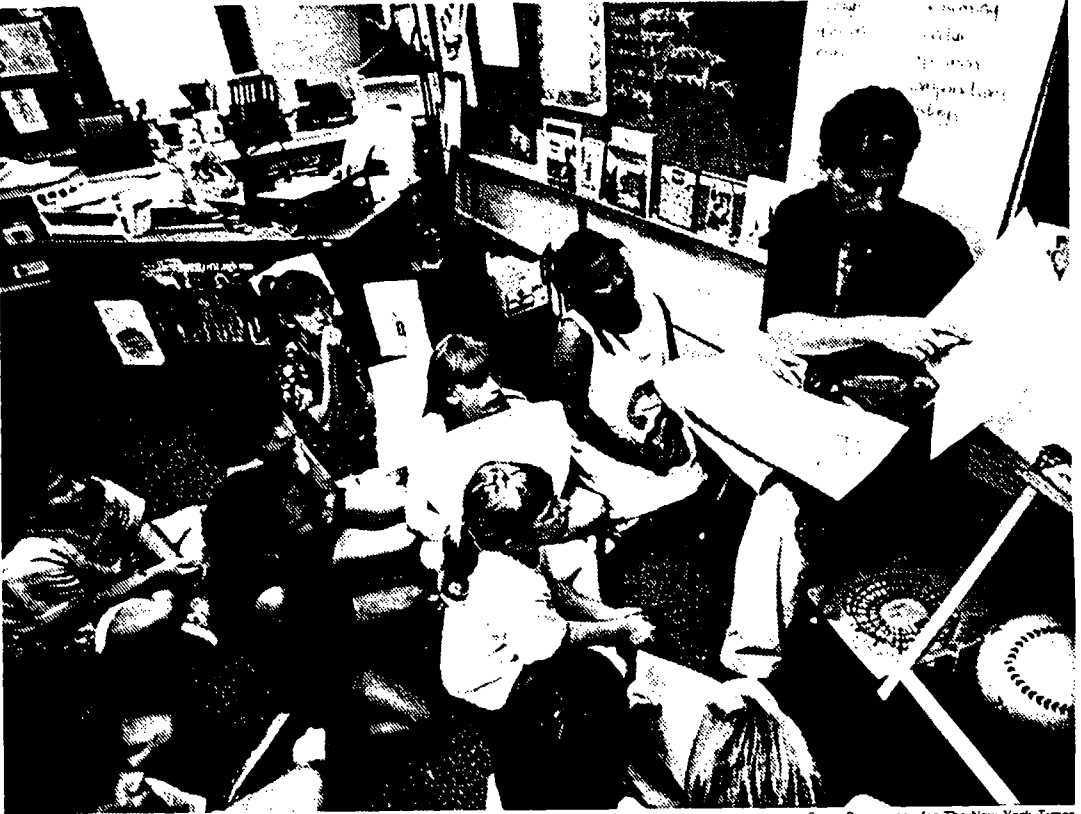
At the end of Edison's first school year, local officials, teachers and parents in all four cities — Boston; Mount Clemens, Mich.; Sherman, Tex., and Wichita — are hailing the first Edison schools as rousing successes in educating students. But Edison's brief history has been bumpy enough, and what it is attempting is so ambitious, that almost no one, including officials at the company, claims that its successes this year prove that this concept will work.

But at Dodge-Edison, for example, 320 families are on the waiting list, excited by extras like computers in each student's home, Spanish classes that start in kindergarten and the availability of extra tutoring, all without having to pay the tuition of private schools. Dodge-Edison's school day and the school year are longer than at other schools.

The School Board has decided to open a second Edison school, a middle school, next year.

The other three Edison schools also have waiting lists, and the company is expanding to 12 schools in its second year. Districts around the country are increasingly giving Edison a long look, and investors who once shunned the company are now showing so much interest that Edison seems destined to become a publicly traded company within a few years.

When Mr. Whittle announced the project in 1991, he talked about raising \$1.2 billion to build 200 private schools by 1996. He hoped to have more than 1,000 schools up and running eventually. In 1992, he lured Benno C. Schmidt Jr. from the presi-



Steve Rasmussen for The New York Times

The Edison Project's for-profit school in Wichita, Kan., has a long waiting list after its first year. Shawn Springer, who taught his first and second graders recently, said that "teachers are respected here."

dency of Yale University to run the program. But building schools from scratch turned out to be unduly expensive. And while Mr. Whittle was rethinking his Edison plans, his chief company, Whittle Communications, was undergoing disastrous, widely publicized reverses, which forced him to sell all the company's assets by 1995. Many people assumed that Edison, which has a separate corporate structure, would go down with it.

But Edison secured \$30 million (\$15 million from Mr. Whittle, \$3 million from a group headed by Mr. Schmidt and the rest from investors) in financing in March 1995 to augment its \$45 million in start-up funds, including financing from the Sprout Group, one of the nation's oldest and largest venture-capital firms. That allowed it to move forward.

These days, Edison's advocates and critics agree that it is far too

early to make any judgments about the company's future. It will take several years to assemble definitive test results. And, after spending \$75 million in development money, the company may find that operating good schools is easier than generating the profits that satisfy investors.

But Edison's record this year is being viewed by both educators and investors as a remarkable success.

"When I considered bringing in the Edison Project, three things they said interested me," said Larry Vaughn, Superintendent of the Wichita Public Schools. "They promised to educate all kids, to do it to our satisfaction and to do it for the same price we were spending. I can't think of anything they've fallen short on."

Edison's apparent success comes after Education Alternatives Inc., another for-profit firm, stumbled badly in efforts to run schools in

Miami, Hartford and Baltimore. Edison's first year is being viewed by investors as a tantalizing indication that perhaps a private company can make a profit by operating some schools better, cheaper and smarter than public school districts.

"For a company that was presumed dead 18 months ago, what they've done is remarkable," said Michael Moe, director of growth stocks with Montgomery Securities, based in San Francisco, who closely follows the education industry. "My belief all along has been that if you can show your product works, this is a huge market. You can't draw conclusions after one year, but I'd say you have to give them an A for what they did this year."

Edison contracts with school districts to operate individual schools for the same amount of money per pupil that is given to each district's

other schools; it earns a profit if it keeps the cost of running a school lower than the amount of money it gets from the district.

In Wichita, Edison uses both union and non-union teachers. While unions elsewhere have been hostile to other for-profit ventures, Edison has attempted to cooperate with them and has largely succeeded in doing so.

The Dodge-Edison School, in a working-class neighborhood of modest cottages and unpaved streets, offers a school day one and a half hours longer than other district schools and a school year 20 days longer. The computer given to each student's family allows parents to get messages from teachers, view homework assignments, converse with other Edison parents in their school or in different cities or sent E-mail to Mr. Whittle or Mr. Schmidt. Students spend an hour and a half on reading every day. Tutors, many of them parents, give extra help to half the students.

This year, Dodge-Edison's attendance record was 96 percent, and the number of students leaving the school during the year dropped to 7 percent, as compared with 36 percent last year. Parents and teachers all but glow with satisfaction.

"I'm happier with a school than I've ever been before," said Rosa Palacio, a mother of three children. She tutors at Dodge-Edison, where 75 percent of the students come from families poor enough to merit free or reduced-price lunches. "The teachers seem to be able to get kids to focus on learning," Ms. Palacio said. "They don't give up on any of them."

Many of the teachers at Dodge-Edison seem a little stunned but enthusiastic over the amount of technology available and the extras most people take for granted but most teachers never see, like a telephone in every room.

Edison pleases parents and school districts, but will it please investors?

"I'm tired — we all are — but it's been a great year," said Shawn Springer, who teaches first and second graders. "Teachers are respected and valued here, and you can see

the results. Every parent in my class is glad their kid is here."

But many doubts remain. Although all the Edison schools get high marks, Dodge-Edison is regarded as the showcase. From its principal, Dr. Larrie Reynolds, on down, Edison has hired either top teachers or enthusiastic young ones, creating a level of talent most schools cannot emulate.

Keith Welty, president of the Wichita chapter of the National Education Association, said he doubted that Edison could deliver the same product over time.

"They will get into cutting costs, and when they do it, they won't have to answer to the public," he said. "Most of what they're doing is just common sense. We just can't get the legislators to kick out the kind of money Whittle did."

Joan Buckley, associate director of educational issues with the American Federation of Teachers, said that Edison had too many inexperienced teachers, that its innovations were only modest and that its schools were benefiting from resources most schools cannot have.

Janet Hickey, a general partner of the Sprout Group, said she rated Edison's first year overall an "8 or 9" on a scale of 10. She rated its movement toward its financial goals a "5 or 6," average for a start-up company. She said that while each school had operated profitably, the cost of opening each school and the yearly support costs from corporate headquarters had been higher than expected and that revenues at two of the schools — in Wichita and Boston — had initially been lower than expected.

"I'm not saying that after one year we can show we have the business model exactly right — we don't," she said. "But I think we now know that coming up with one is not impossible, as a lot of people thought a year ago."

She said Edison would have no trouble finding investors when, as expected, it raises an estimated \$25 million to \$30 million for its third and fourth years of operation, beginning in the 1997-98 school year.

Dr. Reynolds said there were so many inefficiencies in the way schools were run that Edison could easily run schools for the same per-student financing as traditional schools while putting more resources into instruction and making a profit. As examples, he cited \$68,000 in payroll costs for services that an outside

contractor provided for \$3,000 and a painting job estimated at \$43,000 that parents did for \$500.

Mr. Moe and other advocates of for-profit education say that the public is demanding change in an inefficient, \$300 billion industry and that schools like Edison's can provide choice within public education.

For the 1997-98 school year, Mr. Schmidt said, Edison is in serious talks with 25 to 30 districts. Forty-five to 50 others have expressed interest, he said. The company reports that each site — apart from the costs of the parent company — operated at a profit this year, and Mr. Whittle said Edison could operate profitably with 20 to 25 schools — a target that, with the current growth rate, would be reached by the 1997-98 school year (Ms. Hickey put the figure at 25 to 30 schools, but an exact figure depends on how fast the company expands). Edison's revenues were about \$12 million this year.

"We have to feel very good about how this year went," Mr. Schmidt said. "The biggest single manifestation of that is that all the districts want us to expand."

Mr. Whittle said the nationwide demand for educational options and the growing interest that investors are showing in education reflected an enormous potential market.

"I visited each of our sites 10 times on average, and I'm seeing a great acceptance of the idea that capitalism and caring are not mutually exclusive," he said. "It may take two decades, but I think running thousands of schools is realistic. My original vision about what this company can do has not changed one bit."

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TUESDAY, DECEMBER 10, 1996

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For-Profit Public Schools Show Hope After First Year

While Parents Praise Edison Project, Some Educators Remain Cautious About Its Future

By Rene Sanchez
Washington Post Staff Writer

BOSTON—One year after its debut here as part of the Edison Project, one of the most provocative ventures in American education, the Boston Renaissance School is brimming with signs of promise.

Walk the halls and see why: In Bill Gilson's math class, fourth-graders are getting their first dose of fractions and vying to rack up extra points for creating what their teacher calls a "beautiful moment"—when he sees the entire class doing something well.

"Like when all of us are raising our hands,"

says 10-year-old Stephan Myers, "or like when we all shut up in the halls."

Outside Kathy Johnson's classroom, fifth-graders are spending part of their lunch period practicing how to walk single file, with arms folded across their chests—a code of conduct the school demands from students whenever they move around the building.

Upstairs, Yulinda Chow's students are studying words from their latest book. One of them stands beside a chalkboard and asks her classmates, one at a time, to pronounce a word. Like most teachers here, Chow lets students lead some lessons but makes sure no one is missed.

"Raise your hand," she says, "if you haven't had a chance yet."

Boston Renaissance is one of 12 schools nationwide now part of Edison, a private firm trying to chart a radical—some say unrealistic—new course for public schools. With the project now in its second year of work here and in several other cities, some educators say it has begun to make the first positive case for one of the most controversial questions facing the nation's public schools: whether private, for-profit companies can be entrusted with the task of teaching children.

Schools around the country are letting pri-

See EDISON, A14, Col. 1

For-Profit Public School Project Shows Promise After Initial Year

EDISON, From A1

vate firms manage parts of their budget or help with class instruction. But Edison's scope is unrivaled. It is trying to remake schools entirely with its own ideals, by casting aside old habits of public education and using a management and teaching model that it built from scratch.

Edison has spent more than \$45 million designing its own curriculum and creating a strategy for running every aspect of a school. It is spending the per-pupil money that it receives from public school systems largely as it sees fit, and it is hiring its own teachers and administrators, most of whom are not union members.

Its class days are 90 minutes longer than those at most public schools. Its academic year is almost a month longer. All of Edison's students—there are now more than 7,000 nationwide—get a computer to bring home, after their parents complete a few hours of computer training. Parents at Edison's schools around the country also can talk to each other on a computer bulletin board the company has dubbed "Front Porch."

There are television sets and VCRs in every Edison classroom, but the company saves money in other ways. At Boston Renaissance, for example, students are served

lunch at their desks; running a full-fledged cafeteria would be more expensive.

Edison's teachers emphasize reading, writing and math. But art or music is offered daily. So is foreign language. Teachers often divide students into learning teams and develop lessons with learning games, not traditional lectures. Most classes are to stay together for several years, and teachers tailor learning goals for each student.

The company's approach is winning early praise from the parents and school systems that are gambling on it. "They really seem to be on track," said Kaidi Grant, whose two children attend Boston Renaissance. "Most parents are impressed by how hard they're working. They really have the resources and the enthusiasm to apply their vision."

Even as other companies working in public schools struggle to live up to lofty expectations, or battle with teachers unions, Edison is avoiding labor strife and gaining more support from investors. Unlike some of its rivals in the emerging private schooling industry, Edison has not tried to run an entire school system or take on many schools in one district all at once. But Edison has gone a step further than some other companies by hiring its own teachers. Another private company, the embattled Education Alternatives Inc., has tried to enact its education pro-

gram using teachers already working for the public school system.

Just recently, Edison raised another \$30.5 million from investors who are betting that it has the right formula and ultimately will make money from schools. That capital will finance the next batch of schools Edison is planning to run.

Still, Edison's leaders, who include a former president of Yale University, Benno C. Schmidt, say they know they have much more still to prove, just to survive.

