

Opening Chapel Talk
September 15, 1998
William M. Polk

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return~~
JD might like
to read this,
too.

In her memoir, *Openings and Closings*, Dorothy Stickney, who seemed to be the most quietly confident actress on stage, wrote about her life-long battle with stage fright. She said she had learned one lesson: "When panic overtook me, when I felt absolutely unable to go on, I would tell myself, 'You don't have to do the whole play - you don't even have to play the next scene - all you have to do is say the next line.'" Although she never fully conquered that fear, she was always able to say the next line and the next line, and in so doing found a lifetime of accomplishment in the theater.

As the curtain is about to go up on the opening of a new school year, even some veterans like Dorothy Stickney may be experiencing stage fright. We are wondering what lies ahead, whether we'll stand out or look foolish, how we'll do in relation to others, and what it will be like for all of us to be together. Feeling some anxiety right now is not a sign of weakness; it is a sign of humanness. Ms. Stickney's advice is worth remembering. We don't have to do the whole year or even the next scene right now but just the next line. For now, let's focus on meeting the school year one step at a time.

At the outset of the year, I want to make some comments about the goals of a Groton education. In education, much emphasis is placed on grades, test scores, and a strong extracurricular resume. These are not unimportant for developing the self-discipline, intellect, and skills needed to improve yourselves and your future choices. But you must realize that good grades, high test scores, and a strong extracurricular resume are not ends in themselves. What is the purpose of getting a 90, or scoring 700 on a standardized test, or becoming a star athlete, or getting into Groton or an Ivy League college? If you graduate from Groton with the impression that the only purpose of your education is to get something - college admission or a choice job - then you will have missed an important dimension of a Groton education, which involves becoming and giving rather than just getting. Socrates said that the purpose of education is to make better people. A fundamental feature of a Groton education is to promote your aspirations to become more and better than you are - intellectually, emotionally, physically, and spiritually - and to help others in your community and the world have the opportunity to become more and better than they are.

At Groton you will have many opportunities to forge your character. It is your character that will determine the person you become. It is your character that will shape whether or not you devote your life to giving or getting. It is your character that will direct to what use you will put your grades, your test scores, and your extracurricular resume.

Courage, integrity, self-respect, steadiness, perseverance, confidence, and intellectual muscle are elements of character which you will hone during your years here. Your character is who you are. If you are honest, loyal, trustworthy, or if you are irresponsible, unreliable, dishonest, that is who you are. Near the end of a life of waste and excess, Oscar Wilde observed: "... I forgot that every little action of the common day makes or unmakes character." Each common day we have choices of little actions as well as big actions that will make or unmake our characters. Are we respectful of other people's property or do we surreptitiously borrow or outright steal it? Are we careful of people's things and the school's property or are we careless persons like Tom and Daisy in Fitzgerald's *The Great Gatsby* who, "... smashed up things and then retreated back into their money or their vast carelessness, or whatever it was that kept them together, and let other people clean up the mess they made"?

How do we develop character? Philip Haille wrote of the little village of Le Chambon in France, a town whose population, unlike many others in France, hid their Jews from the Nazis. Haille wondered what kind of people would risk all to do such an extraordinary thing for others. What struck him about the villagers was their ordinariness. They were not unusually smart or heroic or discerning people. He decided that over time they had become by habit people who knew what to do from listening to their parents and from attending their church and did it. When it came time for them to be courageous, the day the Nazis came to town, they quietly did what was right. "Aristotle was right," Haille says. "Good people are mostly people of good habits."

Qualities of commitment, hard work, persistence, considerate treatment of others, taking risks, tolerance, and optimism are qualities of character along with honesty, integrity, fairness, humility, and faith. People bring these qualities to life by their own actions, not just in heroic measures but also in the little unconscious ways in which we live our lives. I hope at Groton you will develop the habits of character.

There are other habits which need to become second nature to you here. I trust in your lives there will be no distinction between the habits of character and the habits of the mind, but I do want to focus on some intellectual habits. As you strive to be your very best, you must strive to do your very best and not settle for just getting by or for the shoddy. Great satisfaction comes from doing work over and over and beginning to value a high standard.

In building a house, Charles Gaines writes: "What you don't really know until you do it is that building a house is not a single large job, but hundreds of little ones, each of which has to be done correctly for the next to be done correctly and for the whole to come square." As with building a house, so too with learning a language, writing a poem, approaching a math problem, giving a concert, or playing a sport. All involve mastering lots of little jobs and the habit of work. Study habits, practice habits, rehearsal habits, good work habits, ones that hold you in good stead in times of crisis or pressure, must be consciously developed over a period of time. If you do not develop them, they will not be there for you when you're studying for exams, or preparing for a big game, or practicing for a recital. How often do we hear a concert pianist or an athlete talk about the importance of disciplined, focused practice, often repetitive practice, which enables him or her to perform freely on stage or the field? How many writers speaking about their craft talk of the perseverance, the intellectual muscle, even the pain of writing and rewriting which enables them to express their talents freely? Mastery of fundamentals comes first, any writer will tell you, before free expression. As the pianist Russell Sherman writes, "There is no meaningful freedom without form, no language without syntax, no art without structure."

