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**Record Group/Collection:** George H.W. Bush Presidential Records  
**Collection/Office of Origin:** Speechwriting, White House Office of  
**Series:** Speech File Backup Files  
**Subseries:** Chron File, 1989-1993

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**OA/ID Number:** 13787  
**Folder ID Number:** 13787-002

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**Folder Title:**  
D.C. 2000 12/20/91 (Cancelled) [OA 8332]

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Stack:	Row:	Section:	Shelf:	Position:
<b>G</b>	<b>26</b>	<b>22</b>	<b>1</b>	<b>5</b>

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NO TIME OF DAY YET

DEC. 19TH / (20TH)

DC Mayor Office Planning Commission  
COMMUNITY INVOLVEMENT

MURKIN LEVISTON SCHOOL SPEECH

MORE PEP RALLY IN MARKET  
@ CONVENTION CENTER  
PARENTS (RALLY KEY TX LEADERS)  
MAYOR CONNECTIONS OF STUDENTS

W. S. E. (?)

SOMEWHERE AFTER SCHOOL PROGRAM  
SITE TBD (CONCEPT NOT SET)

ONE of 2 options - VISIT to

DC 2000

5/12/91 5:30 p.m.

JOHN CRISP

Care  
Barrie Iron  
on Monday

To Jeannie

Date \_\_\_\_\_ Time 4:32

**WHILE YOU WERE OUT**

M. John Crisp

of \_\_\_\_\_

Phone 401-3022

Area Code      Number      Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	

RETURNED YOUR CALL

Message \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

HRB  
Operator

DC 2000..

---

ALICE DEAL

CAROL AARHUS

BANNERER/HINE

BLUE RIBBON SCHOOLS

ALICE FRAZIER KIDS TO LONDON  
VISIT QUEEN OF ENGLAND.

THE WHITE HOUSE  
Office of the Press Secretary

For Immediate Release

October 1, 1991

REMARKS BY THE PRESIDENT  
IN NATIONAL EDUCATION ADDRESS

Alice Deal Junior High School  
Washington, D.C.

12:15 P.M. EDT

THE PRESIDENT: Thank you, Ms. Mostoller, and thanks for allowing me to visit your classroom to talk to you and all these students, and millions more in classrooms all across the country.

You know, long before I became President I was a parent. I remember the times that my kids came up with a really tough question or a difficult decision. I tried my best never to shut them down with a quick "no." I would simply say those three magic words that made that problem disappear: "Ask your Mother." (Laughter.)

Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. You already have a very good teacher. I'm not here to tell you what to do or what to think. Maybe you're accustomed to adults talking about you and at you -- well, today, I'm here to talk to you and challenge you. Education matters, and what you do today, and what you don't do can change your future.

Every day, we hear more bad news about our schools. Maybe you saw today's headline -- I don't know if you had a chance to look at it -- about the release of the new National Goals Report. Get the camera to come in and take a look at this for a moment. In math, for instance, this national report card shows that, nationwide, five of six 8th graders don't know the math they need to move up to the 9th grade.

In spite of troubling statistics like this one, I don't see this report, however, as just bad news, and I'll tell you why. This report tells us a lot about what you know and what you don't know. It gives us something to build on. It shows us our strengths and the weaknesses that we've got to correct. It sets forth a challenge to all of us: Work harder, learn more, revolutionize American education.

I know you've heard about stanines and percentiles, surveys and statistics, but here's what all that fancy talk really means: Education means the difference between a good future and a lousy one. Reports don't give us the right to make excuses. Our scores will tell us where we are and where we need to go.

I mentioned earlier the bad news we hear about schools today. But what we don't hear enough about are the success stories. You know, all over America, thousands of schools do succeed, even against tough odds, even against all odds. Kids from all over the District of Columbia petition to get into Alice Deal School here because parents know this school works. It works because of teachers like the one standing over here, Ms. Mostoller, who decided at the age of 25 -- maybe you all know this, but a lot of people around the

MORE

country don't -- she decided at the age of 25 that she wanted to teach. She was standing in a supermarket checkout line when she saw a magazine ad about college. She went back to school, worked her way through in seven years, waiting tables to pay tuition. She made it, and so can you.

This school here works because of students like the ones with me today -- students like Rachel Rusch -- where's Rachel? Right there, okay -- a member of Alice Deal's award-winning "Math Counts" team. Rachel, you tell me if I'm wrong, but you and six other students in this class alone have taken part in the Johns Hopkins Talent Search. They took the college entrance exams on an experimental basis last year as 7th graders. Even in junior high, some of them scored well enough to get into college right now. So let's just put it on the line. You've got the brains. Now, put them to work -- certainly, not for me, but for you.

Progress starts when we ask more of ourselves, our schools and, yes, you, our students. We made a start nationally now by setting six National Education Goals to meet the challenges of the 21st Century. By the year 2000, at least nine in every 10 students should graduate from high school. We should be first in the world in math and science. We need to regularly test student's abilities. Every American child should start school ready to learn; every American adult should be literate; and every American school should be safe and drug-free. Reaching those goals is the aim of a strategy that we call America 2000 -- a crusade for excellence in American education -- school by school, community by community.

But what does all this mean -- you might say, what is he doing, what does this all mean for the students right here in this room? Fast-forward -- five years from now. Unless things change, between now and 1996 as many as one in four of today's 8th graders will not graduate with their class. In some cities, the dropout rate is twice that high or higher. Imagine: Out of a total of nearly three million of your fellow classmates nationwide, an army of more than half a million dropouts.

I ask every student watching today: Look around you. Count four students -- start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it through school?

The fact is, every one of you can. Let's make a pact then right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. Get that diploma.

Let's go back to the future. In the fall of 1996 -- five years from now -- nearly half of today's 8th graders who get their diplomas will enter the working world. More than half the graduates will stay in school -- and become the college class of the year 2000.