"We have come a long way," said Schmidt, whose decision four years ago to leave one of academia's most prestigious jobs for such a risky venture puzzled many educators. "But it's going to take about three more years to get a solid, clear judgment about the long-term benefits of this program on the academic growth of children."

Only a few years ago, before it had run even one school, many investors and educators considered Edison dead—a victim of its own extravagant goals and the financial troubles of its founder, the brash media entrepreneur Christopher Whittle. He created Channel One, which beams educational programming and advertising into thousands of schools.

But the company abruptly scrapped its plan to open as many as 1,000 private schools, which could



Jacqueline Quiles works on postcards for pen pals in a writing lesson at Boston Renaissance.

have cost more than \$2 billion, and embraced a far more modest strategy. Now, it is trying to take over public schools nationwide.

Edison ran four schools last year. It is managing eight more this year. At some of its schools, students are selected by lottery, without regard to family income or race. Preference at others is given to students who live in the school's neighborhood, with the rest chosen randomly.

So far, Edison's student body is roughly the same around the coun-

Critics Say Spending Cuts Are Necessary For Edison Project to Become Profitable

try: mostly minority, mostly from poor or middle-class families, and often with mediocre academic records or chronic learning problems.

"Our experience so far is that most families whose children are having success in school tend to stay put," said John Chubb, Edison's director of instruction.

The school districts giving the company its first chance to teach children seem pleased with its work. Student attendance and parental involvement are high. Student turnover is low. Achievement test scores in reading and math at Edison's first four schools suggest that many students are making academic strides.

Every district that worked with Edison last year asked it to expand by adding a middle school this fall. In Wichita, parents are petitioning the school board to give Edison a third school. Here in Boston, hundreds of families are on Edison's waiting list. The company also is running schools in Colorado, Florida, Michigan and Texas.

Yet there is still widespread doubt that Edison can fulfill its central promise: to improve students academically by using the same amount of money a public school system spends per pupil at its other schools, and to earn a profit doing it. Many public school districts are still quite reluctant to work with the company.

Edison overall is not making money yet, though it posted small profits from its first four schools. Its leaders now say they do not expect to make

the company profitable until it is managing at least 25 schools, a goal they do not expect to reach until 1998.

But some educators say it will be hard for Edison to succeed financially unless it tightens spending and curtails some classroom resources. At Boston Renaissance, some parents are already worried about the size of classes; a few even have offered to return the computer the company gave them to save money and help pay for more staff.

Many classes here have about 28 students at times during the day, an average that is higher than at many public schools. Skeptics of Edison predict class size will grow as it feels more pressure to make money. Others warn that the company is lavishing so many resources on its schools that comparing its work to other schools is unfair.

"I have some real fears about the concept," said Keith Welty, president of the Wichita chapter of the National Education Association, the nation's largest teachers union. "I don't see how they can keep putting all of this capital into schools and make a profit. They will start cutting corners. I doubt the schools you see now are what you'll see from them in a few years."

Then there are Edison's teachers. Most of them are young and have only a few years of experience. Their zeal, educators say, may be one reason for the company's appar-



PHOTOS BY C.J. GUNTHER FOR THE WASHINGTON POST
Brian Newsom teaches Colin White, left, and Rosean Smith at Boston Renaissance, one of 12 Edison Project schools.

ent early success. "We wanted people young enough to be willing to throw away the rule book," said William Doherty, Boston Renaissance's community resource director.

Sustaining that enthusiasm could be tough over time, however. And paying teachers as their careers progress could be more costly. At Boston Renaissance, which is an independent "charter" public school, starting salary for teachers is about \$32,000 a year. That is slightly higher than the pay at Boston's other public schools.

Boston Renaissance, which has about 1,000 students, is spread across a dozen floors in what was once a downtown office building. More than half of the students come from disadvantaged families and receive free or reduced-price meals for lunch.

The school stresses discipline. And although uniforms are optional, most students wear them. Chatting or running in halls is not tolerated. Teachers serve on "climate committees." Classrooms boast bright posters with examples of model citizen-



Teacher Brian Wilson gives a prize to student Stephan Myers. The Edison Project emphasizes reading, writing and math.

BY C.J. GUNTHER FOR THE WASHINGTON POST

ry, such as showing classmates courtesy. Before lunch in Brian Newsom's fourth-grade math class the other day, one student after another raised two fingers above their head—the signal he uses to call for silence. After the entire class settled down, he let them eat.

Students here spend nearly two hours reading each day. Teachers or aides divide them into small groups during that time, a practice at every Edison school. Teachers were trained all at once last year before the school opened and must follow a meticulously outlined curriculum. But they say they do not find it stifling.

"You have flexibility to be creative," said Newsom, 25. "What I like is the school encourages students to help each other learn, in a real hands-on way. Sometimes I don't think they realize they're learning. They think they're just playing a game."

Not much emphasis is placed on letter grading, either. Instead, students receive quarterly "learning assessments" that give parents detailed explanations of their child's strengths and weaknesses in subjects,

"It's much better than the other way," Grant said. "Sometimes you don't know what a 'B' or a 'C' really means. This way you know exactly what you have to work on."

"We didn't know what to expect last year," said Kim Williams, who has two children at Boston Renaissance. "But I think the curriculum exposes children to more. Reading is part of everything, plus there are the sciences and Spanish. It's challenging."

Parents and students also are gradually using the take-home computers more. Barbara Wager, the school's principal, said she gets about a dozen e-mail questions from parents every day. Often, she is able to resolve a problem in a matter of minutes that way. Students also complete some homework assignments on their computers.

Wager, who worked in Rochester's public schools for 30 years, said she is taking a chance on Edison because she's weary of the bureaucracy and low expectations that plague some public school systems. Teachers here say Edison has a bolder classroom plan. And Wager said it is not surprising that most of the teachers are young. Last year, she

received hundreds of resumes for fewer than 50 teaching positions.

"We have longer days. A longer year. A tough student population. New ideas to learn and strictly follow," she said. "How many veterans want to leave a system for that?"

Like other educators in Edison, Wager also said she no longer believes traditional public schools can reform because doing so is so arduous, so expensive or so mired in politics. Edison, she said, forces faculty and students to think big.

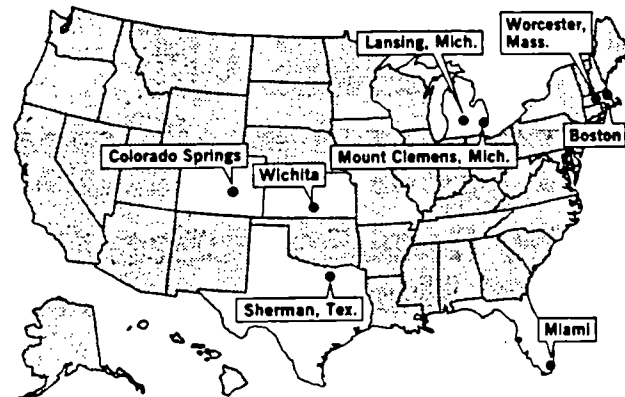
"We're not just trying to get through a year," Wager said. "We're trying to build a new national model for great schools."

Edison concedes it has had some troubles: Start-up costs at some schools have been higher than anticipated. It took months to iron out bus routes and class schedules. Edison is serving more students with special academic needs than it expected. One of its first four principals already has been replaced.

But Schmidt scoffs at suggestions that the company's long-term health is not sound. "We've already learned a lot about how to improve, and I think we're beginning to prove some

ALTERNATIVE FOR AMERICA

The Edison Project, a private company trying to build a national network of for-profit public schools, is now in its second year and winning high marks from parents. Next year Edison plans to expand from 12 schools—in the locations labeled below—to about 20 schools nationwide.



Edison's school plan features:

- School days 90 minutes longer than at most public schools.
- School year about 25 days longer than the national average.
- A free take-home computer for each student.
- Principal has full budget and hiring authority.
- Heavy classroom emphasis on reading.

THE WASHINGTON POST

things," he said. "It's always hardest in the early going. We're getting past that now. We certainly are overcoming doubts in the investment community."

Investment analysts say confidence in Edison has grown because it is expanding now with a more cautious strategy and is responding to pressure from investors to cut some costs, like the salaries of its top officials. Some analysts, however, say reaping great profits with its school model may be hard, no matter how well the company is run.

"I don't think this is going to be a huge profit-margin business," said

Michael Moe, who tracks school privatization for Montgomery Securities, based in San Francisco. "But Edison has been smart. They're taking it one school at a time, and they are gaining credibility. But it's too early to make any ultimate conclusions about this."

FOR MORE INFORMATION

To read the Edison Project's curriculum goals and educational model, click on the above symbol on the front page of The Post's site on the World Wide Web at <http://www.washingtonpost.com>
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Our perspective

School reform

More days, charters and focus on poor

The very best feature of the House education bill, which should land in conference committee this week, is that it requires something specific from schools in exchange for added money: three more days of academic instruction.

That may not sound like a lot. But in light of recent legislative history, it's revolutionary. It leads the list of promising reform measures that belong in this session's final K-12 bill.

It's been six years since former House Speaker Bob Vanasek, a pioneer in education reform, passed a bill requiring districts to gradually add 10 days to the annual instruction calendar. Some districts responded, only to have the Legislature back off two years later as part of a broad reduction of state mandates on school districts. This year Gov. Arne Carlson came very close to calling for 10 more days again, only to change his mind at the last minute because of fiscal implications.

That the House found the will to require three more days and a way to finance them is historic. If the Senate goes along, this session could be the start of a positive new understanding between schools and the state: Teachers will get more pay, made possible by an increase in state per-pupil funding, but they will be required to do more for students.

The House also sensibly would demand more learning time during the summer for students at risk of failing statewide graduation tests. In similar vein, the Legislature and governor should take steps this year to ensure proper targeting of funds designed to provide additional teaching resources and support for poor children. Frequently, those funds apparently do not reach the children they are intended to help.

The House, Senate and governor agree that existing limits should be eliminated on the number of charter schools within the public system. That's a wise judgment, provided the schools are well designed and managed, and that the state monitors such schools carefully with annual financial



K-12

Invest in learning

and academic audits. Charter schools deserve other help as well, especially greater funding parity with their public counterparts.

One step the Legislature definitely should not take is to bar profitmaking schools from competing for charters, as Attorney General Hubert Humphrey III has suggested. The sentimental notion that charter schools should always grow out of the community is too restrictive. Charter schools should grow out of better ways to educate children. The Duluth School Board deserves kudos, not scorn, for offering two charters this year to the profit-making Edison Project. These schools are arguably the model for the next century — open all day, all week, all year. Edison schools have indeed broken the mold — not for the sake of breaking it, but for the sake of better results.

One desirable reform is not on the table this spring. That's changing the system of bargaining to create a fairer balance between teachers and districts. Today, teachers outgun school boards in almost every round of negotiations. The bargaining law should be changed after the two major teachers' unions merge, as is likely to occur soon.

If the Legislature and governor can agree on legislation that extends the school year, encourages more charter schools and focuses on the special needs of poor children, they can make 1997 a year for education reform that will pay big dividends in Minnesota's future.

*Mpls Star Tribune
April 22, 1997*

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Edison Posts High Marks in Inaugural Year

All Four Districts Have Plans To Expand

By Mark Walsh
Wichita, Kan.

Outside Dodge-Edison Elementary School, the afternoon temperature is approaching 90 degrees.

Children in most other schools here have gone home for the day, but Rob Alderson's 3rd and 4th graders have more than an hour to go. They are just starting their math lesson.

"I know the temperature has changed, and it's the middle of May, and you are used to getting out of school in two weeks," Mr. Alderson tells the restless students, who began their school day at 8:30 a.m. and won't finish until 4:30 p.m. "But we're here seven more weeks."

Groans all around.

"You better get used to that," he adds.

Though it may not seem like it to Mr. Alderson's students, the Edison Project's four public schools are moving into the final stretch of their inaugural year. The longer school day and academic year are just one hallmark of the for-profit company's education design, which is being tested for the first time.

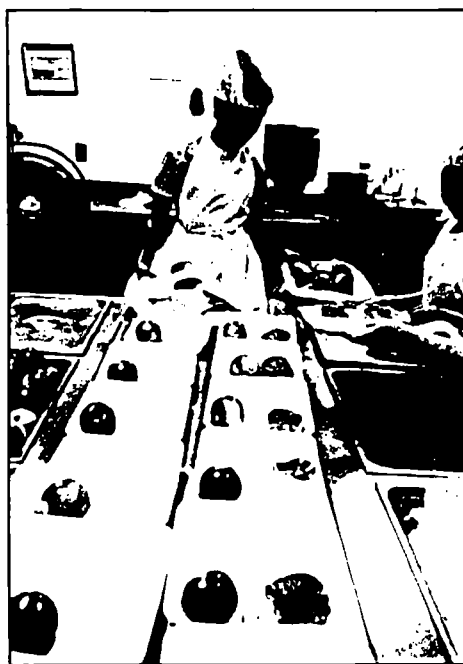
The New York City-based Edison Project is teaching about 2,000 students in Boston; Mount Clemens, Mich.; Sherman, Texas; and here at Wichita's Dodge-Edison Elementary.

In what has been a tumultuous school year for the nascent business of private management of public education, the Edison Project appears to be off to a relatively smooth start.

In all four of its sites, local authorities give the company high marks and have agreed to expand its involvement to include middle grades this fall.

Its competitors haven't fared so well. Minneapolis-based Education Alternatives Inc. lost major contracts to run schools in Baltimore and Hartford, Conn.

And Alternative Public Schools Inc. of Nashville, Tenn., has encountered fierce opposition from teachers' unions to its oper-



Michelle Vining, 11, takes her turn at helping out in the cafeteria at Dodge-Edison Elementary School in Wichita, Kan. In what has been a tumultuous school year for the nascent business of private management of public education, the Edison Project appears to be off to a relatively smooth start.

Randy Tobias

ation of an elementary school in Wilkesburg, Pa.

Working to Exhaustion

In addition to the expansion in cities where it already has contracts, Edison is scheduled to open this fall, either through charter or partnership arrangements, one elementary school each in Colorado Springs, Colo.; Dade County, Fla.; Lansing, Mich.; and Worcester, Mass.

That will bring to a dozen the number of public schools involved with the Edison Project, which originally was conceived by its founder, media entrepreneur Christopher Whittle, as a chain of private schools. Mr.