And in this world in which we are daily bombarded with data and information, you will need to develop the habit of discernment. What is useful and what is useless? What is valuable and what is trash? Where are the connections? What context will give shape and meaning to the information? Education is more than mastering facts; it's discovering meaning and connection and dealing with ambiguity and wrestling with questions that often do not have answers, certainly not easy answers.

Your education will not happen in a straight line. You will suffer some disappointments, even some failures along the road, but let them not deter you. All of us make mistakes, though Archie Bunker once announced: "God don't make mistakes; that's how he got to be God." But the rest of us do, and we make plenty of them. The most creative, innovative people I know make the most mistakes, but they don't let the mistakes stop them. That's how they learn, and that's how you will learn, too. Animator Chuck Jones said about Wile E. Coyote, his cartoon critter who's always inventing unsuccessful ways to trap the Road Runner: "He keeps trying over and over and over. That trait is possibly the only thing that all creative people have in common. They don't give up." Good advice.

There is another habit you must develop at Groton, the habit of kindness. Be kind – I think particularly now of students and faculty new to this community and how important our kindness will be for their experience during the opening weeks and beyond. The author Kathleen Norris tells of her experience as a young teenager entering a new school. Midway through the first day she overheard a group of students dissecting her, mocking her hair, her weight, her shoes, her clothes, her voice, and her manners. What a devastating effect that had on her and how powerful that early experience was in coloring her feelings about the community. She contrasts that to a truly hospitable greeting she had in another community which was “welcoming, but not overbearing, pliant but not subject to crass manipulation, a community in which each individual was recognized as valuable, unique, and undiminishable at the core.” Let us develop the habit of kindness so each individual in this community is treated in that manner.

While you are at Groton the habit of openness needs to be developed, openness to the new, the unexpected, the different. At a time when our society is emphasizing what separates people and groups from one another, and certain groups insist that their position is the only politically correct one, seek out what unifies people. Everyone wants tolerance for his or her own words; few tolerate the views with which they disagree. Henry Lewis Gates, Jr., suggests that we should think of the American culture as “a conversation among different voices.” Let us listen carefully to the different voices within this community in an effort to learn and to achieve greater understanding, and as the discussion moves forward, let us work hard to find a common language which will reflect our common humanity.

The Chapel plays an important role reinforcing important habits. It is a place where we come together regularly as a community to speak and hear the hopes and hurts of our members and of the world beyond the Circle. It is a place where questions that matter, questions of meaning and truth are raised in a context larger than one's own self-interest. It is a place where connections are made, with music, with words, with each other, with silence, with God. It is a sanctuary, a safe place to come when we need help or healing or want to celebrate or be quiet. Chapel provides us with a break from and nourishment for our daily schedule. Chapel is where we affirm that there exists a common bond among all peoples which is rooted in a force transcending all divisions. The purpose of Chapel is not to proselytize or convert, but to affirm faith in such a way as to make all of us think of the importance of our own faith or lack of it. The purpose is to invite an exploration of personal and spiritual strength which will enrich and give substance to our lives as well as values worthy of a life's commitment.

Finally, in Chapel, we are reminded that what we do at this school – the development of our intellects, the honing of our skills, the broadening of our talents, the deepening of our characters – is not for our own ego trip and not simply for college admissions or a job. The ultimate purpose is to serve. This school is founded on the belief that at our deepest level we find fulfillment and meaning in relation to a power greater than ourselves and in the service of others and the common good.

As our years increase, to borrow a phrase from the School prayer, may we come to an ever deepening understanding of the School motto, *Cui servire est regnare*.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

September 12, 1994

REMARKS BY THE PRESIDENT
VIA SATELLITE
IN SWEARING-IN CEREMONY
OF AMERICORPS PARTICIPANTS

The Oval Office

2:46 P.M. EDT

THE PRESIDENT: Good afternoon. In just a moment, I'll speak to thousands of you young people and those of you who are young in spirit around the country about our national service program, AmeriCorps. But before I do, let me say just a few words about what occurred here this morning.

As you know, a plane came down here early this morning, and the pilot lost his life. An investigation is taking place that will determine how and why this happened. We take this incident seriously because the White House is the people's house. And it is the job of every president who lives here to keep it safe and secure.

On his second night in the White House, our second President, John Adams, wrote: "I pray heaven to bestow the best blessings on this house and on all that shall hereafter inhabit it." That prayer has been answered. In times of war and peace, in hard times and good, the White House is an enduring symbol of our democracy. It tells our people and those around the world that the mission of America continues as it does on this happy and important day.

So let me assure all Americans, the people's house will be kept safe, it will be kept open, and the people's business will go on.