The question each student watching today should ask is: Where will I be -- where will I be five years from now? Will I be holding down a good job and maybe working toward a better one, or will I be out of school and out of work? Will I be on a college campus -- or out running the streets?

Think about that tonight when you're at a kitchen table doing some homework; while your parents are meeting your teachers like so many millions do this year at back-to-school nights all across our great country.

I'm asking you to put two and two together: Make the connection between the homework you do tonight, the test you take tomorrow and where you'll be five, 15, even 50 years from now. You

MORE

see, the real world doesn't begin somewhere else, some time way down there in the distant future. The real world starts right here. What you do here will have consequences for your whole lives.

Let me tell you something -- many of you may find very hard to believe this. You're in control. You're thinking: How can the President say that about kids like us when we don't even have our driver's license? But think about it, and you'll see what I mean.

Think about drugs. You see films. You hear police experts and tough speakers from the outside. You get stern lectures from everyone -- movie stars, athletes, teachers, parents, friends. But you know and I know that all the drug prevention programs, all the pledges, all the preaching in the world won't pull you through that critical moment when someone offers drugs. At that moment, everything comes down to you. Yes or no -- you've got to choose, and the answer will change your life. Your parents won't make the decision. Your teachers won't make the decision. Your friends won't make the decision. It's up to you. It takes guts to take control.

A sound body and a sound mind -- they go together -- as my friend -- and he is a friend -- Arnold Schwarzenegger says. He's crossing the nation talking with students about the importance of fitness. And real fitness means no drugs.

Studies show a decline in drug use -- and that's good, that's encouraging, I think. And every student who draws the line against drugs really deserves credit for that. But drugs and violence continue to threaten every school, every small town and suburb in America. And as students, you have a right to be physically safe at school. You should never have to worry that a quarrel in the hallway will lead to gunfire in the playground. Fear should never follow you into the classroom.

If you have to take the long way home after school so you don't cross paths with the gang hanging on the corner, if outsiders roam the halls of your school hassling kids, hassling students, you must take control. Go to your teacher, or go to your principal, or go to your parents -- as difficult as it may be, go to the school board if you have to. Demand discipline. If good people chicken out, bad people take control. Together, we can -- I really believe this -- we can drive the drugs and guns and senseless violence out of our schools.

When it comes to your own education, what I'm saying is take control. Don't say school is boring and blame it on your teachers. Make your teachers work hard. Tell them you want a first-class education. Tell them that you're here to learn.

Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, are they cool? Are they still cool years from now when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.

Take control -- challenge yourself. Only you know how hard you work. Maybe you can fake -- maybe, just maybe you can fake your way into a job -- but you won't keep it for long if you don't have the know-how to get the job done. Maybe you can cram the week before that marking period ends, and turn that C into a B. But you can't con your way past the SAT and into college. If you don't work hard, who gets hurt? If you cheat, who pays the price? If you cut corners, if you hunt for the easy A, who comes up short? Easy answer to that one: You do.

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MORE

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If you take school seriously, you won't have to settle for a job -- just any job. You'll have a career. If you make it your business to learn, one day you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest Mom and Dad in the world." Don't disappoint them.

Let me leave you with a simple message: Every time you walk through that classroom door, make it your mission to get a good education. Don't do it just because your parents -- or even the President -- tells you. Do it for yourselves. Do it for your future. And while you're at it, help a little brother or sister to learn -- or maybe even Mom or Dad. Let me know how you're doing. Write me a letter -- and I'm serious about this one -- write me a letter about ways you can help us achieve our goals. I think you know the address.

Now we're going to walk over to the school auditorium to say hello to the rest of the student body. To all the students across the country who watched us here in this great classroom today, may I simply say thank you and good luck to you this school year.

And now, Ms. Mostoller, if you'll kindly lead the way. Thank you all very much. Nice to be with you. (Applause.)

END

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And now, Ms. Mostoller, if you'll kindly lead the way. Thank you all very much. Nice to be with you. (Applause.)

END

12:27 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 25, 1991

REMARKS BY THE PRESIDENT  
IN ADDRESS TO THE DEPARTMENT OF EDUCATION'S BLUE RIBBON SCHOOLS

The Sheraton Washington Hotel  
Washington, D.C.

12:07 P.M. EDT

THE PRESIDENT: Thank you all very, very much. Thank you ever so much, Lamar Alexander. What a job our Secretary is doing. First class. (Applause.) I kind of like the music beyond the wall over there -- (laughter) -- but I don't think they could hold a candle to the Marine Band. I want to thank them very much for being here. (Applause.)

And I know that all of you were perhaps as disappointed as Barbara and I were by the weather today. You see, we'd planned on hosting all 800 of you on the White House Lawn; and here I am, the one who ended up making the field trip, along with Bar. (Laughter.)

But let me recognize, first off, the many corporate contributors to the Blue Ribbon Program who are here today. And, of course, I'm very pleased, again, to introduce or to acknowledge or to thank our first-rate Secretary of Education, Lamar Alexander, who got us over here. And believe me, he is a real taskmaster. He is seeing to it that both Barbara and I mind our Ps and Qs and stay actively involved in this education program we believe so strongly about.

Barbara and I are delighted to recognize the schools that represent this nation's Blue Ribbon best. And we've bestowed blue ribbons now for nine years. Some of your schools are no strangers to the winner's circle. And today, we host a record 32 two-time winners. We meet at a moment when this nation has embarked on what really is a crusade for real reform, revolutionary reform in our schools. A crusade we call America 2000 -- a revolution that will ready us to enter the new world now on our horizon.

As you know, right now the news for American education is anything but good. Part of the necessary business of reform is to shine a light into the dark corners of the system, focus on the schools that aren't making the grade, shake people out of their complacency, and show them we need change.

But there's another part, another part of the business of building better schools across America, shining the spotlight on the schools that work and the people that make them work. The success stories like each one of the 222 schools here today.

Last December, with the world's attention riveted on Desert Shield, I laid out five principles to guide our efforts to restructure and revitalize our schools. With the state of our schools back in the national spotlight, those principles bear repeating today.