Whittle and his associates rethought that plan after they ran into trouble attracting financing.

"We had a very ambitious and comprehensive vision of what a new school would look like and we've actually done it," Benno C. Schmidt Jr., the company's president, said this month. "We're very pleased and delighted that all four of our partners have asked us to do middle schools."

Not that Edison's first year has been problem-free.

Its promise of providing a computer in every child's home took a while to fulfill. Some families waited most of the school year to receive their machines.

The early start last August left some of its teachers ill-prepared for the complex Edison curriculum. And the extended school day—though it comes with extra pay—requires a lot of extra effort.

"Our teachers like the program but they are very tired," said Joan Buckley, the head of a task force on school privatization for the American Federation of Teachers, whose local affiliate represents teachers at the Wichita school.

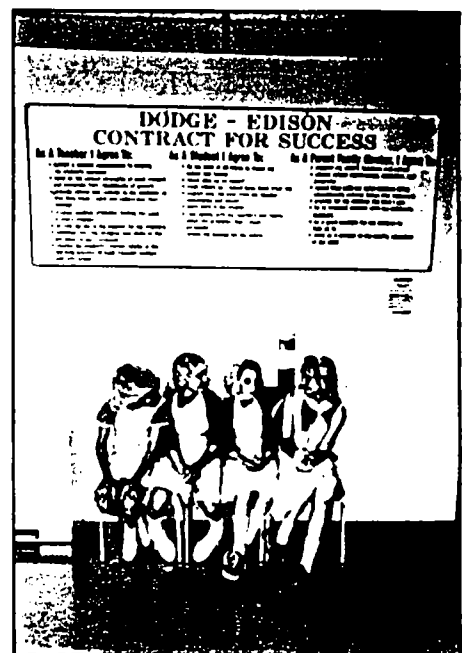
And Edison's complicated school schedules, which allow for extended reading and mathematics instruction while also providing regular instruction in Spanish, music, art, and physical education, needed major adjustments to deal with a larger-than-expected number of children.

"Edison has this theoretical schedule and it just didn't work" at the start of the year, said Larrie Reynolds, the principal of Dodge-Edison. He proposed an adjusted schedule that has worked better for the school's 600 students, who are divided into multigrade "houses."

Fine-Tuning

The programs at other Edison schools needed similar tinkering.

The Boston Renaissance Charter School serves more than 650 students in a renovated downtown office building. Administrators there quickly realized that the longer school day forced school buses right into the city's notorious rush-hour traffic.



Photos by Randy Tobias

Barbara Wager, the head of Boston Renaissance, said the school adjusted its schedules within a few weeks of its opening in September.

A more challenging issue, she said, was the unexpected number of special education students who enrolled—about 15 percent. “We have had our share of challenges in terms of hiring all the experts we need to have to meet the needs of different kids,” she said.

Mr. Schmidt said the Edison Project expected a “fair share” of students with disabilities and other special needs. “But in Boston we got quite a bit more than what was expected.”

In the Detroit suburb of Mount Clemens, there is a waiting list of more than 300 students for the Edison-run Martin Luther King Jr. Academy. Next year, the 6,000-student district will create an Edison “junior academy” within the district’s lone middle school that will serve 300 students.

In the 5,800-student Sherman district in northeast Texas, officials at Washington Elementary School had to add portable classrooms to handle the 480 students who enrolled.

Like Mount Clemens, the Sherman district is adding an “Edison house” next year to an intermediate school. It will serve 300 5th and 6th graders, said Superintendent Robert Denton. “I can’t seem to find an unhappy Edison parent,” he said.

In ‘Heaven’

In its blue-collar Wichita neighborhood, the K-5 Dodge-Edison Elementary School has been transformed from a drab, rundown building into a bright, energized magnet school full of the latest in education technology. (See *Education Week*, Nov. 16, 1994.)

Although it took until well into the school



year, virtually every home of a 1st- through 5th-grade student now has an Apple Macintosh computer and a modem. Students and their parents can tap into the Edison Project’s computer network, called the Common.

Teachers have laptop computers and telephones in their classrooms, and the school has an array of digital cameras, computer scanners, and printers for multimedia projects.

“This is technical heaven,” said Michelle Edwards, the technology teacher at Dodge-Edison. Teachers there post newsletters and homework assignments that parents can access from home.

In a recent on-line newsletter, a teacher asked parents to review with their children lessons about time, counting, and money for an upcoming test.

Since all this technology was new to many parents, the school created a “parent university” to provide lessons about software and other topics.

“I’ve been taking the classes, and I’m learning a lot,” said Patty Kohler, who has a 3rd-grade daughter and a son in kindergarten at Dodge-Edison.

“My daughter got an assignment to do a [computer] slide show, and I said, ‘I don’t

Above, Patty Kohler, who has a 3rd-grade daughter and a son in kindergarten at Dodge-Edison, volunteers to help out at the school and takes classes at its “parent university.” Left, Rob Alderson’s 3rd and 4th graders use computers in the classroom as well as have an Edison-provided computer and modem at home. Right, after doing a stint helping out in the cafeteria, students, from left, Michelle Vining, Jennifer Miller, Delicia Bawl, and Trista Whisnant relax under a banner outlining the school’s principles.

have the slightest idea of what you’re talking about,” she recalled. But now she can turn out multimedia projects of her own.

Kelley Nelson, a 5th-grade teacher, said she has been somewhat disappointed that many parents do not routinely check the computer network for homework assignments and newsletters.

“A lot of them just don’t have time,” she said. “They say they are too tired to turn on the computer.”

However, Sherry Bawl, the mother of three students at the school, said the computer is a great way to check up on their assignments—if, that is, she can wrest it away from them. “When you have three kids, you have to fight them to get on the computer first,” she said.

Mr. Alderson is looking forward to June, when, in a concession to the Kansas heat, the school will shorten the day to 3 p.m. and give his 3rd and 4th graders electives and fun events to do in the afternoons.

Next year, he will leave Dodge-Edison to become a lead teacher at the Edison junior academy across town. He has had numerous visitors to his classroom, from Colorado educators deciding whether to hire Edison to Mr.

Whittle, the project's founder.

"I can't emphasize enough how professionally the teachers have been treated," Mr. Alderson said.

Union Watchdogs

As for academic results, most educators at the Edison schools believe their students have made progress, but the first hard evidence won't be available until the results of standardized tests come in, starting in the fall.

"We should have definitive statistics in two to three years," said Jerome Williams, the president of the Wichita school board.

But he added that there are other ways than test scores of measuring success. "In a time when we are struggling so desperately to get parents involved, they seem to have done a pretty good job of that."

The two national teachers' unions are following the experiment closely. Despite their general anti-privatization rhetoric, neither has declared war on the Edison Project.

The AFT bitterly fought Education Alternatives Inc. in Baltimore and Hartford, and the National Education Association has forcefully opposed Alternative Public Schools in Wilkesburg.

Officials of the two unions met last month in Denver with teachers from three of the four Edison sites to gather information and impressions about the first year.

"Edison has learned it has to cooperate with unions in situations where there are unions," said Howard Nelson, the senior associate director of the AFT's research department. "That's something we have to respect."

Mr. Schmidt said the Edison Project will generate revenue of about \$12 million this year, though any profit is likely years away.

The company is satisfied to be expanding to 12 schools next year, he added. "Just about everything we've seen has made us believe in the fundamental correctness of our school design and our strategy."

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Expansion Plans for 1996-97

The Edison Project is serving about 2,000 students this year in four elementary schools. Next year, the project will expand to a total of 12 schools, including the addition of four middle schools in its existing sites. Edison is currently involved in the following districts:

Boston

The Boston Renaissance Charter School serves about 650 K-5 students in a renovated downtown office building. Edison is a partner in a group that was granted a charter by state officials to operate outside the regular school system. Next year, the school will add a "junior academy"—a middle school within the existing school that will serve between 230 and 345 6th, 7th, and 8th graders.

Mount Clemens, Mich.

In this small city near Detroit, Edison operates the Martin Luther King Jr. Academy, a K-5 school serving 490 students. Next year, the district will add an Edison junior academy as one "house" in its lone middle school.

Sherman, Texas

In another partnership arrangement, Edison operates Washington Elementary School, which has 480 K-4 students. Next year, the district will create a 5th- and 6th-grade Edison "house" at its intermediate school.

Wichita, Kan.

The Dodge-Edison Elementary School serves about 600 students in kindergarten through grade 5. Next year, Edison will take over one of the district's middle schools.

In addition to the new middle schools or houses within schools at its current sites, Edison will open or take over four schools next year in these districts:

Colorado Springs, Colo.

The district will turn over one elementary school to Edison.

Dade County, Fla.

The district announced last fall that Edison would take over two schools next year—one existing school and one new one. However, administrators and Edison ran into resistance in getting teachers to approve turning over an existing school, so Edison will operate only a new school.

Lansing, Mich.

Edison will open a charter school.

Worcester, Mass.

Edison will open a charter school.

The Wichita Eagle

THURSDAY June 27, 1996



Brian Carr/The Wichita Eagle

Even though school is out, these youngsters won't just be lying around for the rest of the summer. Teachers and other school staff plan to use the school's network of home computers to distribute information and suggestions for things to do over the summer.

Ashley Wilson, a fifth-grader who "graduated" from Dodge-Edison Partnership Elementary on Wednesday, gives teacher Rob Alderson a big hug.

Edison experiment pays off

■ Dodge-Edison finishes its first year with accolades from the parents and the staff.

By Rasheeda Crayton
The Wichita Eagle

Fourth-grader Charity Ruebbelke will always remember her first year at Dodge-Edison Partnership Elementary School.

She has a shirt to help her.

On Wednesday, she brought her new Mickey Mouse shirt to school and had her fourth- and fifth-grade friends sign the back of it.

"My mom won't care," Charity said. "Besides, I'll have a bunch of memories."

It was the end of a beginning at Dodge-Edison on Wednesday, as the school said goodbye to its first class of fifth-graders and reflected on what so far has been an interesting experiment in education.

Dodge-Edison, at 4801 W. Second, is one of four schools in the nation run by the Edison Project, a private corporation. The others are in Boston; Mount Clemens, Mich.; and Sherman, Texas.

To mark the last day of school, Dodge-Edison held a graduation ceremony for its 77 fifth-grade students in the Salvation Army building across the street from the school.

"This was a great idea," said Durhonda Franklin, whose son Marlon graduated. "I've

never been to a fifth-grade graduation before."

The graduation celebrated more than just the children's successes. It also celebrated the success of the school itself. Many fifth-graders leaving Dodge-Edison Elementary are expected to enroll this fall at a newly established Edison Junior Academy, 3550 Ross Parkway.

"I think it's been a great year," said Benno Schmidt Jr., president of the Edison Project. "I think the parental involvement made things so successful. We had 98 percent parental participation."

This year, Dodge-Edison's attendance record was 96 percent, and the number of students

leaving the school during the year dropped to 7 percent, as compared with 36 percent last year. Parents and teachers all but glow with satisfaction.

Jeff VanCuren, whose daughter Jennifer graduated, says he appreciated that teachers talked to the parents more.

"I like that they have teacher-parent conferences more often," he said. "You didn't have to wait until the end of the school year until they tell you there's a problem."

Parents also said they liked the amount of personal attention students receive at Dodge-Edison.

"The program here is more intense," said Leta Brown, whose daughter Janae is in a special education class at Dodge-Edison. "I think the teachers really care about her and spend more time with her."

Each graduate received a diploma and a rectangular box wrapped in white paper that they were told not to open until they got home.

Jennifer VanCuren worked her way around the directive by having her father open the gift.

"Ooh, chocolates," she cooed after the box was opened.

When the ceremony ended at about 2:30, parents were treated to chocolate chip and oatmeal cookies and punch.

Younger students finished at 3 p.m. The last month of school had been devoted to studying the history of America, so it seemed only fitting to play a patriotic song to end the day.

So, Jimi Hendrix's electric guitar version of "The Star Spangled Banner" was blasted over the intercom system.

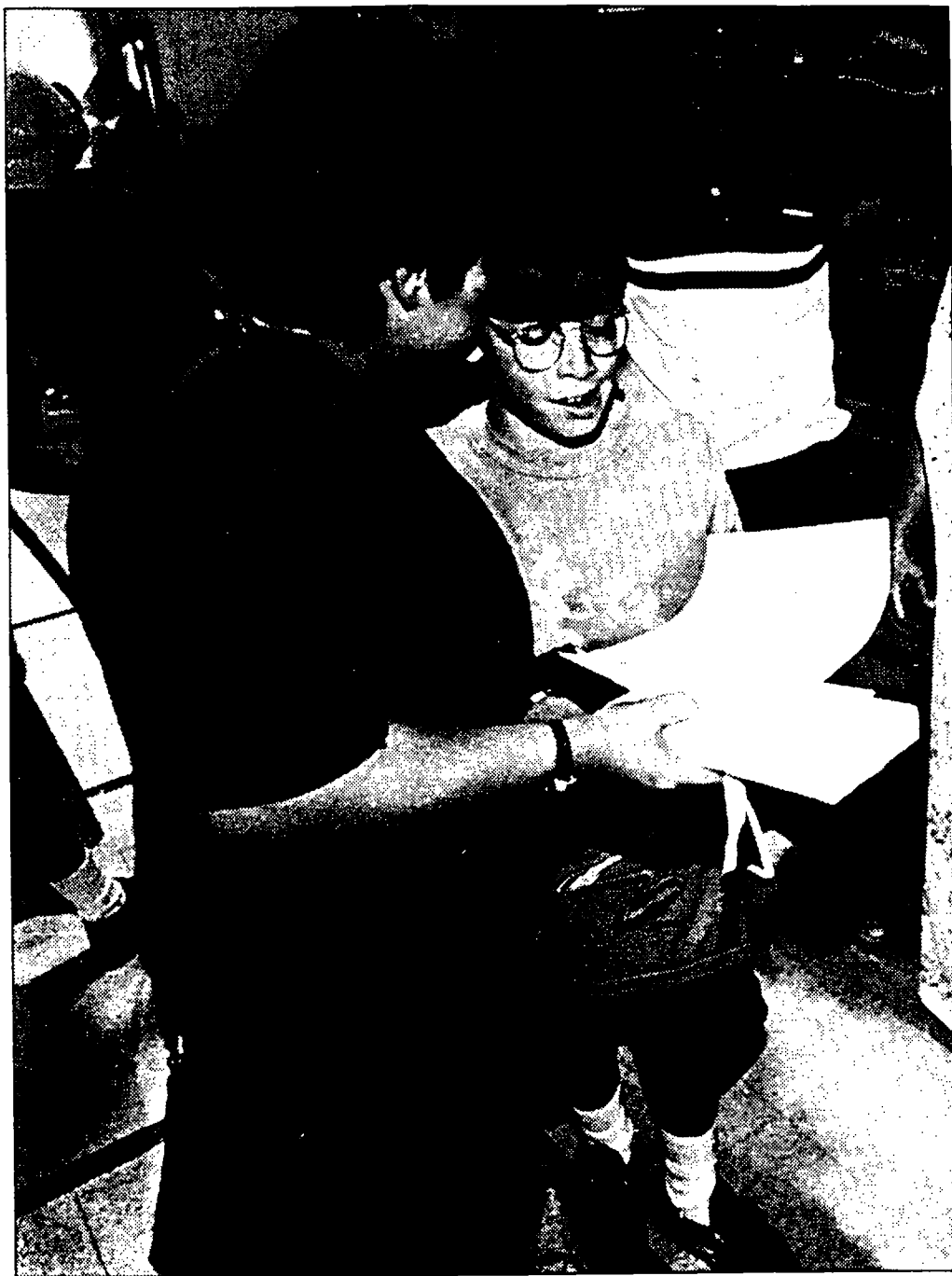
Even though school is out, these youngsters won't just be lying around for the rest of the summer. Teachers and other school staff plan to use the school's network of home computers to distribute information and suggestions for things to do over the summer.