We stand at the start of America's new season of service. For 20,000 Americans this year all over our great land, this moment marks the beginning of a journey that will change their lives forever. For our nation, the moments of service that will follow will change our lives for many seasons to come.

Service is never a simple act, it's about sacrifice for others and about accomplishment for ourselves, about reaching out, one person to another, about all our choices gathered together as a country to reach across all our divides.

It's about you and me and all of us together -- who we are as individuals and what we are as a nation. Service is a spark to rekindle the spirit of democracy in an age of uncertainty.

We hear a great deal about values now. I encourage America in that conversation. But all the lofty talk comes down to three simple questions: What is right; what is wrong; and what are we going to do about it.

Today, we're doing what is right. Just look around you.

You're what is right with America. Twenty thousand of you this year and 100,000 over the next three years will be getting things done in hundreds of places around the country. You will be saving babies in South Texas, walking the police beat in Brooklyn. You will work on boats to reclaim the Chesapeake Bay and work on new housing to rebuild parts of Roxbury. You will take seniors safely to the doctor in St. Louis and teach children in Sacramento to read.

Every generation in our history has learned to take responsibility for our future. And your generation is no exception. We look at you now. And we know you are no generation of slackers. Instead you are a generation of doers. And you want to give something back to the country that has given so much to you. The only limit to our future is what we're willing to demand of ourselves today. Generations of Americans before us have done the groundwork. Now, it falls to all of us to build on their foundations.

In just a minute, I'll lead nearly 20,000 AmeriCorps members gathered across America in a pledge. I ask all Americans to reflect on the words they will say, because with words like "action" and "commitment", "community" and "common ground", this is much more than a pledge of service. It's a creed for America as we move forward to renew our great country. And to all of you who will help to lead us in that journey, I say God bless you and thank you from the bottom of my heart.

And now, it's my great pleasure to swear in the first members of AmeriCorps around the nation, including these fine young people who are here with me. Would you all raise your right hand and repeat after me:

I will get things done for America to make our people safer, smarter and healthier. I will bring Americans together to strengthen our communities. Faced with apathy, I will take action. Faced with conflict, I will seek common ground. Faced with adversity, I will persevere. I will carry this commitment with me this year and beyond. I am an AmeriCorps member, and I am going to get things done.

(The pledge is repeated by participants.)

Thank you and good luck.

END1:49 P.M. EDT

Hillary Clinton Appeals For Gun Control Lobbying

By KATHARINE Q. SEELYE

WASHINGTON, May 8 — Stepping up the Clinton Administration's campaign against gun violence, Hillary Rodham Clinton used an emotional White House ceremony today to call on Americans to press Congress to "buck the gun lobby" and pass several gun control measures.

Today's event, pegged to Mother's Day, which is Sunday, was held in the formal East Room of the White House and featured three parents of children killed or wounded by gunfire. They included Tom Mauser, whose son Daniel was killed last month in the shooting rampage in Littleton, Colo. His story of waiting for word about his son's fate brought Mrs. Clinton nearly to tears as she took the podium and gravely addressed an audience of other parents who had lost their children in shootings.

The Senate is to begin debate this week on a number of gun control measures, some of which mirror proposals offered recently by President Clinton. "The senators need to hear from all of us," Mrs. Clinton said. She urged voters "to give them the encouragement to do what they know is right and to remind them that there are many, many millions of American voters and citizens who will stand behind political leaders who are brave enough to buck the gun lobby wherever that may take us, so that they will vote for the measures that we know will save lives."

Mrs. Clinton was as careful as her husband has been to say that there are many causes of violence and that

tion, still oppose two that the Administration considers vital — restricting handgun sales to one a month per person and reinstituting a waiting period before a gun can be bought.

The White House then set a summit for Monday on youth and violence. In preparation, Bruce Reed, Mr. Clinton's domestic policy adviser, invited Mr. Ricker and Mr. Delfay to the White House, and they met for 90 minutes last Tuesday to discuss the legislative proposals. Also at the meeting was Paul Jannuzzo, general counsel for Glock Inc., the pistol maker.

"For purposes of the Monday meeting, we are concentrating on just those issues where we have been able to potentially agree," Mr. Ricker said today.

Pointedly not invited to Monday's seminar were the figures most identified with the National Rifle Association — Charlton Heston, the association's president, and Wayne LaPierre, executive vice president. Instead, the White House invited a member of the association's board, Bill Brewster, a former Republican Congressman from Oklahoma and now a lobbyist in Washington. Mr. Reed described Mr. Brewster, who has gone duck hunting with Mr. Clinton, as "an old friend of the President's."

The rifle association is planning its own event on Monday to discuss its legislative agenda. This consists primarily of calling for better enforcement of existing laws.

parents need to take responsibility for their children's behavior. But Mrs. Clinton, who is considering running for the Senate from New York, where gun control is popular, has also been more forceful than the President in directly taking on the powerful gun lobby in the aftermath of the Littleton killings.