First we've got to raise expectations -- hold our schools and students to a higher level of achievement. Second, we must decentralize the authority -- clear some room for our teachers and principals to do what they do best -- make learning come alive. And third, we need responsible schools, customer-driven, and that means school choice.

MORE

If we want to create a climate for change, let parents decide which school, public or private, is best for the kids. And fourth, we must make certain our schools are market-oriented. By that I mean competition. Competition works in the business world; it can spur excellence in our schools. And fifth and finally, we must make sure that our schools are performance-based. We need to measure our schools by real results, by the students they produce rather than the resources that we pour in. Quite simply, then, measure by what works.

Two years ago, I met with the governors of your state at the Education Summit in Charlottesville, Virginia. There in the shadow of Mr. Jefferson's university we set in motion the process that identified six ambitious national education goals to prepare our children for the challenges of a new century -- the challenges that that century is destined to bring.

We came away from Charlottesville with a solid consensus that what matters most is results. Now, a few days from now the governors and members of our administration, who together constitute the National Education Goals Panel, will tell us just how far America needs to go to reach our goals for the year 2000. We already know there is bad news. And this new national report card isn't going to be one that we want to post on our refrigerators. The point is, it's a place to start, though. Finding out where we stand is the first step towards moving forward.

For a long time -- too long, really -- we spent our time and energy talking about reform rather than taking action. And that is changing now. And, again, I salute our Secretary of Education. We're charting a new course for this nation's schools, and in that effort, your schools are the pioneers -- the ones blazing a trail the rest will follow someday. The levels of achievement we're looking for in the year 2000 are the goals you're shooting for today.

And we here in Washington want to do what we can. Clearly, we can lend a hand. But the real revolution takes place in the communities that you call home. And when you come from as far away as Kalaheo High in Hawaii, Alaska's -- here are a couple of people who have come from as far away as Kalaheo High in Hawaii back there -- Alaska's East Anchorage High School or Hahn American High School on Hahn Air Force Base in Germany or as near to this place as DC's own Benjamin Banneker and Hine Junior High, you see at a glance that each school travels its own path to excellence.

One sad note for any of the kids here who made this short trip from Banneker and Hine, the problem is that right after lunch you'll have to be back in class. (Laughter.)

Some schools here today mirror the communities they come from. Their successes reflect years of love and interest and just plain hard work from communities that care. Some of the schools represented here today triumphed against all odds in spite of tough, cruel surroundings. For their students, these schools are islands of calm in the midst of chaos. And that drives home today's lesson: There's no blueprint for the one school that works for everyone. But there is a blue ribbon for every school that works best.

Take Genesis, an alternative school for kids with special needs out in Kansas City, Missouri. Genesis began as a Vista program back in the mid-'70s. And today the vast majority of its funds come from the private sector, from national organizations like the United Way, down to local businesses.

Genesis serves the kids who have fallen through the cracks, the dropouts, the teen mothers, children coping with broken homes and shattered hopes. And it turns around two-thirds of the troubled kids that come through its doors, prepares them to go back

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to their old schools or go on to get a GED. For these students, Genesis is literally a new beginning, a second chance that gives them their best shot at a promising future.

The schools we honor today come in all shapes and sizes, serve students of all races and creeds and colors. From America's major cities to our tiniest town, each one of you represents the tip of the iceberg, the collective accomplishment of teachers and students, principals, parents and the communities you come from.

Consider one of the smallest schools here today, Craftsbury Academy -- a 180-student public school out in the Vermont farm country, in a town called Craftsbury Common. Times are tough out there. But economic difficulties haven't stopped that community from giving its children every possible opportunity to learn.

I think it says something about Craftsbury that when the teachers voted to send someone to today's ceremony, they sent a parent -- Gary Houston -- a past graduate of Craftsbury whose four kids go there now. So please accept our thanks for all the mothers and fathers who understand what powerful teachers parents can be.

So today, your shining example must spark a revolution in American education, spur reform that will literally reinvent the American Schools. Each of your schools is well on the way to where all of us must be. We'll reach our goals by challenging the best minds and big thinkers out there to help us create a new generation of American Schools and have these schools up and running in every congressional district across America by the year 1996. By challenging every city and town to join the crusade -- become an America 2000 community. And I'm proud to tell you that so far, nine states and one territory are already part of the great and growing America 2000 community. And I assure you there is room for every state, city and town across this country.

We really have to start now -- improve those schools that lag behind, and make our best schools better still. We won't write anyone off. We won't waste time wringing hands about the fact that the year 2000 is just a little more than eight years away. Look at it from a kid's point of view, a child's point of view: Eight years is a lifetime of learning. So let's spend the time between now and the year 2000 opening a new world of possibility for our children.

And that's the spirit that will get us to our goals for the year 2000. One community at a time, one school at a time, one student at a time, for the sake of our future we will win this American revolution.

And let me just say that if I ever let up and if I ever don't show the proper leadership or the proper support for America 2000, I get it both ways. I get it coming on me from the Secretary of Education who says, you are committed, now stay that way. And you can bet your neck I get it from the person sitting on my right who's dedicated a lot of her life to helping illiteracy. (Applause.)

So congratulations to all of you. And when you get home with your blue ribbons, please share my thanks with everybody -- it's not just you all -- but with everybody who makes your schools so successful.

Thank you and may God bless the United States of America. Thank you very, very much. (Applause.)

END

12:20 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 25, 1991

REMARKS BY THE PRESIDENT  
IN ADDRESS TO THE DEPARTMENT OF EDUCATION'S BLUE RIBBON SCHOOLS

The Sheraton Washington Hotel  
Washington, D.C.

12:07 P.M. EDT

THE PRESIDENT: Thank you all very, very much. Thank you ever so much, Lamar Alexander. What a job our Secretary is doing. First class. (Applause.) I kind of like the music beyond the wall over there -- (laughter) -- but I don't think they could hold a candle to the Marine Band. I want to thank them very much for being here. (Applause.)