The school also lets families check out computer software from the library. Jennie Cochran, whose daughter Courtney is a first-grader at Dodge-Edison, checked out an encyclopedia CD-ROM for the summer.

And the kids will be able to talk to one another over the summer. Janet Burke's daughter Amber is really comfortable communicating through computers.

"She's always tying up my phone line," says Burke. "Even in first grade, they love to chat on-line."

Contributing: New York Times News Service



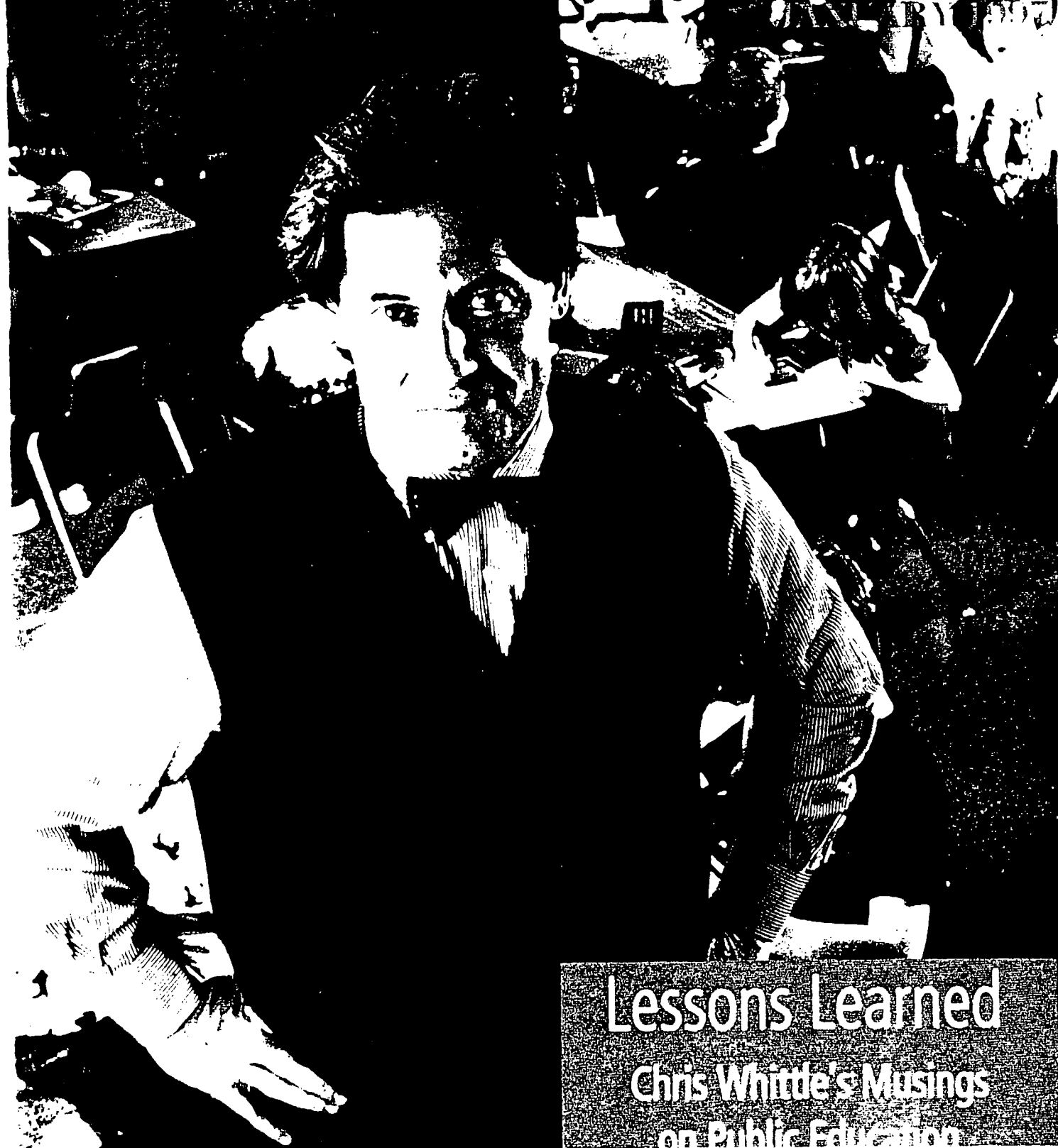
Brian Corn/The Wichita Eagle

Emilie Palmer gives her son Timothy a kiss after commencement ceremonies at Dodge-Edison Elementary on Wednesday.

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THE SCHOOL ADMINISTRATOR

JANUARY 1997



Lessons Learned

Chris Whittle's Musings
on Public Education

Lessons Learned

The Edison Project Founder's Musings on American Schooling

Editor's Note: In May 1991, entrepreneur Christopher Whittle boldly proclaimed at a Washington, D.C., news conference that he would reinvent schooling in America by creating a national network of for-profit schools.

Two years later, Whittle's Edison Project backed away from its original claim and turned instead to managing public schools. The first four Edison Schools opened in fall 1995, and this past fall another eight began operations. Whittle expects to open several hundred more before the end of the decade.

When he first started planning for Edison Schools, Whittle hired away some of the nation's most prominent educators—including Deborah McGriff, then superintendent in Detroit—to help in the undertaking.

Edison schools, which typically operate under contract to local school boards, benefit from the company's infusion of nearly \$3,000 per pupil—about half of it to cover technology. The curriculum places a computer in the home of each student and a laptop in the hands of each teacher. The Common, its online computer network, links educators, students, and parents to each other and to other Edison schools.

Whittle's novel ideas for private-sector investment in public education date back to Whittle Communications' launch in 1989 of a technology initiative known as Channel One. The company agreed to outfit schools with free state-of-the-art telecommunications equipment provided that each classroom air a 12-minute daily news program laced with two minutes of commercial advertising.

Channel One, which now is shown in 12,000 schools nationwide, was sold in 1994 for \$240 million to K-III Communications Corp., owners of the *Weekly Reader*.

The School Administrator asked Christopher Whittle, who visits the Edison Schools on a regular basis, to share how his perspective on public schooling and its leadership may have changed during the past several years.

BY CHRISTOPHER WHITTLE

General Partner and Founder, The Edison Project, Knoxville, Tennessee



ate one evening from my Seattle hotel room, I logged on to The Common, the intranet of The Edison Project, to collect the day's mail.

From four just-opened schools in Mount Clemens, Mich., Sherman, Texas, Wichita, Kan., and Boston, there were the usual reports and requests from parents, students, teachers, and central-office staff.

For a moment, I marveled at the technology that makes such connections possible. Like people born in the horse-and-buggy days who never quite believed cars were real, someone raised in the pre-computer age always finds the digital world slightly magical.

After finishing the day's correspondence, I checked The Common to see if anyone else was still awake and online. Since it was nearly 3 a.m. on the East Coast, where Edison's headquarters are situated, I didn't expect much. A single name flashed on the screen. I sent my colleague a quick electronic hello and asked what he was doing this time of night. He, too, was in a hotel room, working in Miami to help start a new Edison School in partnership with Dade County.

After e-mailing him good night, I went off to sleep thinking how different and alike Miami and Seattle are, how diverse and vast America is, and how lucky I am to be a part of building its first national system of schools.

• • •

It has been seven years since the idea of Edison Schools took me captive and changed my life. Edison has changed over that time as well. What remains constant is its ability to challenge, to move, and to surprise. This is a brief collection of some unexpected experiences and reflections since Edison's early times.

• • •

I've been surprised by how much Edison draws the best out of people.

For 20 years prior to my Edison days, I was involved with an inventive and exciting media company that was noted particularly for its ability to attract talented people. Born of that heady environment, Edison has an even stronger gravity field. It pulls in virtually everyone who comes in contact with it. It is an idea that dwarfs individual participants and compels them to unusual actions.

This phenomenon was captured most vividly several years ago when newspapers across the country flashed headlines such as "Yale President Leaves Post to Start Elementary Schools" to report Benno Schmidt's decision to join Edison as its chief executive.

Less-publicized variations on this theme of personal courage happen constantly at Edison. Superintendents, principals, and teachers leave more secure posts to join up. Bold union leaders buck skeptical colleagues. Corporate executives leave comfort behind, looking to complete their careers in important ways. Parents sign up their children, before an Edison school even opens its doors. Political leaders push the legislative envelope. Time and again, investors provide Edison the capital it requires. And innovative school districts find creative ways to make Edison partnerships work.

These are not random, disconnected acts of daring. Virtually everyone involved in Edison intuitively understands the overar-

ching importance of this endeavor. They grasp the fact that Edison is more than what happens within the walls of its own schools. They understand that it is just the first colony in a new academic world and that its success will have national consequences. They know that Edison is about important new linkages—the merging of public

education and entrepreneurship, the convergence of caring and capital, and the coming together of local control and national resources.

They see Edison as a pioneer in the "reinventing government" phenomenon that is reshaping the public sector in America. They forgive Edison's foibles, including its early arrogance. They see beyond Edison's initial schools, good or great as they may be, understanding these are simply its Model T's. They believe that with scale, experience, and continued commitment to research and development, more dramatic advancements will follow. And they know that while shareholders may be rewarded, children, parents, teachers, and the country itself will be the greatest beneficiaries.



Students at Dodge-Edison Elementary School in Wichita, Kan., cozy up to Christopher Whittle, Edison Project founder, during one of his frequent visits to the school. Photo by Steve Rasmussen

• • •

I've been surprised at how the public education community differs from the way detractors portray it.

Many who inhabit corporate hallways, as I once did, are convinced that American education is run by a bloated and inefficient bureaucracy. One can certainly find examples of this, but it is unfair or uninformed to characterize the majority of school systems in such a manner. The average district staff is relatively small and efficient. They are doing what they have been asked to do, and they are doing it rather well. One might question the design of our nation's schools (and I do), but their execution is straightforward enough. For the most part,



Fifth-grade students at Dr. Martin Luther King Jr. Academy in Mount Clemens, Mich., work on a science unit about butterflies. Edison invests heavily in staff development as part of its contract. Photo courtesy of Mount Clemens Community School District

school administrators and staff are hard-working and dedicated people whose compensation is not commensurate with their talents.

Similarly, it is unfair to characterize unions as monolithic forces against reform. Again, one can find examples if biased toward that point, but district-by-district reality is much more diverse. Many union leaders and members are front-line participants in the effort to improve schooling in this country and walk a difficult tightrope between representing legitimate adult issues and the interests of children.

• • •

I've been surprised by the tyranny of operational matters.

Transportation, finance, construction, politics, and the crises du jour can occupy so much of an educational leader's day that little room is left to attend to teaching and learning. Edison is not immune to this affliction. Indeed, the logistics associated with its rapid growth increase this danger. A constant vigilance is required to assure that educational matters receive their due.

I wonder why we allow this to happen. How could administrative issues ever get more time than curricular

ones? Is it because the leaders of education, including me, would rather deal with problems that can be more easily solved than with the thorny and persistent issues encountered in the classroom trenches?

• • •

I've been surprised at how bricks and mortar can act as barriers to change.

Where empty or mothballed buildings abound or new school facilities are nearing completion, innovation comes easier. Where they don't, fully utilized school buildings—and the communities they contain—can stand like fortresses against change, bristling with armament. Within those strongholds one often finds that an individual classroom will be held like Bataan by a particular teacher.

I will not soon forget a recent meeting in the Midwest. A teacher said, without embarrassment, that he opposed Edison because he had taught in the same classroom for 20 years and didn't want to move to another school nearby in order to make a new school possible.

• • •

I've been surprised at how Edison has actually developed compared to its early vision.

The original concept called for creating excellent schools at current levels of spending in public schools. While I believe—and early objective evidence supports this—that we are fulfilling both parts of that mission, *how* we are doing it is not a route I predicted.

I initially thought that Edison needed a national network of private schools to demonstrate our model for public school systems. I assumed that such a phase would be required before public systems would welcome materially new designs. I was wrong. Public schools are far more receptive to new concepts than I ever imagined.

Further, our initial plan envisioned a revolutionary design, one that departed significantly from current practices. That turned out to be about 75 percent right. On a system level, Edison *is* more revolutionary than not. The idea of a large-scale, national, for-profit school company is a major departure from current systems. At the site level, however, Edison's design turned out to be a combination of systems integration of generally regarded best practices *and* revolutionary leaps in such areas as technology and school organization. At least as an entry strategy, this decision was probably best. It is a less risky proposition for both parents and districts to accept.

However, a central tenet of Edison is that it will never end its product design activity. In short order, there will be an Edison 2.0, 3.0, and 4.0, and those will be as exciting to see as Edison's initial sites. In these advanced designs, I predict important advancements in quality distance-learning programs, volunteer systems, and our understanding of modern students.