In contrast with her remarks today, for example, the President, speaking at a fund-raiser in Houston Friday night, said that while he was pressing for more gun control laws, "I hope we can avoid yet another big fight in Washington between the N.R.A. and others." He has said in the past that the association's campaign against certain lawmakers who supported his gun control measures had cost Democrats control of the House in 1994.

Still, a split between the National Rifle Association and "others" — including its traditional allies — is looming. Spokesmen for the American Shooting Sports Council and the National Shooting Sports Council, which represent gun manufacturers, say they have agreed in principle to back five of President Clinton's proposals to clamp down on access to guns, although they are waiting to see the exact language.

The five proposals would: raise the age limit for possessing a handgun to 21 from 18, while still allowing exemptions for hunting, employment and ranching; extend background checks to those who buy guns at gun shows, provided that the records are eventually expunged; ban juveniles who are convicted of violent felonies from ever owning a gun; prosecute parents if they recklessly or negligently allow a gun to fall into the hands of children who use it to commit a crime, and expand the Government's gun tracing program, underway in 35 cities, to 75 cities.

The move signals a breach within the powerful firearms community over tactics as the manufacturers take steps to try to appease public officials and tamp down the trend among cities to sue gun makers to recover the medical and social costs of gun violence.

Such a split within the pro-gun community could isolate the rifle association and help gun opponents portray it as an extremist organization, although whether it undermines the association's political hold on lawmakers remains to be seen. The White House seems to be trying to take advantage of that possible opening, scheduling a conference on violence for Monday and inviting the gun makers but not the high-profile officials of the rifle association.

The five proposals emerged from discussions last year between the gun industry and the U.S. Conference of Mayors. The industry has been working with several of the mayors, notably Ed Rendell of Philadelphia, to try to show a good-faith effort to reduce youth access to firearms. So far, Philadelphia has held off from joining seven other cities in filing potentially expensive law suits against the gun manufacturers.

After the rampage in Littleton, the largest mass murder in an American school, Senator Joseph I. Lieberman, Democrat of Connecticut, called for a White House summit on youth violence. Robert A. Ricker, executive director of the American Shooting Sports Council, wrote to Mr. Lieberman saying his group wanted to participate in such a summit and would support certain restrictions.

President Clinton then announced a package of anti-gun measures, many of which had been advanced by the mayors. In bits and pieces, Mr. Ricker and Robert Delfay, president of the National Shooting Sports Council, backed some of those proposals, although they, with the rifle associa-

[New York Times National, May 9, 1999]

PHOTOCOPY
PRESENTATION

**FIRST LADY HILLARY RODHAM CLINTON
ELIZABETH GRIFFITH LEADERSHIP LECTURE SERIES
THE MADEIRA SCHOOL
MAY 10, 1999**

Thank you, Betsy, for that wonderful introduction. I'm always thrilled to follow in the footsteps of Eleanor Roosevelt – who has been such an extraordinary model for me – and for so many of us here today. In fact, wherever I go as First Lady, I am always aware of one thing: that Eleanor Roosevelt has surely been there before me. I've been to farms in Iowa and factories in Michigan where Mrs. Roosevelt paid a visit a half century ago. When my daughter and I went to Pakistan and India; we discovered that Eleanor Roosevelt had traveled there in 1952 – and even written a book about her trip.

So I'm very pleased to be the second First Lady to come here to Madeira – and to be part of a school which has been at the forefront of girl's education in America ever since it's founding almost a century ago. It's a pleasure to join the Board of Directors, and its chair Sarah Dagnault (DAY-NIO), who I understand has not only been a remarkably effective chair over the past 8 years -- but who makes sure laughter is always a part of your board meetings. I'm so glad as well to join the dedicated faculty; staff; parents and alumni – and most important – the students of Madeira school. And even though this is a day late – I want to wish all the mothers here a Happy Mothers Day. I know you all deserve it.

I've heard it said that women's colleges and girl's schools offer “not equal opportunity, but every opportunity.” And I know that the students here today are grateful for that opportunity to grow and learn and flourish here at Madeira. I am glad to have heard from your student leaders today – who are such a tribute to the kind of intelligence, caring and self-confidence that is clearly nurtured in the young women at this school.

It's a particular pleasure to be standing here with your headmistress – someone I've admired ever since we were classmates, friends, (and I admit, fellow Republicans) at Wellesley College. So when I was first invited to inaugurate the Elizabeth Griffith Women's Leadership Lecture Series – I knew I wanted to come. I wanted to be part of honoring Betsy – not only for her passionate advocacy on behalf of girls' education over the years, but for inspiring a new generation of young women to contribute fully to the world around them.

That Madeira has grown and flourished at a time when many all-female institutions have either closed their doors or gone co-ed is a testament to Betsy's single-minded leadership over the past eleven years. I know that both Betsy and I look back on our experience at an all women's college as a defining time in our lives – where we and so many other young women were taught that we were valued; that our ideas counted; that we should place no limits on what we wanted to make of our lives. It's that same spirit of exploration and possibilities that Betsy has nurtured here at Madeira for all of you.