And I know that all of you were perhaps as disappointed as Barbara and I were by the weather today. You see, we'd planned on hosting all 800 of you on the White House Lawn; and here I am, the one who ended up making the field trip, along with Bar. (Laughter.)

But let me recognize, first off, the many corporate contributors to the Blue Ribbon Program who are here today. And, of course, I'm very pleased, again, to introduce or to acknowledge or to thank our first-rate Secretary of Education, Lamar Alexander, who got us over here. And believe me, he is a real taskmaster. He is seeing to it that both Barbara and I mind our Ps and Qs and stay actively involved in this education program we believe so strongly about.

Barbara and I are delighted to recognize the schools that represent this nation's Blue Ribbon best. And we've bestowed blue ribbons now for nine years. Some of your schools are no strangers to the winner's circle. And today, we host a record 32 two-time winners. We meet at a moment when this nation has embarked on what really is a crusade for real reform, revolutionary reform in our schools. A crusade we call America 2000 -- a revolution that will ready us to enter the new world now on our horizon.

As you know, right now the news for American education is anything but good. Part of the necessary business of reform is to shine a light into the dark corners of the system, focus on the schools that aren't making the grade, shake people out of their complacency, and show them we need change.

But there's another part, another part of the business of building better schools across America, shining the spotlight on the schools that work and the people that make them work. The success stories like each one of the 222 schools here today.

Last December, with the world's attention riveted on Desert Shield, I laid out five principles to guide our efforts to restructure and revitalize our schools. With the state of our schools back in the national spotlight, those principles bear repeating today.

First we've got to raise expectations -- hold our schools and students to a higher level of achievement. Second, we must decentralize the authority -- clear some room for our teachers and principals to do what they do best -- make learning come alive. And third, we need responsible schools, customer-driven, and that means school choice.

MORE

If we want to create a climate for change, let parents decide which school, public or private, is best for the kids. And fourth, we must make certain our schools are market-oriented. By that I mean competition. Competition works in the business world; it can spur excellence in our schools. And fifth and finally, we must make sure that our schools are performance-based. We need to measure our schools by real results, by the students they produce rather than the resources that we pour in. Quite simply, then, measure by what works.

Two years ago, I met with the governors of your state at the Education Summit in Charlottesville, Virginia. There in the shadow of Mr. Jefferson's university we set in motion the process that identified six ambitious national education goals to prepare our children for the challenges of a new century -- the challenges that that century is destined to bring.

We came away from Charlottesville with a solid consensus that what matters most is results. Now, a few days from now the governors and members of our administration, who together constitute the National Education Goals Panel, will tell us just how far America needs to go to reach our goals for the year 2000. We already know there is bad news. And this new national report card isn't going to be one that we want to post on our refrigerators. The point is, it's a place to start, though. Finding out where we stand is the first step towards moving forward.

For a long time -- too long, really -- we spent our time and energy talking about reform rather than taking action. And that is changing now. And, again, I salute our Secretary of Education. We're charting a new course for this nation's schools, and in that effort, your schools are the pioneers -- the ones blazing a trail the rest will follow someday. The levels of achievement we're looking for in the year 2000 are the goals you're shooting for today.

And we here in Washington want to do what we can. Clearly, we can lend a hand. But the real revolution takes place in the communities that you call home. And when you come from as far away as Kalaheo High in Hawaii, Alaska's -- here are a couple of people who have come from as far away as Kalaheo High in Hawaii back there -- Alaska's East Anchorage High School or Hahn American High School on Hahn Air Force Base in Germany or as near to this place as DC's own Benjamin Banneker and Hine Junior High, you see at a glance that each school travels its own path to excellence.

One sad note for any of the kids here who made this short trip from Banneker and Hine, the problem is that right after lunch you'll have to be back in class. (Laughter.)

Some schools here today mirror the communities they come from. Their successes reflect years of love and interest and just plain hard work from communities that care. Some of the schools represented here today triumphed against all odds in spite of tough, cruel surroundings. For their students, these schools are islands of calm in the midst of chaos. And that drives home today's lesson: There's no blueprint for the one school that works for everyone. But there is a blue ribbon for every school that works best.

Take Genesis, an alternative school for kids with special needs out in Kansas City, Missouri. Genesis began as a Vista program back in the mid-'70s. And today the vast majority of its funds come from the private sector, from national organizations like the United Way, down to local businesses.

Genesis serves the kids who have fallen through the cracks, the dropouts, the teen mothers, children coping with broken homes and shattered hopes. And it turns around two-thirds of the troubled kids that come through its doors, prepares them to go back

to their old schools or go on to get a GED. For these students, Genesis is literally a new beginning, a second chance that gives them their best shot at a promising future.

The schools we honor today come in all shapes and sizes, serve students of all races and creeds and colors. From America's major cities to our tiniest town, each one of you represents the tip of the iceberg, the collective accomplishment of teachers and students, principals, parents and the communities you come from.

Consider one of the smallest schools here today, Craftsbury Academy -- a 180-student public school out in the Vermont farm country, in a town called Craftsbury Common. Times are tough out there. But economic difficulties haven't stopped that community from giving its children every possible opportunity to learn.

I think it says something about Craftsbury that when the teachers voted to send someone to today's ceremony, they sent a parent -- Gary Houston -- a past graduate of Craftsbury whose four kids go there now. So please accept our thanks for all the mothers and fathers who understand what powerful teachers parents can be.

So today, your shining example must spark a revolution in American education, spur reform that will literally reinvent the American Schools. Each of your schools is well on the way to where all of us must be. We'll reach our goals by challenging the best minds and big thinkers out there to help us create a new generation of American Schools and have these schools up and running in every congressional district across America by the year 1996. By challenging every city and town to join the crusade -- become an America 2000 community. And I'm proud to tell you that so far, nine states and one territory are already part of the great and growing America 2000 community. And I assure you there is room for every state, city and town across this country.