• • •

Commentary on Edison and what it represents has been primarily ideological in nature, i.e. about whether for-profit schooling is good or evil. Other important issues have been missed.

For instance, the development of national school companies could significantly improve career opportunities for teachers, principals, and administrators, a fact that goes unnoticed. Today, most educators work for local school entities. If they desire to move, they must change employers and give up equity particular to their old system.

National school companies could change all that. A teacher or administrator of the future could move seamlessly from a school in one city to a school in another part of the country, with both schools part of the same national system. This is no longer theoretical. A teacher at Edison's Boston school recently moved to our Lansing, Mich., site. Teachers from the Edison school in Sherman, Texas, are now helping start Edison schools in Worcester, Mass., and Colorado Springs, Colo. In the same vein and more importantly, city-to-city moves will become much less traumatic for children and parents as adjustment to a different school system is eliminated.

Changes for the education profession go beyond the above conditions. Educators also will find enhanced job opportunities with the advent of national school companies. Any well-advised person graduating from college today knows that the best career opportunities are found in high-growth enterprises. Traditional school systems, by definition, can grow only at the rate of the geographic area they serve. Since most communities are more or less mature, the average growth of a typical school system is relatively slow. As more national school companies are launched, the educators they employ will advance more rapidly than in geographically restricted systems.

There has been little speculation or prediction about the effect of national school companies on the operation of local districts. Today, school systems typically fund and operate the schools for which they are responsible. In the future, a district may have some locally operated schools and some nationally operated ones (brought to them, perhaps, by several education companies, each offering a different educational strategy). Just as a supermarket has national and local brands offering consumers the widest possible choice, so it may be with schooling.

I've seen no commentary on how the emergence of national school companies could impact educational research and development spending. Any superintendent knows how hard it is for public systems to find the resources to invest in R&D activities. In contrast, Edison raised about \$45 million for its initial design efforts, an unheard of amount for such purposes in the education world. That will become more commonplace. As Edison and its coming competitors grow and mature, new and

more mainstream capital sources will become available and the ability to invest more significantly in R&D will rise. This will have a far-reaching impact on school design in this country.

• • •

I've been surprised that some reject the idea of diversity in schooling.

There are those who believe the country should find the one best way to educate our children. Inevitably that leads to educational "holy wars," polarity, and divisiveness. If only one way is right, then all other ways must be wrong.

I don't believe there is one answer to our educational needs. I don't believe Edison is necessarily the best way to educate children. I believe there are many best ways depending on a child's particular needs. Parents and teachers should have many different approaches from which to choose.

That diversity makes a system stronger is a premise almost universally accepted in business

and politics, but it is viewed by many in education as radical thinking.

• • •

Finally, I've been surprised by how often Edison moves me.

Edison did not accidentally arrive in my life. Rather, the idea of Edison emerged as I conducted a search for how to spend the second half of my career. I wanted to be engaged in work that might make a major contribution to society. Of all the possibilities I considered, Edison seemed the most likely to make a positive and enduring impact.

The reality of Edison touches me far more than the theory ever did. In October, the opening ceremonies for the new Edison school in Colorado Springs occurred. The gym could not hold all in attendance, so the ceremonies were held outside. With Pike's Peak in the background and the skies bringing forth the season's first flurries, a cultural rainbow of third and fourth graders sang "I'm Proud to be an American," while others recited the Preamble to the Constitution. It was hard to hold back my emotions. There they were, innocent, hopeful, and trusting. I left even more inspired and determined to help make great schools for them.



Fourth-grade students at Dr. Martin Luther King Jr. Academy in Mount Clemens, Mich., use computers daily as part of their instruction. The Edison Project partnership school, established in August 1995, received \$792,000 from Edison for new technology. Photo courtesy of Mount Clemens Community School District

The Edison Project

NEWS RELEASE

For Immediate Release
November 20, 1996

THE EDISON PROJECT RECEIVES \$30.5 MILLION FROM INVESTOR GROUP

Funds to support new school partnerships in 1997 and 1998

Contact: Debra Doorack (212) 309-1644
John Reid (212) 309-1628

The Edison Project, the country's largest private manager of public schools, announced today that it has completed a \$30.5 million equity financing with a group of investors.

"This new capital will fund a significant expansion of our operations in 1997 and 1998, said Chris Whittle, the company's founder, and Benno C. Schmidt, Jr., the company's president and chief executive officer in a joint statement. "In addition, it brings to the company's board of directors talented new members who can contribute to our enterprise."

The investors are John W. Childs Associates, Zesiger Capital Group LLC, Richmond Leeds Education Company L.L.C., Chris Whittle, Blue Rock Capital L.P., Benno Schmidt, Joel E. Smilow, and John C. Reid.

Whittle's holding company will remain the company's largest shareholder. The Sprout Group, the venture capital affiliate of Donaldson, Lufkin, and Jennrette (DLJ), which along with Whittle led a \$30 million financing for Edison in March, 1995, will continue to hold the company's second largest block of shares. John W. Childs, Jeffrey T. Leeds, and Virginia Bonker will join the company's board.

This financing is one of several positive developments at Edison in recent months. In August and September, Edison opened eight new schools, tripling its total enrollment to more than seven thousand students in eight cities and six states. During the past few weeks, the company has reported promising early academic results from the first full year of operations at its four initial schools, which opened in the fall of 1995.

John W. Childs Associates is a prominent Boston-based investment fund founded by Childs, who was formerly senior managing director of Thomas H. Lee Company. Richmond Leeds Education Company L.L.C. is a New York- and Dallas-based investment group. Richmond Leeds is managed
(more)

by Leeds, founder and general partner of Advance Capital as well as president of the Leeds Group, and by John P. Rochon, chairman of Richmond Corporation of Dallas, Texas, and president and chief executive officer of Mary Kay Holding Corporation. Blue Rock Capital, a Delaware-based venture capital fund, was co-founded by Bonker, formerly of the Sprout Group. Zesiger Capital Group LLC is a New York-based institutional investment firm. Smilow is an independent investor and former chairman of Playtex. Reid is Edison's chief operating officer.

Edison, founded by Whittle in 1992, operates public schools, either in partnership with local school districts or as charter schools. As of this fall, the company is operating twelve elementary and middle schools located in Boston and Worcester, Massachusetts; Mount Clemens and Lansing, Michigan; Miami, Florida; Colorado Springs, Colorado; Sherman, Texas; and Wichita, Kansas. Edison offers a comprehensive educational program and school design that provides a world-class education to a diverse cross-section of American students at prevailing public school costs. The program features an ambitious and wide-ranging curriculum; pervasive use of technology, including a computer in every student's home and at every teacher's desk; an expanded school day and school year; and an innovative organization that allows teams of teachers to work with the same students over several years.

##

LOCAL NEWS

Thursday, June 6, 1996 ••

Detroit Free Press



Martin Luther King Jr. Academy students Damone Ward, 7, front, and Amber Harris, 7, with glasses, dance to Billy Ray Cyrus' "Achy Breaky Heart" in their gym class. The 30-minute physical education classes, held each day, are part of what makes the Edison Project different.

PHOTOS BY STEPHANIE SINCLAIR/Detroit Free Press

Education is on the books

School tries to teach kids and make money

BY JOAN RICHARDSON
Free Press Education Writer

Talbert the bunny has climbed back into his cage and Lisa MacDonald's kindergartners hustle to get into their reading circle.

Unlike most kindergarten teachers, MacDonald will not be reading to her students — her students will read to her.

"Let's get ready and read!" she chirps with the kind of early-

Mt. Clemens

morning enthusiasm you'd hope for in a kindergarten teacher.

"Put your finger on the title, put your finger on the title, get ready and read," she sings along with her class.

For the next 90 minutes, MacDonald guides 10 students through phonics lessons, vocabulary, journal writing, reading aloud as a group, reading with a partner and reading on their

own.

Teaching kindergartners to read is not part of the program in most elementary schools. But then, neither is teaching reading to no more than 15 students at a time. Or handing out Macintosh computers for children to take home. Or giving laptops to their teachers. Or offering 8 hours of classroom instruction every day. Or keeping children in school 26 days longer than their peers every year.



At Martin Luther King Jr. Academy in Mt. Clemens, this is all part of the package the school

Please see EDISON, Page 6B

LaKeisha Harris, 5, left, and other kindergartners imitate the koala bear that teacher Lisa MacDonald uses to teach reading at the Edison Project school in Mt. Clemens. MacDonald also has students read to her. The program stresses keeping the students' interest.

Edison Project aims to teach kids, make money

EDISON, from Page 1B

received when it signed on to the fledgling Edison Project, a national, for-profit network of innovative public schools.

"It's like a dream school. You have day-in, everyday problems like every school. But the design of the school, how they want to nurture children and give children a whole education, it's wonderful," said third-grade teacher Sue Kotas.

"I don't think there's any way a regular district could afford to do this."

Although still in its infancy, the King Academy has proven itself in several ways: The school has a waiting list of 300 students for the fall, only one teacher has decided not to return and every King Academy fifth-grader who is going on to the district's only middle school has requested placement in a new Edison program there.

In the changing landscape of public education, Edison Project founder and media entrepreneur Chris Whittle believes private companies can improve the quality of American schools. That will happen by bringing together the financial resources of business with the know-how of professional educators.

"We provide privately run magnet schools for public systems," said Whittle, who founded the New York-based Edison Project in 1991.

If Edison can prove money can be made by creating quality public schools, more private companies will join the handful that are in the education business, he said.

"If the Edison Project manages 2 to 3 percent of American schools, that doesn't change American public education. But it does if Edison has 15 to 20 clones," he said.

"We have started down the pioneering and somewhat bloody road. This is not just playful futurism."

Another set of eyes

The King Academy opened its doors in August as the only Edison school in Michigan and one of only four in the country that had signed on with the controversial project. Next fall, Mt. Clemens will expand the project into its middle school and a third Edison school will open in Lansing as a charter school.

Also, Richard Halik, superintendent of the Lansing public schools, said Wednesday he will ask his board of education this month for permission to begin negotiating with Edison for a school similar to that in Mt. Clemens. That school would open in fall 1997.

Around the country, 12 Edison schools with an enrollment of about 8,000 students will be operating by fall.



Photos by STEPHANIE SINCLAIR/Detroit Free Press

Kindergarten teacher Lisa MacDonald has students imitate expressions as part of their 90-minutes-a-day reading exercises. Other lessons include phonics, vocabulary, journal writing and reading aloud as a group.

"The districts that are attracted to Edison are not desperate. They are not bankrupt. They have a strategic plan and a vision for where they want to go. They see Edison as a way to jump start those options," said Deborah McGriff, the former Detroit Public Schools superintendent who is now vice president of marketing for Edison.

Mt. Clemens Superintendent Blanche Fraser agrees. Her district already was talking about many of the ideas that Edison incorporates into its school design.

"This is like two heads are better than one. We have another set of eyes, another set of hands doing good things for our kids," Fraser said.

Edison is picky about the schools it will work with. It won't get involved with a Michigan school that averages less than \$5,500 per pupil or has fewer than 450 students, McGriff said. Edison schools must be schools of choice for staff and students, she said.

Finally, the community must want the program. "We are not going anywhere where we are not invited," Whittle said.

Edison has signed a management contract with Mt. Clemens and charges the district \$5,950 for every student enrolled in the King Academy — the same amount that the district spends on every other child. What Edison provides is a comprehensive package for running a school.

With that money, Edison pays the staff, maintains the building, buys the lessons and textbooks, and generally is accountable for all school operations. Mt. Clemens gets a monthly report showing school expenditures.

"You don't need a calculator to know that we've received more than we've given them," Fraser said.

Among the elements in Edison schools are:

- Extensive technology offerings:

- home computers for every family at the school; laptops for every teacher; an E-mail system available to all children, parents and teachers; telephone, television and VCR in every classroom.

- A 206-day school year that includes 8 hours of instruction for children and two hours of planning time for teachers every day.

- A rich curriculum that includes at least 90 minutes of reading, 60 minutes of math, 75 minutes of social studies/science plus 30 minutes each of computers, physical education, foreign language and art or music every day. In addition, children choose from among nonacademic offerings including tap dancing, gymnastics, ballet and weaving.

- Four weeks of summer training for staff plus an array of consultants who are available to teachers through the school year as curriculum questions arise.

The beauty — and controversy — of the Edison Project is the company's ability to afford such an extensive program when most public school districts haven't been able to provide anything similar.

The national teachers unions and many public school educators have looked askance at having private companies involved in public schools, questioning the appropriateness of making money out of them.

Their concerns are clear to Whittle: "Their fear is that we will run in, take the money and leave the children."

"The truth is that I like making money. There's no question that it's part of what we're trying to do. But it is not our central motivation. Believe me, there are lots of other ways to make money that are a whole lot easier than this."

Tom Toch, a Washington, D.C., writer working on a book about the Edison Project, said its schools are not

robbing the public schools of their best and brightest students.

"The charge that private companies would cream students and would be elitist is just wrong. Generally speaking, affluent parents don't feel like they need an Edison school," he said.

Fifth-grade teacher Donna Gauthier, who is the union representative at King Academy, said she long ago put aside her concerns about having a private company involved in public education. A veteran teacher in the district, Gauthier has long worried about the inequities she sees between what her students need and get versus what kids in more affluent suburbs need and get.

"My attitude is, whatever I can get off these people for my kids, I'm going to get," Gauthier said. "They can make whatever profit they want as long as they give me the hardware and the software and the computers in their homes."

On top of the heap

Whether Edison is ultimately seen as providing an answer on how to run successful schools in Mt. Clemens or anywhere depends on whether it succeeds at teaching children.

If the children don't learn, Edison won't be any different from numerous other failed experiments in public education.

"We will never make a dime if we don't educate children," Whittle acknowledged.

Before the first Edison school opened, Whittle recruited a raft of high-profile educators to research exemplary curriculum and school operations and design the ideal school.

Named the Edison Project to sym-



Kari Zaffarano, 7, dances in gym class at the academy. Mt. Clemens Superintendent Blanche Fraser says, "There is more active learning going on in the King Academy than you would see in a traditional school."

bolize the inventor's lightbulb going off, Whittle said he should have named it the Ford Project instead after auto pioneer Henry Ford.

"Ford didn't create the engine or wheel, but he did put them all together in one product that worked. That's what we're trying to do," Whittle said.