L. Griffith

Like most leaders, Betsy defies being categorized. A well known scholar and biographer of Elizabeth Cady Stanton -- but also a passionate activist -- who has worked on everything from ratification of the Equal Rights amendment to getting more women elected. She's highly organized (I've heard you can actually find things in her basement) -- but wonderfully creative. A whirlwind of activity -- but someone who -- like so many of us -- would love to be in her garden reading a book. [Apparently her husband and teenage son approached her recently in such a pose -- asking, "is anything wrong?"] A consummate professional -- and devoted mother who loves making cookies for her son's classmates. In short -- Betsy Griffith embodies the multiple roles that so many women play in America today. And while she doesn't pretend all that juggling is easy -- she seems to fill ~~all~~ those roles with remarkable grace and humor.

Today—I want to honor her in particular for her commitment to being actively engaged in the issues of her time; and for encouraging all of you not only to stretch yourselves intellectually and emotionally -- but to learn to be caring, active citizens of your community and your country.

Promoting the role of citizenship and public service is an honored tradition here at Madeira -- as we've already heard today. I'm particularly impressed that over 30 years ago, when few schools were thinking about such things, Madeira decided to engage its students in public and community service -- through the co-curriculum program. Having read about the range of experiences you have been engaged in -- from working with future homeowners at Habitat for Humanity to watching government work in the halls of Congress -- you've learned that public service -- and citizenship -- are part of what is expected of each one of us. And I hope these habits of the heart will stay with you long after you leave this campus.

It is these broader responsibilities that we have -- to each other and to the larger society -- that I want to talk about a little today. There are so many areas that demand our attention -- and our involvement today

But for me today -- it's impossible to stand here -- and look out on the young faces in this audience, and see the extraordinary promise in your lives, and not think of the tragedy that took place in Littleton only a few short weeks ago. I know that here at Madeira, you've been meeting and talking about this tragic incident, with counselors and among yourselves, and that you've been sending both your prayers and your support to the Columbine students and their families who are now trying to rebuild their lives. And I'm sure that parents here today must have hugged their daughters a little tighter; and held on to them a little longer; as we all do when such tragedy strikes. Because the truth is that even as we sit here, in this peaceful and beautiful place, we know that no community -- not even this one -- is immune from the violence around us.

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unparalleled
opportunities + parents
that we are
left behind.

The challenges here at
home, to help up
families + children,
and make sure
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[The war in Kosovo --
and our government's effort to
stop the terrible ethnic
cleansing war -- and ensure
that the refugees can return to
their home + communities -

But what are our responsibilities, as students, parents, teachers, and administrators, and citizens -- at a difficult time like this? What lessons can we learn? How can we move forward?

Just this morning, I met with a group of entertainment leaders; educators; religious leaders; young people -- to talk about launching a national campaign to address youth violence. We talked about how it was time to stop pointing fingers, and assessing blame -- and instead start coming together around a set of positive actions. We acknowledged that while we will never be able to fully explain or understand what happened at Columbine High School -- or any other incident where young people turn violence on each other or themselves -- that we are neither helpless or hopeless. There are steps we can take; and responsibilities that we can all fill, as individuals, and as communities, to cut down on the violence that is far too much a part of our culture today.

We all can -- and must -- play a role. On Saturday, I met with a group of parents -- some of whom have lost children to violence. Many of them are now turning their private grief into public action. They recognized -- as we all do -- that the primary caregivers and influences on young people are their parents. So the first thing we must do is empower parents to feel they have the responsibility and authority in their children's lives. But parents can also be a powerful force for change in the larger community. We've seen how effective they can be when they band together -- as Mothers Against Drunk Driving did -- to change fundamental notions of what's acceptable -- and what needs to be changed to keep our children safe. *We must do that again, the end your freedom -*

Part of that commitment is the
All of us here must also stand up and say what needs to be said about young people having far too easy access to guns. We all know that young people have disagreements and arguments. It's part of growing up. But the difference is that today -- *And* in that moment of anger or misunderstanding -- they have far too easy access to guns -- and far too easy access to the recipes for building bombs and other destructive devices. *And stand* Unfortunately, what happened in Littleton is not unique. Every single day -- *13 young* people die as a result of handgun violence. *in America -*

to end the senseless violence -
We've made significant progress. As a result of the Brady Bill, 250,000 felons, fugitives and stalkers have been denied guns. But there's so much more we must all do to keep guns away from America's young people -- like passing laws that will make sure that young people who commit serious and violent offenses can't ever purchase handguns; that mandate child safety locks be put on all guns. And we should hold people who allow *children* ~~young people~~ easy access to firearms criminally responsible.