We really have to start now -- improve those schools that lag behind, and make our best schools better still. We won't write anyone off. We won't waste time wringing hands about the fact that the year 2000 is just a little more than eight years away. Look at it from a kid's point of view, a child's point of view: Eight years is a lifetime of learning. So let's spend the time between now and the year 2000 opening a new world of possibility for our children.

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So congratulations to all of you. And when you get home with your blue ribbons, please share my thanks with everybody -- it's not just you all -- but with everybody who makes your schools so successful.

Thank you and may God bless the United States of America. Thank you very, very much. (Applause.)

END

12:20 P.M. EDT

And in the midst of this bloody chaos, Corporal Stowers took charge and bravely led his men forward, destroying their foes. Although he was mortally wounded during the attack, Freddie Stowers continued to press forward urging his men on until he died.

On that September day, Corporal Stowers was alone, far from family and home. He had to be scared; his friends died at his side. But he vanquished his fear and fought not for glory but for a cause larger than himself: the cause of liberty.

Today, as we pay tribute to this great soldier, our thoughts continue to be with the men and women of all our wars who valiantly carried the banner of freedom into battle. They, too, know America would not be the land of the free, if it were not also the home of the brave.

The soldiers, sailors, airmen, marines, coastguardsmen of Desert Storm—a group that includes Staff Sergeant Warren—all these valiant Americans are heirs to the legacy of Corporal Stowers and the men of Company C. No nation could be more proud of its sons and daughters than we are of them.

Today, we celebrate their achievements, but we also heed these words echoing over the centuries: Only the dead have seen the end of war. We owe it to Freddie Stowers and those who revere his legacy to defend the principles for which he died and for which our great country stands.

In that spirit, I am honored to welcome two of his sisters—Georgiana Palmer, of Richmond, California, and Mary Bowens, of Greenville, South Carolina. They will accept the award on behalf of their late brother, the text of which I will now ask Sergeant Major Byrne to read the citation.

*[At this point, the citation was read.]*

I think that concludes the service, but I'd like to ask the Vice President and Secretary of Defense and General Vuono and General Powell to come up and thank our recipients. And maybe the other members of the Joint Chiefs would join us. I think it would be most appropriate.

*Note: The President spoke at 3:08 p.m. in the East Room at the White House. In his remarks, he referred to Gen. Carl E. Vuono,*

*Chief of Staff of the U.S. Army; T. Sgt. Odis Stowers, great-grandnephew of Cpl. Freddie Stowers; and Gen. Colin L. Powell, Chairman of the Joint Chiefs of Staff.*

## **Nomination of Nancy P. Dorn To Be an Assistant Secretary of the Army** *April 24, 1991*

The President today announced his intention to nominate Nancy Patricia Dorn, of Texas, to be an Assistant Secretary of the Army for Civil Works at the Department of Defense. She would succeed Robert W. Page.

Since 1990 Ms. Dorn has served as Deputy Assistant Secretary of Defense for Inter-American Affairs at the Department of Defense. Prior to this Ms. Dorn served as Special Assistant to the President for Legislative Affairs at the White House, 1988–1989, and as Deputy Assistant Secretary of State for Legislative Affairs at the Department of State, 1986–1988. In 1986 she served as chief of staff and floor assistant for the House Republican Deputy Whip Loeffler and press secretary and chief spokesman for the Loeffler for Governor campaign in Texas. Ms. Dorn served with Congressman Tom Loeffler as the associate staff designee on the staff of the Committee on Appropriations, 1983–1986, and as a legislative assistant, 1981–1983.

Ms. Dorn graduated from Baylor University in 1981. She was born September 18, 1958, in Lubbock, TX, and resides in Arlington, VA.

## **Remarks to the United States Academic Decathlon Winners** *April 25, 1991*

*The President.* Please be seated. Thank you. What a day. I was going to apologize for keeping you waiting, but now I think I'll take credit for giving you the time in the sun here. *[Laughter]* It is beautiful, and we are just delighted to have you all here. I want to especially recognize this gentleman

in the front row, Ted Sanders, who's doing such a wonderful job at our Department of Education; Bob Suarez of the U.S. Academic Decathlon; and the teams from DC's Benjamin Banneker High School and Alexandria, Virginia's, Thomas Jefferson High School of Science and Technology.

And of course, welcome to our newest American heroes, the 1991 Academic Decathlon champs—the team's from J.J. Pearce High School in Richardson, Texas. We're proud of you, and I think, America is proud of you.

I was looking over some of the questions you tackled, like: "The Earth's magnetic field is compressed on the sun-facing side by what?" Well—[laughter]—the kids behind me know, but for the media out there, the answer is: solar wind. [Laughter] You guys remember that.

All I can say is, I wouldn't have made it past the round where they asked me to spell "broccoli." [Laughter]

But congratulations to Kevin, Dardy, Eugene, Misty, Christine, Craig, Wade, Amie, and Frank, and coaches Dorcas and Linda—the Norman Schwarzkopfs of Pearce High. [Laughter] That's what we refer to you as around here. [Laughter] You've done something remarkable. This year's contest began with more than 35,000 students at 3,500 high schools coast to coast, and now it's just you.

I must admit, it stirs my Texas pride a little to hear that in this national competition's 10-year history, your school has won five times. And I wish our son's Texas Rangers might be achieving the same kind of record in their field.

But I want to tell every one of the 35,000 across the Nation, seriously, what you've done for this country. You've shown great things can be achieved by commitment, by perseverance, hard work, and teamwork.

And there's something I really like about the decathlon, something I'm going to tell my grandkids about. This isn't about being the smartest kid in your class; after all, each of them is evenly divided among A, B, and C students. The lesson, rather, of the Academic Decathlon is something each of us needs to take through life. It's about learning to be the best you can.

All right, I have a question: What do you have in common with Bruce Jenner, Rafer Johnson, and Jim Thorpe? All—

*A Student.* —wearing gold medals.