Edison's research and development laboratories were not just a phase, he said.

"We haven't closed our labs. We will never close our labs. There will be an Edison 1.0, an Edison 2.0, and Edison 3.0," he said.

What makes the program innovative is its blend of exemplary curriculum plus the organization of school plus its use of technology plus its intensive devotion to professional development for teachers. Pluck out any of those elements and the Edison school would no longer be an Edison school.

For McGriff, that blend is what makes Edison a project to watch — and, hopefully, to copy.

"If we can demonstrate this model

can raise academic performance across racial, economic lines, that it enhances community support and parent satisfaction, then other communities may be able to convince them to try some of it, maybe all of it," McGriff said.

Edison has a real deadline for showing some kind of impact in the school — its contract in Mt. Clemens runs for five years, but the school board can cancel it anytime if it decides Edison isn't delivering on its promises.

Teachers tend to be the most skeptical group to win over in any school reform effort, but Edison's research and development won over the King staff even before the year began.

"There was real trust in the Edison Project. We knew they had the research to support the curriculum. We knew they had visited exemplary schools. We knew they pulled all these components out of successful schools. We knew they were working with experts all the way," said King principal Kathy Zuzula.

Teachers were introduced to the

curriculum during an intensive training session in Lake Geneva, Wis., last summer and that was followed by more training in Mt. Clemens.

Once school was under way, Edison consultants have been readily accessible through E-mail to answer teachers' questions. Few school districts employ full-time curriculum consultants in any subject. Most often, teachers work on their own or with two or three other teachers in their building.

"Here, they're not just throwing a textbook at you," Kotas said.

What they have thrown at teachers, however, is a rigorous curriculum that includes the "Success for All" reading program that was developed to improve skills of low-income children and the University of Chicago math program, which is rarely used in urban districts because it requires higher reading ability.

From the superintendent's vantage point, Fraser sees numerous differences between the Edison school and the other two elementary schools in her district.

"There is more active learning going on in the King Academy than you would see in a traditional school. There are lot of projects, a lot of hands-on work, less dependency on textbooks, less depending on teachers standing in the front of the room directing the lesson," Fraser said.

"There's lots of movement for an elementary school. In a traditional program, children tend to stay with the same teacher for the day. In this program, they work with a team of teachers."

Although it will be several years before test scores can be used to gauge the school's achievements, there are other measures of its success.

Fourth-grader Brian Dukes is one of them.

Last year, he said he hated reading. "We had these thick books and they had real hard words that the kids didn't understand," said Brian, 10. "A bunch of kids were stumbling around when they read. They were behind everybody."

Now, Brian is in a reading group that mixes third- and fourth-graders at similar levels. "They split us up by how well you can read," he said.

Instead of reading "one of those fat books," a reading textbook, he reads high-quality paperbacks. He likes that more, and says he reads better and likes reading more.

Fifth-grader Timothy Dudley, 11, echoes Brian's comments.

"In my other school, the teacher always read to us out of a book. We just had one big book there. We read on our own here out of our own books," he said.

If the Edison plan delivers a good education for their students, teachers say that's good enough for them, regardless of whether a private company is behind the program.

"I don't care how Edison does it," Gauthier said. "Maybe schools are run the wrong way. Maybe somebody does have to come in from the outside and run it."

"What I know is this: these kids were very short on things in life. Now, they're on the top of the heap and that's a wonderful thing."

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MARTIN LUTHER KING JR. ACADEMY

■ **What:** K-5 public school, part of the Mt. Clemens Community School District but operated by the for-profit, New York-based Edison Project

■ **Where:** Mt. Clemens

■ **Per-pupil spending:** \$5,950, the same as is spent on every other child in the district

■ **Enrollment:** 476

■ **Teachers:** 32

■ **Students qualified to receive free or reduced-price lunch:** 37 percent

■ **Ethnic makeup of students:** 47 percent white, 43 percent black, 10 percent other

■ **School day:** 8 a.m. to 4 p.m.

■ **School year:** 206 days for students, 210 days for teachers. Michigan requires 180 days of school.

Source: Mt. Clemens Community School District

The young and the restless



Mike Hubmacher/The Wichita Eagle

Dodge-Edison kindergartner Kyle Walker works through a computer reading program Wednesday morning.

Extending the school year A pain, a gain

By Suzanne Perez Tobias
The Wichita Eagle

Students at two Wichita elementary schools are still waiting for summer vacation. But some educators say more class time means more learning.

A laminated sheet of green construction paper on the wall in Lee Bevan's classroom asks — and answers — the question many of her Dodge-Edison Elementary School kindergartners may be wondering:

"How many days in school?"

The answer: 200.

So far.

While most area youngsters are already enjoying lazy mornings and movie-matinee afternoons, some Wichita students are still reading, writing and waiting for recess.

They are part of a growing trend in Kansas and throughout the country of lengthening the school year as a way of increasing the time students spend in class and, the theory goes, boosting performance.

Two Wichita elementary schools — Dodge-



Minette Harper, an art teacher who helps with morning reading lessons, leads a discussion among fifth-graders at Dodge-Edison Elementary. Dodge teachers say having an extra month of school allows them to cover more material.

SCHOOL YEAR

From Page 1A

Edison and Payne — operate on an extended-year plan. Dodge-Edison students will go to school 210 days this year — 24 days more than most of the city's schools. Payne students will go 201 days.

Students, teachers and parents have mixed feelings about the longer year. But most agree that the extra time helps.

"We continue right on with our programs in reading and math and all the other subjects," said Kelley Nelson, who teaches fifth grade at Dodge-Edison. "We don't want these last weeks to be a waste."

Shortly after the 8:20 a.m. bell that started school Wednesday, Nelson's fifth-graders scooted together to talk about their most recent reading assignment, a book titled "Jelly Belly." Minette Harper, an art teacher who doubles as a reading tutor, led the discussion.

"So the main character is a boy named Ned, right? But because he's really chubby, people call him Jelly Belly," Harper said. "Who calls him Jelly Belly? His friends?"

"No," Joshua Weakley replied. "His un-friends."

The youngsters were neither boisterous nor particularly weary, though most were thinking more about an upcoming field trip to Sedgwick County Park than the nuances of symbolism and foreshadowing in "Jelly Belly."

"I can't tell any difference in their attitudes," said Nelson, who has taught at various schools — under

various schedules — for 14 years. "The kids have the same anticipation they always have at the end of the year."

Students at Payne get out of school on Wednesday. The last day at Dodge-Edison is June 26. Both schools are air-conditioned.

Despite the academic benefits, some students will tell you, being one of the only kids still in school isn't fun.

"We should get out when the other schools get out," said third-grader LaChrisha Howard. "Everybody else is having fun, and we're still here. By the time we get out, we won't have a lot of time left for summer."

Some parents are hearing similar sentiments.

"My daughter is complaining a little," said Anita Zimmerman, whose daughter Melanie is a fourth-grader at Dodge-Edison.

"Her brothers and sisters are already out, so they're going swimming all day, and she has to get up and go to school," Zimmerman said. To ease the frustration, she lets Melanie go to the pool after school, and she enforces "school night" bedtimes for all of her five children, not just Melanie.

Dodge-Edison teachers and administrators expected that some students would feel frustrated. To help matters, they decided to shorten the school day during June, dismissing students at 3 instead of 4:30 p.m. About 90 percent of the parents supported the move. Parents who could

not arrange afternoon child care were given the option of enrolling their children in an after-school program called Edison Extra.

The schedule is nice, said Bevan, the kindergarten teacher. But for kindergartners, for whom every school experience is a first, the longer school year has gone almost unnoticed.

"For us, it means a chance to get even further along," Bevan said. "We'll get three more books done in these few weeks. We'll get that much further with math."

And best of all, she said, "We get to do Father's Day!"

You may not realize it, but kindergarten teachers the world over have had a guilt complex about Father's Day. Because youngsters usually are out of school before the second week of June, they have not made the Play-Doh sculptures or plaster of Paris handprint casts for Dad that they so lovingly create for Mom each May. So this year, Bevan's kids are giving Dad his due.

"It's going to be fun," she said, "Because dads never get anything."

Whether extra school days will boost students' academic performance is unclear. But as more schools adopt extended-year and even year-round schedules, many educators are saying it's a strategy worth trying.

"All things being considered equal, students who spend more time at something should be better at that thing," said Dodge-Edison Principal Larrie Reynolds. "If you practice

something, you improve."

At Payne Elementary, as at Dodge-Edison, an extended-year schedule is only one of several strategies being tried. Both schools feature all-day kindergarten, multi-grade classrooms and advanced technology instruction as well.

Whatever the reason, Payne Principal Russ Miller said, students' performance on tests and in day-to-day classwork has improved.

"We don't want to pin all that on the extra time," Miller said. "But I have no doubt that the extra time has helped."

The key to success for any extended-year schedule, both principals said, is making school fun. If kids enjoy what they're doing at school, Reynolds said, they might not miss summer vacation so much.

Just ask fifth-grader Shawna Morris.

"Most of my friends are here, so I don't mind staying," she said, pausing during a vocabulary exercise. "I like school."

Suzanne Perez Tobias writes about education. She can be reached at 268-6567.

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The Wichita Eagle.



Mike Hubmeier/The Wichita Eagle

ABOVE: Fifth-grader Joshua Weakley listens to a reading lesson Wednesday morning at Dodge-Edison Elementary School. Because of an extended school year at Dodge-Edison, Joshua and his classmates will be in school until June 26.

LEFT: Tutor Anita Zimmerman helps Dodge-Edison kindergartner Tony Freeman with his reading. Zimmerman, whose daughter attends Dodge, said some children are upset about having to go to class in June. But teachers do a good job of making school fun, she said.

Hma

*Camille O. Cosby
P. O. Box 4049
Santa Monica, California 90411*

August 4, 1997

Ms. Melanne Verveer
Deputy Assistant to the President, and
Deputy Chief of Staff to the First Lady
The White House
Washington, DC

Dear Ms. Verveer:

Bill and Camille Cosby wishes to thank the President and Mrs. Clinton for their thoughtfulness in sending the autographed pictures to them. The photographs evoke, for the family, fond memories of a most pleasant time.

Sincerely,



Sondra W. Pugh
Assistant to the Cosbys



MEMORANDUM
OF CALL

Previous editions usable

TO:

Melanne

☐ YOU WERE CALLED BY— ☐ YOU WERE VISITED BY—

Andrea ~~as~~ Miremont

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w/ Mr. Collomb

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011 331-44-34-1271

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MESSAGE

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Board - can HRC attend?

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General Services Administration

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Melanne -

Mr. collomb's
office called re
this HRC scheduling
request. Attached
is the letter you
sent to him Huma

Should I just
refer to
scheduling?

yes
|

Chk C

THE WHITE HOUSE
WASHINGTON

August 13, 1997

Mr. Bertrand Collomb
Lafarge
61, rue des Ballas Fauilles, B.P. 40
75782, Paris cedex 16
FRANCE

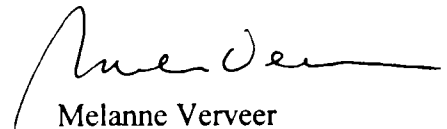
Dear Mr. Collomb:

Thank you for your letter and invitation to the First Lady to meet with Lafarge's International Advisory Board in October 1997.

I have forwarded your letter to Patti Solis Doyle, Director of Scheduling for the First Lady, and she will be in touch with you as to whether or not it will be possible for Mrs. Clinton to accept your invitation.

Best wishes.

Sincerely,



Melanne Verveer
Chief of Staff to
the First Lady

August 1, 1997

LE PRÉSIDENT

Dear Ms Verveer,

When the First Lady came to the Bilderberg Meeting last June, Vernon Jordan mentioned to her the meeting of our International Advisory Board in Washington DC in October, and how we would be very pleased if she could meet with them.

Lafarge's International Advisory Board is composed of business people from all continents, as the attached list shows.

They will meet with us in Washington DC on October 23 to 25th, and the main topic on the agenda will be a discussion of U.S. and North American economic, political and social prospects.

It would be a great honor and pleasure for us to have an opportunity to visit with the First Lady and the President. We would be particularly delighted if she would accept to speak to us at one of the lunches or dinners, on the kind of topics, relating to US society, she covered so remarkably in Atlanta. But we are, of course, open to any other idea which would be more convenient for her.

I hope that the principle of such a meeting will be agreeable to Mrs Clinton.

I will be away from the office for the next two weeks, but I will call you upon my return to give you any further information you might wish.

Sincerely yours,

Bertrand Collomb

Enc.1

Ms Melanne VERVEER
Deputy Chief of Staff
The White House

LAFARGE

61, rue des Belles Feuilles B.P. 40 75782 Paris cedex 16 France

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THE WHITE HOUSE
WASHINGTON

August 27, 1997

Ms. Georgia Curtis
555 Colonial Road
Blue Ridge, VA 24064

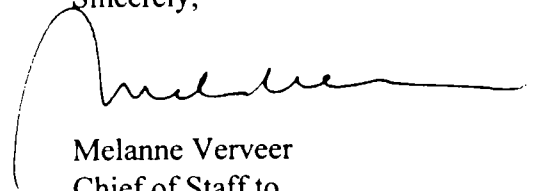
Dear Ms. Curtis:

Thank you very much for your invitation to the First Lady to attend The Virginia State Council of Senior Citizens' annual convention later this month.

Regrettably, the First Lady will be unable to attend due to a schedule conflict, but sends her best wishes for a successful and productive event.

Thanks and best wishes.

Sincerely,

A handwritten signature in black ink, appearing to read 'Melanne Verveer', with a long horizontal flourish extending to the right.

Melanne Verveer
Chief of Staff to
the First Lady



National Senior Citizens Education & Research Center

President
Mary Mulvey
Executive Director
Steve Protulis

8403 Colesville Road, Suite 1200 • Silver Spring, Maryland 20910-3314 • (301) 578-8800 • Fax (301) 578-8999
1331 F Street, N.W. • Washington, DC 20004-1171 • (202) 624-9549 • FAX (202) 624-9547

Memo

To: Betsy Seidman

From: Annabel Seidman

Date: July 23, 1997

Thanks for your help. I don't have a copy of our planned program but here's the gist: The Virginia State Council of Senior Citizens (of which I was one of three original incorporators) is holding its 19th annual convention from September 18 - 20, 1997 at Roanoke, Virginia. Friday morning, September 19 we have planned a session called, It Takes a Village. Our president, Georgia Curtis has already enlisted some children and workers with children and hopes to have a forum on the needs of these and all other children. This is in keeping with the theme of our convention: Seniors working together to enhance the lives of all Americans.