We also have to be able to stand up and be willing to talk about the culture of violence that infects the lives of our young people. We can no longer ignore the research findings over the past 25 years that the constant exposure to violence--on television, in the movies; on the Internet; in the music -- has a powerful effect on the way young people see themselves and others. And there is increasing concern about the impact on vulnerable young people who play interactive video games -- where in some cases you win based on

how many people you kill. There's too much evidence that this constant exposure to the culture of violence desensitizes people; and they lose empathy and their sense of connectedness with others.

And we must ^{also} pay more attention to young people like yourselves – who must be an integral part of this conversation about how to ~~end~~ ^{change} this culture of violence.

^{Se} I think we can all be involved in thinking of ways to persuade parents to exercise more authority; and to support them in those decisions; to help peers influence each other; to end easy access to guns; so that we can begin to fight back against the violence and the impact it has on us all. But our responsibilities to each other, and to the broader community, don't end here. We must recognize that whatever isolates us from one another; whatever trivializes the value of human life; whatever makes people feel like second class citizens; whatever keeps us from reaching out to someone who is troubled – will undermine our efforts to build strong, nurturing, and safe communities.

^{all 9 of us here} Students here today have a vital role to play in creating those communities ^{of the future} beginning here at Madeira, and throughout life. To quote one of Betsy's role models, Elizabeth Cady Stanton: "Nothing strengthens the judgment and quickens the conscience like individual responsibility." And it's that sense of individual responsibility to each other that you have learned ~~and are continuing to learn here at Madeira~~ ^{is the work of a lifetime}.

^{we all know that} Sometimes it's the small things you can do every day – often the simplest gesture -- as you befriend a new student; respect each other's differences; lift up each other's spirits; speak out against a slight or injustice. It's what you do as part of your "Wednesdays" -- as you explore your career options; interact with people different than yourselves; learn to make healthy and informed choices -- all of the things you do -- in other words -- to become responsible, confident, compassionate young women.

And it's the role that you will play after you leave this school – as active women in your communities; whether it's getting involved in issues like gun control; pushing for better and more affordable child care; cleaning up the local river; joining community service programs like Americorps; or running for elective office. And it's the role you play in your own home -- making sure that your own children – girls and boys – feel valued; and loved; and grounded in family and community.

Every generation in our history has learned to take responsibility for our future – and your generation is no exception. We look to you now -- to help us create ~~this~~ ^a community – and this world – that defies ~~this~~ ^{the} culture of violence; that instead places the highest value on caring for each other; that gives every citizen the tools and wisdom to live up to their fullest, God-given potential; and that reminds us always that what we all hold in common is far stronger than what divides us. Madeira has given you not an equal opportunity – but every opportunity – to learn these habit of the heart, and the skills to navigate through a new world of almost limitless possibilities and opportunities in the years ahead.

^{because you know you will make your use of those gifts -}

When Betsy was once asked how she measured herself – she replied: “Against the expectations of who I think I could be.” I find that a healthy measuring stick for all of us – including the students here today. Whether it’s studying all night for that AP French exam – or ~~sweating it out on a hot day helping building houses as part of Habitat for Humanity~~ – or taking that terrifying jump on the zip wire that I understand passes for “character building” here ~~at Madeira~~ – you are stretching those boundaries and expectations of yourself. As one student said recently: “Madeira teaches you to step over the line that you’ve drawn for yourself.” I can’t think of any words that could pay a more powerful tribute to the work that Betsy Griffith – and all of you – have accomplished here.

*Working in a
shelter for
the homeless –*

Thank you .

Elizabeth Cady Stanton
1815-1902
American. Feminist, Social Reformer

I asked them why . . . one read in the synagogue service every week the "I thank thee, O lord, that I was not born a woman."
". . . It is not meant in an unfriendly spirit, and it is not intended to degrade or humiliate women." "But it does, nevertheless. Suppose the service read, 'I thank thee, O Lord, that I was not born a jackass.' Could that be twisted in any way into a compliment to the jackass?"

-- Diary Entry (1895), Theodore Stanton and Harriot Stanton Blatch, eds. 1922

Born: November 12, 1815 in Johnstown, NY. Died: October 26, 1902 in New York, NY.

Career Highlights: Co-founded women's rights movement with Lucretia Mott; first pres., National Woman Suffrage Assn., 1869-90.

Also known as: Mrs. Henry Brewster Stanton

"I shall not grow Conservative with age" - 1860 letter to Susan B Anthony

"In a word, I am always busy, which is perhaps the chief reason why I am always well." - 1900 Diary Entry

"It is impossible for one class to appreciate the wrongs of Another."
- History of Woman's Suffrage w/ SBA

"Reformers who are always compromising, have not yet grasped the idea that truth is the only safe ground to stand upon."
- "The Woman's Bible" 1895

Elizabeth Cady Stanton, quotes

****The moment we begin to fear the opinions of others and hesitate to tell the truth that is in us, and from motives of policy are silent when we should speak, the divine floods of light and life flow no longer into our souls.**

Speech to the National American Woman Suffrage Association, 1890

****Truth is the only safe ground to stand upon.**

TWB, 1895

****Nature never repeats herself, and the possibilities of one human soul will never be found in another.**

“The Solitude of Self” 1892

Nothing strengthens the judgment and quickens the conscience like individual responsibility.