*The President.* That's it. [Laughter] All winning. All winners. All winning decathletes and the ones who mastered the ultimate test of the athlete and the student. You've shown your peers that it's as exciting to root for an academic team as an athletic one. And that it takes skill, stamina, and mental and emotional intensity to achieve in the classroom as well as in the stadium. And by doing that, you give them a priceless gift: the belief in their ability to reach out and shape their own futures.

Last week, along with the Secretaries from the Department of Education—Secretary Sanders was there and Secretary Alexander, our new Secretary—I unveiled America 2000, our long-range strategy for educational excellence. It is ambitious. And it is far-reaching and absolutely essential. There's a new century coming, one with unlimited horizons. And our goal must be to make sure that our children enter this new world equipped with the skills that will let them dream dreams and know that they can make them come true. America 2000 is a challenge posed to each of us, to literally reinvent American education, to reach deep within us to find answers, so that our kids can reach out to find the stars.

And that's why I'm so proud of you as messengers of this idea. Your lives and your accomplishments speak to other kids the way no words from a government or even a teacher can. These kids look at each of you and they see themselves. They look at you and they see what they, too, can become. And that's what a new kind of a hero is, a new generation of heroes, with the good values you learn from disciplined determination, the sharp mind that's not wasted on drugs, the confidence and pride that come from stretching yourself, proving yourself. You're the ones who will help our America 2000 dream come true.

You have some pretty impressive partners, too, who will also have a big role to play in reaching our education goals—private businesses. For instance, in this year's decathlon, there was the local foundation in Hawaii which bought sweaters for its team

to wear in competition, the Toastmasters Club which trained students for the speech segment, the companies that sent in experts from within their ranks to tutor the team members, and the major national corporations that underwrote scholarships for the winners.

These businesses believe that each of us can play a pivotal role in our kids' educational future. This amazing bond between industry and individual is the keystone of the American spirit. That spirit is the basis of the decathlon. And it's exactly what we must bring to America 2000. You've proven—and now we'll all act to continue to prove—that together we can do great things, great things that will help inspire others, great things like what's been done at the decathlon by kids like DC's Banneker High's Che-Wah Lee. Che-Wah Lee won the speech gold medal telling how his parents fled China so their children could know the American Dream; great things done by kids like Christine Liu here at Pearce High, the overall top student in the entire competition; by kids like Fred Klug, winner of the decathlon's 1990 Caperton Award for dedication to learning in the face of major obstacles: Fred is permanently paralyzed, and scored 100 percent on the Super Quiz.

And there are great things being done by teams like Thomas Jefferson High School of Science and Technology in Alexandria—Rookie of the Year winner. Teams like Whitney Young Magnet High School in inner-city Chicago, which won this year's bronze medal and became the model for other large urban schools. Teams like Tennessee's Jackson Christian School—State winner, although it has just 100 kids in the whole school.

Abraham Lincoln said, "I will study and prepare myself, and someday my chance will come." You've done just that. And you've inspired your countrymen to do just that.

Thank you, and congratulations. And may God bless you in the exciting futures out there ahead of you. Thank you very, very much.

*Note: The President spoke at 11:37 a.m. in the Rose Garden at the White House. In his remarks, he referred to Ted Sanders, Under*

*Secretary of Education; Bob Suarez, vice president of the U.S. Academic Decathlon; and Kevin Barenbalt, Dardy Chang, Eugene Chen, Misty Karin, Christine Liu, Craig Macaulay, Wade McIntyre. Amie von-Briesen, Frank Wilde, Dorcas Helmes, and Linda Berger of J.J. Pearce High School.*

## **Proclamation 6280—National Day of Prayer, 1991**

*April 25, 1991*

*By the President of the United States of America*

### **A Proclamation**

While we owe constant praise to Almighty God, we Americans have added cause for thanksgiving on this National Day of Prayer because of the recent coalition victory in the Persian Gulf. However, our joy and gratitude are inspired by far more than military triumph; on this special day of prayer held in the 200th year of our Bill of Rights, we give thanks for America's long and abiding legacy of freedom.

During the past 200 years, the ideals enshrined in our Bill of Rights have gained favor around the world. Even where tyrants have sought to rule by repression and terror, the spirit of freedom has endured. This is because, as Alexander Hamilton once noted, "the Sacred Rights of Mankind are not to be rummaged for among old parchments or musty records. They are written, as with a sunbeam, in the whole volume of human nature, by the Hand of the Divinity itself, and can never be erased or obscured by mortal power." Almighty God has granted each of us free will and inscribed in our hearts the unalienable dignity and worth that come from being made in His image.

Because our dignity and freedom are gifts of our Creator, we have a duty to cherish them, always using the latter to choose life and goodness. On this occasion we do well to pray for the wisdom and the resolve to do just that.

As an elevation of the soul's eyes to Heaven, prayer helps us to distinguish between liberty and license—to recognize



3RD STORY of Level 1 printed in FULL format.

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October 17, 1991, Thursday, Final Edition

SECTION: METRO; PAGE D3

LENGTH: 628 words

HEADLINE: 30 Newest Ambassadors to England Take the Stage in SE

SERIES: Occasional

BYLINE: Patrice Gaines-Carter, Washington Post Staff Writer

BODY:

Shekiya Crawford wrote in her winning essay that she lives "in a drug-infested neighborhood" and wants to go to England to help the British solve their social problems. "Maybe the people of England have drug problems like we do, or maybe their teenagers need advice on not getting pregnant," she wrote.

Shekiya, 13, was one of 30 students from Fletcher Johnson Educational Center who found out yesterday that they had won an essay contest and the grand prize, a trip to London next month with council member H.R. Crawford (D-Ward 7). (Shekiya is no relation to the council member.)

The students wrote on the theme "Why I would be a good Ward 7 Junior Ambassador to Great Britain."