Mrs. Curtis has been in communication with Mrs. Clinton's staff and was told she would receive an answer on Friday, July 25.

(she wouldn't mind waiting for an answer if it were favorable)

er address is: Georgia R. Curtis
555 Colonial Road
Blue Ridge, Virginia 24064
tel: 540-077-4616

P. S. This could be a really
attractive intergenerational gathering
in a heartland setting
A

THE WHITE HOUSE
WASHINGTON

September 12, 1997

Ms. Esther Coopersmith
2230 S Street, NW
Washington, DC 20008

Dear Esther:

Thank you very much for your letter and for Ada Cohen's request for an interview with the First Lady. I have forwarded the request to Marsha Berry, Director of Communications to the First Lady, and she will be in touch.

Best wishes.

Sincerely,

Melanne Verveer
Chief of Staff to
the First Lady

Esther Coopersmith
2230 S Street, N.W.
Washington, DC 20008
Tel 202 232-0845 Fax 202 232-8196

FAX COVER SHEET

To: Melanne Verveer -
Chief of Staff to the First Lady
Fax Number: 202 456-6244
From: Esther Coopersmith

Attn: Huma

Fax Number: 202 232-8196 Telephone: 202 232-0845

No. of Pages:
(Including cover) 2

Dear Melanne,

The enclosed request was sent to me by my long-time friend, Ada Cohen, who writes for Maariv News, a well-respected newspaper in Israel.

I realize how busy the first lady will be upon her return from vacation, but Mrs. Cohen will be available to interview her any time that is convenient. I do hope she will have a few free moments for a short interview.

As always, thank you very much for all your wonderful help.

All my best,
Esther

gone to press
space will
consider

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FOREIGN DESK

Tel Aviv, August 13, 1997

The First Lady
Mrs. Hillary Rodham-Clinton
The White House
Washington D.C.

Dear Mrs. Clinton;

As one of Israel's leading newspapers, we would like to conduct an interview with you, to be published in our flagship supplement on the Jewish New Year's Eve.

We have learnt of the Israeli public's interest in your work when we published excerpts from your book earlier this year. You and the President enjoy a high profile in Israel in view of your involvement in the Middle East peace process.

We appreciate your schedule is busy, but would be most grateful if you could spare the time for a short interview. We would like to focus it on subjects covered in your book. We would like to assign one of our diplomatic correspondents, Mrs. Ada Cohen, whom you have met on a number of occasions.

Looking forward to hearing from you soon, I remain

Sincerely yours


Arik Bachar
Foreign Editor

THE WHITE HOUSE
WASHINGTON

September 12, 1997

Ms. Joan Challinor
3117 Hawthorne Street, NW
Washington, DC 20008

Dear Joan:

Thank you very much for your letter on land mines. I know your support will be put to good use.

Thanks for your notes and advice. Keep them coming. Best wishes always.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Melanne', with a long horizontal stroke extending to the right.

Melanne Verveer
Chief of Staff to
the First Lady

(R)

FAX TRANSMITTAL FROM

JOAN R. CHALLINOR

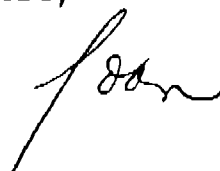
DATE: September 3, 1997TO: Melanne VerweeORGANIZATION: White HouseFAX NUMBER: 456-6244NUMBER OF PAGES INCLUDING THIS PAGE: one (1)

COMMENTS:

Dear Melanne:

Let me congratulate both Hillary and the President on the decision to oppose the production and use of land mines. I have long been interested in the problem and have been in touch with Save the Children whose program helps children who have been injured by these weapons of "civilian" destruction. In honor of Princess Diana who, sadly, can no longer work for this cause, I have sent a donation to Save the Children, earmarked for their land mine program.

Best,



3117 HAWTHORNE STREET, N.W.

WASHINGTON, D.C. 20008

PHONE: 202-965-9447

FAX: 202-965-6115

THE WHITE HOUSE
WASHINGTON

September 15, 1997

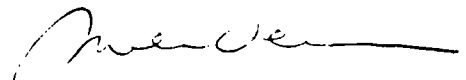
Reverend James Close
President
Mercy Home for Boys & Girls
1140 W. Jackson Boulevard
Chicago, IL 60607

Dear Father Close:

Thank you very much for your thoughtful letter and for your generous offer to share your expertise in child development as planning continues for the White House Conference on Child Care. I have forwarded your letter to Nicole Rabner, Associate Director for Domestic Policy, and she should be in touch with you. Should you want to reach her directly, you can call (202) 456-7263.

Thanks and best wishes.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Melanne Verveer', with a long horizontal flourish extending to the right.

Melanne Verveer
Chief of Staff to
the First Lady

SINCE 1887



MERCY
HOME
FOR BOYS & GIRLS

August 13, 1997

Ms. Melanne Verveer
Chief of Staff to the First Lady
The White House
600 Pennsylvania Avenue
Washington, D.C. 20006

Dear Ms. Verveer:

Last year, you were formally introduced to Mercy Home for Boys & Girls by Brian McPartlin and then by Mark Mroz of my staff. I very much appreciate your recognition of our work and concern for this generation of youth, and the one that is to follow. Any other national issue, in my estimation, pales in comparison to what is at stake for the future of our country when understanding the risks that beset youth and families presently. Our generation's legacy will be lived out through the preparedness of our youth to continue in the ideals and traditions that have made us a people filled with opportunity and promise of something better.

It is my understanding that on October 23, the President and First Lady will sponsor a conference on child care. Let me first say that I am encouraged to witness the power of the Presidency understanding and acting upon this grave concern: the future of our country -- our greatest resource and hope -- our youth.

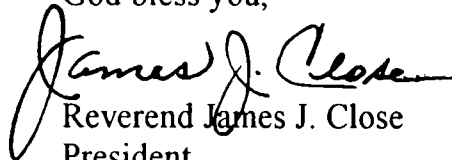
I have led Mercy Home for the past 25 years. I have witnessed thousands of our youth struggle day after day to learn, to grow, to change, to seek love and acceptance, to develop a lifestyle that's founded in the core principles of respect, honesty, responsibility and care for one another. At Mercy Home, we have constantly changed to meet present challenges and, may I say, we've learned a few things about raising children. We've learned as much through our mistakes as we have by our perceptiveness and success. Above all, we promise our youth care and consistency which unfortunately is often lacking.

Ms. Melanne Verveer
August 13, 1997
Page 2

Thankfully, there are many Mercy Homes who reach out and do miraculous things. Altogether however, kids need more help, and we have to take our case to those who can create change and support for our kids. It's not just about money, it's mainly about good parenting and the role each and every one of us plays and our willingness to contribute. This is the philosophy that brought success to Mercy Home in Chicago.

I very much wish to be involved in the national discussion on solutions and ideas to save a generation of American youth. For years Mercy Home has reached all over the United States for support and thousands have responded. I firmly believe with conviction, substance and compassion, we can all make a difference. We've proven in a small way that people respond to worthy efforts and we can effect change. Therefore, there is a way I can contribute now, and in the future, I am very interested in helping your efforts become all of our successes. Please call on me if I can be of further assistance. My direct phone is 312.738.7563.

God bless you,


Reverend James J. Close
President

cc: Mr. Brian McPartlin

THE WHITE HOUSE
WASHINGTON

October 2, 1997

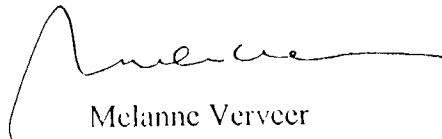
Ms. Barbara Lee Cohen
Chicago Convention and Tourism Bureau
McCormick Place-on-the-Lake
2301 S. Lake Shore Drive
Chicago, IL 60616-1490

Dear Ms. Cohen:

Thank you very much for your letter and invitation to the First Lady to attend the Celebrate Chicago Ball on October 3, 1997.

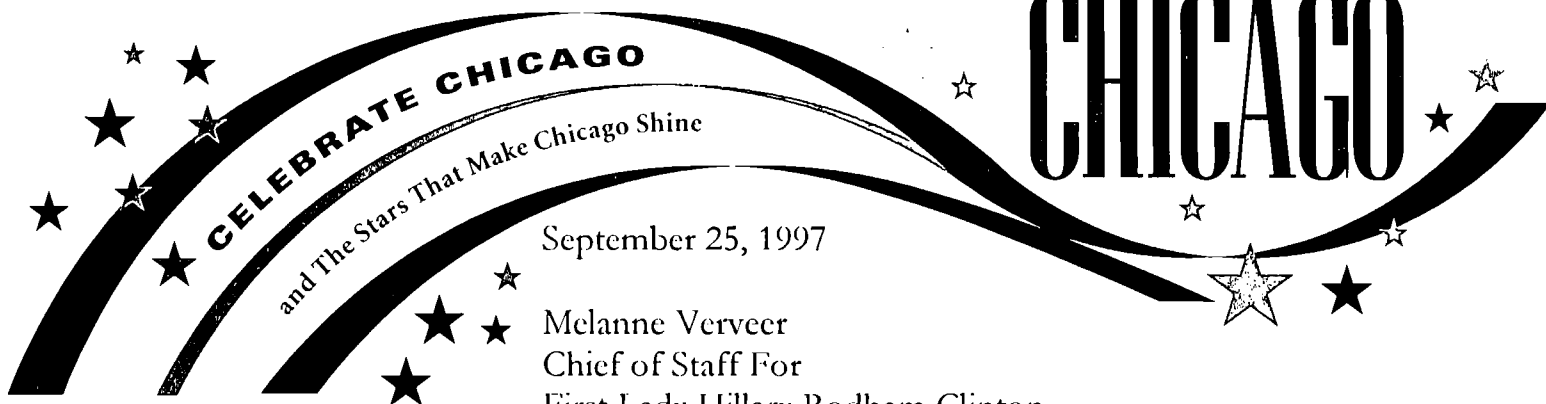
Regrettably, the First Lady is unable to attend due to schedule conflicts but sends her best wishes for a successful event.

Sincerely,

A handwritten signature in black ink, appearing to read 'Melanne Verveer', with a long horizontal stroke extending to the right.

Melanne Verveer
Chief of Staff to
the First Lady

Comments:



September 25, 1997

Melanne Verveer
Chief of Staff For
First Lady Hillary Rodham Clinton
c/o The White House
1600 Pennsylvania Avenue NW
Washington, D.C. 20500

THE CELEBRATE
CHICAGO BALL
FRIDAY, OCTOBER 3, 1997
NAVY PIER

Benefit Co-Chairs
Barbara Lee Cohen
Richard A. Simon

CHICAGO CONVENTION
AND TOURISM BUREAU

Chairman
Christopher Kennedy

President/CEO
Paul D. Astleford

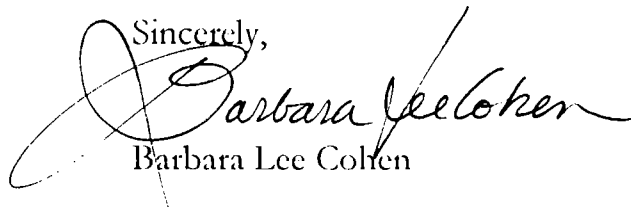
Dear Melanne Verveer

Attached is a letter which we have sent to Mrs. Clinton, inviting her to attend the Celebrate Chicago Ball.

The letter is self explanatory, and we realize that with Mrs. Clinton's demanding schedule, the chances of her availability to participate are very, very slim. However, we began the theming of this program at a late date, have been blessed with enthusiastic responses even from those out of town VIPS who cannot come in....so we felt we would be remiss if we did not take a chance and invite someone so special to our entire Chicago community.

Harriet Ellis a good friend, suggested that I direct a copy of our letter to you, since you would be able to review its potential right away.

So we thank you for your consideration and sensitivity and hope to hear from your offices as soon as it is possible.
My phone number at my office is: 312-938-1088.

Sincerely,

Barbara Lee Cohen

PS: And if the possibility of her participation is totally out of the question, would she consider sending an autographed copy of her book or some other item of merit which we could add to our Treasure of Star Memorabilia for our silent auction?



First Lady Hillary Rodham Clinton
c/o The White House
1600 Pennsylvania Avenue
Washington, DC. 20500

**THE CELEBRATE
CHICAGO BALL**
FRIDAY, OCTOBER 3, 1997
NAVY PIER

Benefit Co-Chairs
Barbara Lee Cohen
Richard A. Simon

**CHICAGO CONVENTION
AND TOURISM BUREAU**

Chairman
Christopher Kennedy

President/CEO
Paul D. Astleford

Dear Mrs. Clinton,

One of the most important events for our city is **THE CELEBRATE CHICAGO BALL**, created to showcase Chicago to the world. This year's gala is **FRIDAY OCTOBER 3, 1997**, showcasing **THE STARS THAT MAKE CHICAGO SHINE**.

As First Lady of our country and one of our special home town stars, we'd be honored if you could join us for this very special event. We know your schedule is hectic, but we can provide **FIRST CLASS AIR FARE** for two, compliments of **UNITED AIRLINES**; first class hotel accommodations courtesy of one of Chicago's premier hotel properties; VIP limousine service and other amenities courtesy of other Bureau members.

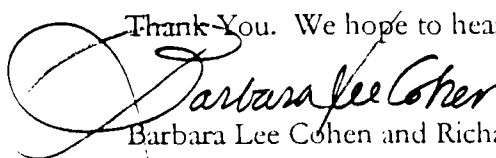
The purpose of the Ball is to raise funds to meet the serious challenges we face in this industry. Other cities around the globe are developing powerful campaigns to capture the Convention and Visitors market, and are being supported heavily by financial visionaries in their areas. We have to meet the competition because convention business and tourism represent thousands of jobs and billions of dollars for Chicago!

We're sure you know your participation will make the Ball much more exciting, and will attract many other prominent business leaders to our cause.

The site for the benefit is our spectacular Navy Pier on the Lake, and many of Chicago's outstanding in-town talents and dining establishments will be participating too.

There are thousands of great causes but only one home like Chicago. Please come and share its goals, its spirit and its success. We would be greatly honored by your presence.