“The Solitude of Self,” in *The Women's Column* 1892

Where no individual in a community is denied his rights, the mass are the more perfectly protected in theirs; for whenever any class is subject to fraud or injustice, it shows that the spirit of tyranny is at work, and no one can tell where or how or when the infection will spread.

In *The Liberator*, 1860

Men their rights and nothing more; women their rights and nothing less.

Susan B. Anthony and ECS, motto of *The Revolution* 1868

The canon and civil law; church and state; priests and legislators; all political parties and religious denominations have alike taught that woman was made after man, of man, and for man, an inferior being, subject to man. Creeds, codes, Scriptures and statutes, are all based on this idea. The fashions, forms, ceremonies and customs of society, church ordinances and discipline all grow out of this idea.

The Woman's Bible, 1895

The world has never yet seen a truly great and virtuous nation, because in the degradation of woman the very fountains of life are poisoned at their source.

624:2

on sex roles:

There is no such thing as a sphere for sex. Every man has a different sphere, in which he may or may not shine, and it is the same with every woman, and the same woman may have a different sphere at different times.

Woman has been the great unpaid laborer of the world

Elizabeth Cady Stanton, quotes continued

- Reformers who are always compromising have not yet grasped the idea that truth is the only safe ground to stand upon – *The Woman's Bible*, 1895
- It is impossible for one class to appreciate the wrongs of another. – *History of Woman's Suffrage* with Susan B. Anthony.
- In a word, I am always busy, which is perhaps the chief reason why I am always well." – Diary Entry, 1900
- So closely interwoven have been our lives, our purposes, and experiences that, separated, we have a feeling of incompleteness – united, such strength of self – assertion that no ordinary obstacles, differences, or dangers ever appear to us insurmountable. – *Eighty Years and More*, Rev. Ed. 1902
- Modern inventions have banished the spinning – wheel, and the same law of progress makes the woman of today a different woman from her grandmother. – *History of Woman Suffrage*, Vol. I with Susan B. Anthony and Mathilda Gage, 1881
- I shall not grow conservative with age. – 1860 Letter to Susan B. Anthony
- Wherever the skilled hands and cultured brain of women have made the battle of life easier for man, he has readily pardoned her sound judgment and proper self – assertion. – *History of Woman Suffrage*, Vol. I, with Susan B. Anthony and Mathilda Gage, 1881

oving Beyond Blame

By GARY ROSS

Ever since the tragedy in Littleton, Colo., the American preoccupation with finding a simple answer has been churning nonstop. In a nation that reduces everything to box scores ("Conventional Wisdom" in Newsweek, etc.), the media and its pundit class have been obsessed with finding the immediate cause, like a zealous cop hellbent on making an early collar.

My industry (the movie business), in a pre-emptive first strike, said the cause was guns. Gun lovers of course said the cause was movies. Politicians, depending on their place in the political spectrum, said the cause was one, the other, or both.

And no sooner were these first accusations traded than the natural defenses began. "Guns don't kill people, people kill people." "Movies don't kill people, people kill people." "Video games don't kill people, people kill people." (This N.R.A. construct is almost as specious as "guns don't kill people, bullets kill people," but even the N.R.A. wouldn't go that far.)

Let's just assume for a minute that all these things are involved. In other words, instead of shifting blame, what if we search our souls for culpability? Guns kill people and movies kill people and video games kill people and it soon becomes obvious that the list doesn't stop there.

It may not reduce to a tidy sound bite or a convenient political enemy, but the simple truth is that whatever debases the culture (Springer), degrades the value of human life (Doom), panders to violent impulses (local news), trivializes human relationships (Springer again) or isolates us from one another (paradoxically, the Internet) can contribute to a situation like Littleton. It is absurd to say that this problem occurred in the absence of social forces, but it is equally absurd to blame a single one.

In the book "Finding the Heart of the Child," the psychiatrist Edward Hallowell cogently lists many of the factors that contribute to the kind of alienation that allows something like Littleton to occur. These include changing family structure (single-parent homes, two-career homes); the breakdown of communities, villages and neighborhoods; cynicism about government and social institutions; the decrease in a sense of security, job permanence or close personal relationships; the decline of genuine spirituality as an ethical force in the culture; an explosion of information that creates anxiety over one's worth or abilities; a lack of respect for older people and an overreliance on "self" to find the meaning of life.

In comparison to that list, the movies/guns paradigm withers. How many of us who have an impact on the culture have contributed (however unwittingly) to the social forces that Dr. Hallowell identifies?