Students at the school in Southeast Washington gathered in the auditorium and tried to sit politely while their principal, H.R. Crawford and a British Embassy official spoke. But by the time the names were called, the fidgeting and murmuring were at a peak.

"Kwanee Price!" Crawford called.

"Charles Price"

"Kwanza Price!"

Kwanee and Kwanza are twins, 13. Charles, 12, is their brother. Charles, sounding very much like an Academy Award winner, told a reporter, "Without the support of our aunt, our grandmother and our mother, we wouldn't have made it.

"Our mother died a few years ago. Something was wrong with her heart. We live with our grandmother, who gave us a lot of support. Our aunt helped us type our papers. Our mother taught us all we know."

"Peitra Davis!"

Peitra, 13, said she and three friends "got together at lunch and prayed. I feel weak," she said, as she hugged her friends.

"Aubrey Bowman!"



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Aubrey, 12, wrote he "would want to learn how to play cricket, soccer, and in-line roller-skating from an Englishman." Then he wrote a poem keyed to the letters of the word "ambassador: "A is for being ambitious, M is for meeting people," etc.

Crawford came up with the idea for the trip after the Queen of England visited the Marshall Heights neighborhood in his ward last May. Alice Frazier, whose home her majesty visited, will accompany the students.

"Aynna Kinney!"

The 14-year-old, who has never flown and wants to be a lawyer, ran to the stage, and stood with tears streaming down her cheeks. Her mother, seated in the front row, jumped up and thrust two fists in the air.

"It's the best thing that ever happened to me," said Aynna, trembling with excitement.

When they called John Shuler's name, the crowd went crazy. Shuler, 18, said it's because he's "a little playful and nobody thought I'd do something like this." He said he was in a youth correctional center earlier this year after being picked up for possession of drugs.

The 30 winners stood in somewhat of a line, but mostly they ran around hugging one another, giggling and squealing with joy. There was a lot to be excited about.

Archie Buffkins of the Kennedy Center announced that James Wolfenson, the center's director, was personally donating money for the group to see a play in England and also outfitting each student with a blue blazer and a gray skirt or trousers.

Annie Addison, grandmother of the Price children, said she wanted to help them with their papers but "everytime I started reading them, I went to sleep. I never read one in its entirety."

After the students and the parents settled down and the other students left the auditorium, Crawford and Principal George Rutherford II, who will accompany the group to England, got down to some planning details. Rutherford announced a big fund-raising dinner Nov. 2.

On stage, winners Sharn Cook, 12, and Darin Newson, 11, talked about what they wanted to see in London.

"Picadilly Circle," said Darin.

"Queen Victoria Memorial," said Sharn.

"Buckingham Palace," Darin said.

On that, the two slapped palms.

GRAPHIC: PHOTO, LASHAWN COLEMAN, HER SISTER, ROBIN, IN TOW, JUMPS AS SHE LEARNS THAT HER ESSAY HAS WON HER A TRIP TO LONDON. DAYNA SMITH



(c) 1991 The Washington Post, October 17, 1991

TYPE: DC NEWS

SUBJECT: DISTRICT OF COLUMBIA; TRAVEL AND TOURISM; GREAT BRITAIN; STUDENTS

ORGANIZATION: FLETCHER JOHNSON EDUCATIONAL CENTER

NAMED-PERSONS: SHEKIYA CRAWFORD; H.R. CRAWFORD; CHARLES PRICE; PEITRA DAVIS;  
AUBREY BOWMAN; AYNNA KINNEY; JOHN SHULER



2ND STORY of Level 1 printed in FULL format.

Copyright (c) 1991 The Washington Post  
November 17, 1991, Sunday, Final Edition

SECTION: METRO; PAGE B3

LENGTH: 619 words

HEADLINE: Queen's Washington Hostess To See Her Majesty's Realm;  
Excited Southeast Residents Depart for England

SERIES: Occasional

BYLINE: Keith Harriston, Washington Post Staff Writer

BODY:

Alice Frazier was ready to leave her home on Queen's Stroll in Southeast Washington yesterday afternoon to begin her trip to England, but stopped short of the front door.

She hugged her son Ron. She hugged her grandson Dietrick. She even hugged her daughter Betty Queen, who was making the trip with her.

It was a fitting bon voyage for the 67-year-old grandmother who made international headlines last May when she greeted Queen Elizabeth II at her home with an affectionate hug -- a break with centuries of British protocol.

"I'm so excited," Frazier said. "I'm happy to be going out of the states for the first time. I never thought that me just being myself would get me a trip to England. "

Frazier was part of a group of 56 people who left for England last night, including 30 students and three teachers from the Fletcher Johnson Educational Center, community leaders and Ward 7 D.C. Council member H.R. Crawford.

For seven days the group will tour England with stops at Buckingham Palace, Piccadilly Circus, the American Embassy, a youth center and several schools. No visit with the queen is on the schedule.

"It would be nice to see her again," said Frazier, who prepared potato salad and fried chicken for Queen Elizabeth II and Barbara Bush when they visited her home. "My first thought would be to hug her again."

The flight will be the first plane ride for many in the group. For others, it will be the first flight over an ocean. That made some of them a little nervous, including Frazier.

"I don't want to think about that really," she said. "I'm going to pretend that I'm down on the ground in a car."

The students chosen to make the trip wrote essays about why they would make a good junior ambassador to Great Britain.

Anticipating her departure kept 14-year-old Yatiya Gross awake Friday night. After hours of scratching her hands and wringing her fingers, she got out of



(c) 1991 The Washington Post, November 17, 1991

bed at 5 a.m. yesterday. And she woke up everyone else in her home.

"I couldn't help it," Yatiya said. "I was just up walking around, thinking about it."

She set her travel clock ahead six hours. She rechecked her two bags she already had packed.

At 2:45 p.m., almost an hour before the group was scheduled to meet at Pennsylvania Avenue Baptist Church, Yatiya arrived with her mother, father and grandmother.