Thank You. We hope to hear from you soon.


Barbara Lee Cohen and Richard Simon/Benefit Co-Chairs

P.S. For any additional information, please feel free to call Barbara Lee Cohen at
312-938-1088

THE WHITE HOUSE
WASHINGTON

October 20, 1997

*Argentina
Speech
sent to her*

Ms. Joan Challinor
3117 Hawthorne Street, NW
Washington, DC 20008

Dear Joan:

As always, thank you very much for your thoughtful fax. I am not deserving, but it always means a great deal to me to have your support (for then I know we're doing the right thing). I have shared your letter with the First Lady. Thanks for this and all you do.

Best wishes.

Sincerely,

Melanne Verveer
Chief of Staff to
the First Lady



FAX TRANSMITTAL FROM

JOAN R. CHALLINOR

DATE: October 17, 1997TO: Melanne VerveerORGANIZATION: First Lady's Office, White HouseFAX NUMBER: 456-6244NUMBER OF PAGES INCLUDING THIS PAGE: one (1)

COMMENTS:

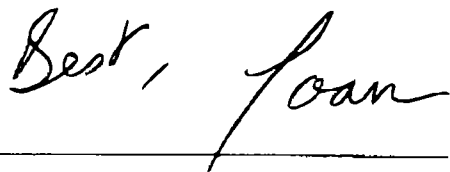
Dear Melanne:

Just a short note.

I read in this morning's newspaper that Hillary had said in Argentina, "access to quality health care -- especially family planning and reproductive health services -- is crucial to advancing the progress of women," and her warning of a "consumer culture" that "does its best, in my country and yours, to objectify women and make girls believe that only their appearances -- not their hearts, minds or souls -- are important."

I was very moved by these statements and thought that you might have had something to do with them. I am proud to know you Melanne, and proud that you work with our First Lady to such good effect. Hillary has shown the world the best of the United States, representing all U.S. women in a way that makes us proud. We often come up short in what we proclaim to the world, but this time Hillary has ennobled herself, her ideas, and the country which she represents.

Please pass along my encomium to her.



3117 HAWTHORNE STREET, N.W.

WASHINGTON, D.C. 20008

PHONE: 202-965-9447

FAX: 202-965-6115

THE WHITE HOUSE
WASHINGTON

October 9, 1997

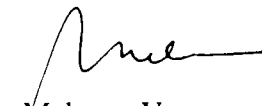
Ms. Andrea Pamfilis Camp
Institute for Civil Society
One Bridge Street, Suite 101
Newton, MA 02158

Dear Andrea:

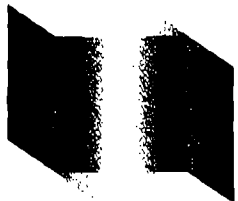
Thank you very much for your letter and for the informative memo on the Institute's work. I appreciate your updating me on preparations for the "Domestic Violence in Latin America and the Caribbean: Costs, Programs and Policies" conference later this month.

Our best to Pat. Best wishes.

Sincerely,



Melanne Verveer
Chief of Staff to
the First Lady



Institute for
Civil Society

Date 10/2/97

Number of pages including cover sheet 2

FAX

CC:

TO: Melanne Verveer

FROM: Andrea Pamfilis Camp

Phone

Fax Phone

202/456-6260⁴⁴¹

Phone 410/719-2309

Fax Phone 410/719-2310

REMARKS: ☐ Urgent ☐ For your review ☐ Reply ASAP ☐ Please Comment

Melanne--

Among other things, I am a senior fellow ^{at} for the Insitute for Civil Society, a foundation/think tank out of Boston that Pat Schroeder chairs and Pam Solo directs. We are working with the IDB on the October 20/21 domestic violence conference. In conjunction with that conference, we are underwriting a couple of other activities that we wanted you to be aware of.

I know your time is limited and your schedule hectic, so I took the liberty of updating you in memo form.

If I can be of any assistance, don't hesitate to call.

Andrea
Andrea



To: Melanne Verveer
From: Andrea Camp, Institute for Civil Society

We are thrilled that the First Lady has agreed to speak to the October 20 and 21 conference DOMESTIC VIOLENCE IN LATIN AMERICA AND THE CARIBBEAN: COSTS, PROGRAMS AND POLICIES. As Pat Schroeder may have told you, the Institute is cosponsoring the conference with the Inter-American Development Bank (IDB), the Organization of American States (OAS), and the Pan American Health Organization (PAHO).

We believe it is significant that an international economic institution of the stature of the IDB will speak out on the economic impact of domestic violence. We hope this conference will set the stage for a new understanding of domestic violence as a barrier to women's economic participation, as well as set the tone for a hemispheric approach to the issue of domestic violence.

In preparation for the conference, the Institute has asked the Gallup organization to conduct a survey of women in the U.S., Canada, Central America, and South America on domestic violence and its economic impact. We are especially interested in learning whether domestic violence has been a barrier to women's economic participation, either in the job market or in economic development programs. The questions will be asked in Canada, U.S., Mexico, Costa Rica, Guatemala, Columbia, and possibly Peru and Brazil. We expect to release those findings before the conference on October 19.

If the findings would be helpful to your office, please let me know and I can get them to you when we get them and before they are released. They are focused on whether physical abuse has made it more difficult for a woman to look for a job or keep a job. We also ask of those who have experienced abuse, whether it has caused missed days or affected job performance. Such a survey, the same questions asked of women across the hemisphere, has never been conducted.

We are also working with Talkers Magazine to bring in 10 - 15 radio talk show hosts to do their show that day on domestic violence from the IDB conference site on Monday, October 20, the first day of the conference. (We believe the demographic of 58% males between 25 -54 years old is an important one to reach on this issue.)

If you want any information on the conference, the Gallup survey, or the Talk Radio initiative, please call me. While the Institute is based out of Boston, I am based in the Baltimore/Washington area. My phone is 410/719-2309 and my fax is 410/719-2310.

THE WHITE HOUSE
WASHINGTON

July 2, 1997

H.E. Raymond Chretien
Canadian Embassy
501 Pennsylvania Avenue, NW
Washington, DC 20001

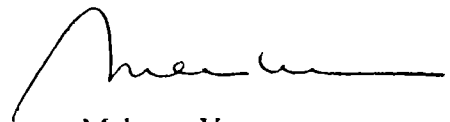
Dear Ambassador Chretien:

Thank you very much for your letter and for invitations to the First Lady to attend the 1999 Pan American Games and Pan American Games Women's Conference in Winnipeg.

I have forwarded the letters to Patti Solis Doyle, Director of Scheduling for the First Lady, and she will be in touch in the future with the organizers as to whether or not Mrs. Clinton will be able to participate.

Best wishes.

Sincerely,

A handwritten signature in black ink, appearing to read 'Melanne Verveer', with a long horizontal stroke extending to the right.

Melanne Verveer
Chief of Staff to
the First Lady

R

Canadian Embassy



Ambassade du Canada

501 Pennsylvania Avenue, N.W.
Washington, D.C. 20001

June 26, 1997

The Honourable Melanne S. Verveer
Assistant to the President and
Chief of Staff to the First Lady
2 West Wing
The White House
1600 Pennsylvania Avenue N.W.
Washington, D.C. 20500

Dear Ms. Verveer,

I am pleased to enclose a letter from The Honourable Lloyd Axworthy, Minister of Foreign Affairs for Canada, inviting the First Lady and the President to attend the 1999 Pan American Games in Winnipeg, as well as a letter inviting the First Lady to be a keynote speaker at the Pan American Games International Women's Conference to be held on July 22, 1999.

On behalf of all Canadians, I can assure you that Mrs. Clinton would be extremely well received in Winnipeg and that we would do everything possible to ensure that her stay was exciting and productive. We sincerely hope that she will be able to join us during our celebration of the last round of these games in the 20th century.

Yours sincerely,

A handwritten signature in cursive script that reads "Raymond Chrétien".

Raymond Chrétien
Ambassador

Office of the Secretary of the



Minister of the Americas

JUN 16 1997

Mrs Hillary Rodham Clinton
First Lady of the United States of America
The White House
Washington, D.C. 20500

Dear Mrs Clinton:

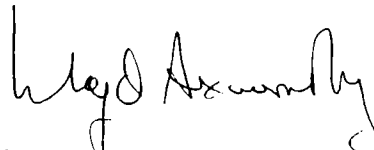
On behalf of the working groups of the Pan American Games and the Pan American Games International Women's Conference, I am pleased to transmit an invitation to you and the President to attend the Pan American Games and an invitation to you to be the keynote speaker at its International Women's Conference which will be held prior to the Games in Winnipeg, Canada, on July 22, 1999.

It is singularly appropriate to highlight women's accomplishments at the Pan American Games, a hemispheric event which attracts a large international audience from all walks of life. As the Games will be a focus of international attention, I believe that a conference to discuss such themes as business, education and social justice will prove fruitful in raising awareness on women's issues in the Hemisphere.

Your participation at this event would be significant not only as a representative of the United States of America, a key player in the Hemisphere, but also as a woman who plays a pivotal role in the advancement of issues critical for women.

I hope you will be able to attend and address an important audience drawn from all regions of the Americas.

Sincerely,


Lloyd Axworthy

Enclosures



PAN AMERICAN GAMES SOCIETY (WPG 1999)
LA SOCIEDAD PARA LOS JUEGOS PANAMERICANOS (WPG 1999)
SOCIÉTÉ DES JEUX PANAMÉRICAINS (WPG 1999)

The Games in Winnipeg: July 24 – August 8, 1999

May 10, 1997

First Lady Hillary Rodham Clinton
The White House
Washington, DC 20500

Dear Mrs. Clinton,

On behalf of the working group for the 1999 Pan American Games International Women's Conference, I would like to invite you to participate as a keynote speaker at our one-day symposium in Winnipeg, Canada

Our conference is planned for Thursday, July 22nd, two days prior to the Opening Ceremonies of the XIIIth Pan American Games in the Manitoba capital. Our goal is to provide an opportunity for women of the Americas to meet and exchange ideas in an atmosphere which celebrates the accomplishments of women. Tentatively titled *Winning Women: Success Knows No Boundaries*, it will be open to 1,999 women, including many from Latin America and the Caribbean.

The idea for our symposium evolved from a conference held biannually in Manitoba in conjunction with International Women's Day, and an ad hoc meeting of the Business and Professional Women's Association of Argentina, held in Mar del Plata in conjunction with the 1995 Pan Am Games. Winnipeg Mayor Susan Thompson spoke at the Argentine meeting, and was greatly inspired by the energy generated by the large gathering.

With the 1999 Games being held here, it seemed an obvious progression to expand on the idea of Manitoba women's conference (which draws between 750 and 800 women in odd calendar years) and hold it in conjunction with the Games.

The program will involve three plenary sessions and between 15 and 20 workshop sessions, as well as an informal lunch and two breaks. The sessions will feature women whose lives and achievements have made a significant international impact in any one of a number of areas, including education, business, social justice and sport.

Holding the conference immediately prior to the Opening Ceremonies will allow the symposium to draw on a large international audience already gathered in Winnipeg and, we believe, substantially add to the excitement of this significant

500 Shaftesbury Boulevard, Winnipeg, Manitoba, Canada R3P 0M1
Telephone (204) 985-1999 Fax (204) 985-1993

hemispheric event. The 1999 Pan American Games will be, after all, the largest multi-sport games ever held in Canada and the third-largest in North America, overshadowed only by the 1996 Atlanta Olympics and the 1984 Los Angeles Summer Games.

We would be greatly honored if you would consider being part of this milestone for Canada. Not only are your achievements well known here, but your consistent concern for the welfare of women is widely admired, and those who heard you speak in China in 1995 still talk about the impact you made.

Thank you for considering this invitation. Your participation would undoubtedly add substantially to a conference we believe will be a major event for women of the Americas.

Yours sincerely

A handwritten signature in cursive script that reads "M. Barbara Huck." The signature is written in black ink and is positioned above the printed name.

Barbara Huck
For the Working Group
1999 International Women's Conference



PAN AMERICAN GAMES SOCIETY (WPG 1999)
LA SOCIEDAD PARA LOS JUEGOS PANAMERICANOS (WPG 1999)
SOCIÉTÉ DES JEUX PANAMÉRICAINS (WPG 1999)

The Games in Winnipeg: July 24 – August 8, 1999

May 10, 1997

President William Clinton
and First Lady Hillary Rodham Clinton
The White House
Washington, D.C. 20500

Dear President and Mrs. Clinton,

From July 24th to August 8th, 1999, forty-two nations of the Americas will gather in Winnipeg for the XIIIth Pan American Games. This will be the largest celebration of sport ever held in Canada and the third-largest in North America, surpassed only by the 1996 Atlanta Olympics and the 1984 Los Angeles Olympics. Our Games in 1999 will also serve as a qualifying event in a number of sports for the 2000 Sydney Olympics.

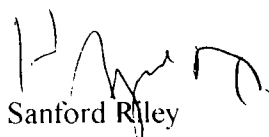
On behalf of the Pan American Games Society, we take great pleasure in inviting you to attend the 1999 Games and be our guests at the Opening Ceremonies in Winnipeg on July 24th.

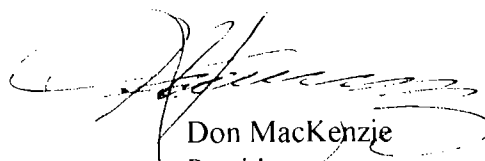
Winnipeg is Manitoba's capital, a city of 675,000. It sits at the forks of two great rivers. For more than 6,000 years, it has been a meeting place. People have gathered here to celebrate and renew friendships, to demonstrate their expertise and enterprise, to chase their dreams through the long days of summer.

At the dawn of a new millenium, the 1999 Pan American Games will provide another opportunity to celebrate the indomitable human spirit. From the farthest reaches of the hemisphere, thousands of young athletes will come to pursue dreams of their own. But this will be more than a sporting event. It will also be an opportunity to showcase the cultures and peoples of the Americas, to emphasize our similarities and better understand our diversities.

We would be greatly honored if you would share this significant event with us. The Host Society looks forward to your reply.

Yours sincerely


Sanford Riley
Chairman


Don MacKenzie
President

500 Shaftesbury Boulevard, Winnipeg, Manitoba, Canada R3P 0M1
Telephone (204) 985-1999 Fax (204) 985-1993