"We're here first because of me," said Yatiya's grandmother, Geraldine Smith. "I was doing the driving. And she had us all up so early, we wanted to get her here in a hurry."

Orville Hammond, 13, was just as excited. But he took a different approach. With two of his three bags packed by 7 p.m. Friday, Orville decided to go to sleep. But like Yatiya, Orville awoke at 5 a.m. yesterday.

"I was ready to go," said Orville, who would be taking his first trip by plane. "I wish we had left" Friday.

Waiting in the church parking lot yesterday afternoon and watching taxicabs line up for the long ride from Southeast Washington to Dulles Airport still was not enough evidence to prove to 12-year-old Sharn Cook that he was leaving the United States.

"I don't think I'm gonna believe it until the plane takes off," Sharn said.

British Airways donated airfare for the group. And several other foundations and businesses donated money or clothing. Nike donated tennis shoes and warm-up suits for the entire group. They all wore them yesterday, including Frazier, who, her relatives said, never wears pants.

"You know, I couldn't let the children be the only ones who are sporty," said Frazier, who was wearing an aqua-and-white warm-up suit over a T-shirt from the Hard Rock Cafe.

She pointed to her shiny, white leather Nike shoes.

"And you know what they say: When in Rome, do as they do."

GRAPHIC: PHOTO, ALICE FRAZIER, WHO BECAME FAMOUS FOR HUGGING QUEEN ELIZABETH II, IS HUGGED BY HER SISTER, MARY PROCTOR, AS SHE LEAVES FOR A VACATION IN ENGLAND. LUCIAN PERKINS

TYPE: DC NEWS

SUBJECT: DISTRICT OF COLUMBIA; GREAT BRITAIN; STUDENTS; TRAVEL AND TOURISM; ROYALTY AND NOBILITY

NAMED-PERSONS: ALICE FRAZIER; QUEEN ELIZABETH II



1ST STORY of Level 1 printed in FULL format.

Copyright (c) 1991 The Washington Post  
November 24, 1991, Sunday, Final Edition

SECTION: METRO; PAGE B14

LENGTH: 647 words

HEADLINE: No Hug This Time On Visit to Home Of Royal Guest

SERIES: Occasional

BYLINE: Glenn Frankel, Washington Post Foreign Service

DATELINE: LONDON, Nov. 23, 1991

BODY:

Alice Frazier, the Washington grandmother who received world attention for the hug she gave Queen Elizabeth II during the monarch's state visit to the United States, this week paid her own, less formal version of a state visit to the British capital.

She came to London along with her daughter, Betty Queen, D.C. Council member H.R. Crawford (D-Ward 7) and 53 Washington area residents, including community leaders and 30 students from the Fletcher-Johnson Educational Center.

The group spent seven event-packed days in the country touring schools, community centers, a public housing complex, museums and a concert hall. They also took a bus tour of the English countryside and a cruise on the River Thames. They finished up the visit today with a trip to the Tower of London and St. Paul's Cathedral and depart Sunday morning to return to Washington.

But the highlight for Alice Frazier was a trip Thursday morning to Buckingham Palace, where the group witnessed the changing of the guard. Special passes had been arranged so that they could watch the ceremony from inside the palace gates.

"There were so many people standing outside," she recalled. "I was just glad to be inside the gate."

The trip is the first time Frazier, who is 68, has traveled outside the United States. She said the entire experience has been thrilling. "There are so many beautiful things to see -- the scenery, the buildings, the churches," she said. "I'll have a whole lot to talk about when I get home."

The 30 students from Fletcher-Johnson are all Ward 7 residents selected by a panel after they had submitted essays on the theme, "Why I would be a good Ward 7 Junior Ambassador to Great Britain." All are seventh- or eighth-graders.

"A lot of these kids have never been out of the District before, let alone gone somewhere like England," said Ronald Collins, Crawford's chief of staff and spokesman for the group. "It's been a very rich cultural and educational experience for them and for all of us."



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British Airways provided free tickets to the students plus two additional tickets for a raffle held to raise money for the trip. Sir Robin Renwick, British ambassador to the United States, and Lady Renwick helped make the arrangements. Thirty-three companies, groups and individuals helped sponsor or otherwise assist the visitors.

During her state visit to Washington last May, the queen visited Ward 7, the District's easternmost ward and one of its poorest. It was the first time a visiting head of state had traveled to the ward, which is 97 percent black.

Accompanied by First Lady Barbara Bush, Mayor Sharon Pratt Dixon, Housing and Urban Development Secretary Jack Kemp and many local officials, the queen toured the new Richard England Police Boys and Girls Club and several single-family houses on Drake Place SE newly developed by the Marshall Heights Community Development Organization.

It was while strolling through those houses that the queen met Alice Frazier, who along with her family was one of the first residents in the new houses.

She welcomed the queen into her house, then bestowed upon the monarch a spontaneous and affectionate bearhug that stunned the entourage and surprised the queen herself. Public shows of affection to members of the royal family are frowned upon in Britain, but the queen took Frazier's hug in stride. For many it proved to be the most memorable moment of the trip.

Drake Place has since been renamed Queen's Stroll to commemorate the visit.

Besides Crawford and his wife, Eleanora, the group visiting London this past week included George Rutherford II, principal of Fletcher-Johnson, his wife, Sandra, and Ulysses Glee, chairman of the Ward 7 Democrats.

Fletcher-Johnson is an open-space school serving 865 preschoolers through ninth-graders. It is one of only two open-space schools in the District's public school system.

GRAPHIC: PHOTO, AT THE PALACE, ALICE FRAZIER CHATS WITH A POLICEMAN. IN THE BACKGROUND ARE H.R. CRAWFORD AND GEORGE RUTHERFORD II. REUTER

TYPE: DC NEWS, FOREIGN NEWS

SUBJECT: GREAT BRITAIN; TRAVEL AND TOURISM; DISTRICT OF COLUMBIA

NAMED-PERSONS: ALICE FRAZIER; QUEEN ELIZABETH II