When conservative Republicans fought to have night basketball removed from the crime bill of several years ago, they were

It seems to be a vicious circle. When problems seem overwhelming, we grasp for sound-bite solutions as a way of convincing ourselves that the problems are not insoluble and the alienation is not that deep. Of course, the hollowness of this just increases the feelings of futility and alienation, but for a moment we feel better. For a moment we feel assuaged by the passion play that modern news has become: a hero gets elevated, a villain gets vanquished, a sinner gets stoned, a victim is avenged.

Since only an acceptance of personal responsibility can possibly break this deadlock, let me start now. I will not defend the role of movies in the culture. Despite my deep and abiding passion for the First Amendment, I will not even defend our right to make them. Let me say that movies can contribute to this desensitization. And let me promise that, on each screenplay, I will ask myself what the ramifications are to the culture in which I live and the children who may see these films.

But what should we ask after that?

Gary Ross is a writer and director whose films include "Big," "Dave" and "Pleasantville."

END

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When conservative Republicans fought to have night basketball removed from the crime bill of several years ago, they were eroding a sense of community that can prevent this kind of isolation. When prime-time magazine shows peddle yet another "hard hitting" investigation of yet another corrupt local official, they are feeding our cynicism about social institutions by elevating the exception to the rule. When advertisers exploit perfect bodies on perfect men and women to sell their less-than-perfect products, they are exacerbating the anxiety that adolescents feel in regard to their self-worth. (Littleton has shown us this is no benign thing.) When the local news leads its broadcast with a homicide three nights a week, it is committing the very desensitization that it decries when it covers a story like Littleton.

So how do you program a V-chip for all of that?



THE MADEIRA SCHOOL

Christy -

Hopefully there is enough here
and on the video for what you
need. You should be able to get
student quotes from this material.
If you need more - or something
else, please let me know.

We are going to want to reprint
the speech to send to alumnae. Would
we be able get it from you?

Many thanks
again!

Kate

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THE MADEIRA SCHOOL

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Alumnae Spotlight: Laura E. Gill '80

Wildlife Biologist, Massachusetts Audubon Society



Laura Gill '80, banding juvenile Brown Pelican, as wildlife technician with Maryland Department of Natural Resources, 1994

Massachusetts Audubon Society involves both principles. "Because of the rampant development of coastal Massachusetts, and many other human-related threats, populations of beach-nesting birds have declined and most are listed at the state and/or federal levels. As the Cape Cod Coordinator of the Coastal Waterbird Program, I assist in recovery efforts by helping to manage the birds in a way that promotes successful breeding and still allows for recreational use of the beaches by beach-goers."

Laura says that volunteers are extremely important in environmental work. The Audubon Society enlists their help to erect protective fencing around breeding areas, monitor the arrival of each coastal bird species and follow their reproductive cycle, act as wardens on the beaches directly protecting the birds, their nests and chicks, and educate the public about the birds and their biology. She says that during her years at Madeira, the Co-Curriculum taught her the value of volunteerism. "The beauty of studying and working to preserve our environment is that one does not have to be an 'official' wildlife biologist to make change. All non-profit and governmental agencies that research and protect wildlife and their habitat always need volunteers to help with everything from posting a sanctuary, to collecting water samples, to banding birds, to cleaning up beaches, to carving bird decoys, to attending town meetings about open space, to stuffing fundraising envelopes. The opportunities abound!"

Laura's choice of the field of wildlife biology as a career was made after other paths had been explored. After Madeira, Laura attended Trinity College, CT, and graduated with a B.A. in Spanish. After teaching for a few years and traveling overseas, Laura decided to pursue her childhood interest in animals and study animal behavior. To prepare for admission to graduate school, she took prerequisites at a local college, volunteered at the National Zoo and for the National Marine Fisheries Service (NMFS) in the north-western Hawaiian Islands where she studied Hawaiian Monk seals and developed a love of seabirds.

After earning her master's degree from the University of Maryland, Laura worked off the coast of Maine as Eastern Egg Rock's refuge supervisor with National Audubon's Project Puffin. She participated in general breeding biology studies on the newly-restored Atlantic Puffin population, and feeding studies on Common and Roseate Terns. She recalls, "For many hours each day, we sat in blinds and identified the species and size of fish and other food items being brought to chicks, in order to better understand the state of the fisheries in the Gulf of Maine as well as the dietary habits of terns. Our studies have assisted lawmakers in making decisions about the management of fisheries, both regionally and nationally."

"Wildlife biologists generally combine principles of research and management to resolve an issue relating to wildlife," says Laura. Her current work with the

and don't have any plans to move back. We bought a house a year and a half ago, and have been doing some renovations, like a new kitchen, putting in an attic, painting. I thought the builders had moved in with us for a while there. So if anyone is coming to London, please look me up!

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E-mail: carolines@photodisc.co.uk
Juliet Davison (jdavison@tod-dweld.com)'s highlight of year was the birth of Henry Waterman Lutes in June. "Particularly wonderful because I was ill my entire pregnancy

and spent previous 8 months in bed. The low was being pregnant. Lilah (3) loves her baby brother. I am back at work practicing law at Todd & Weld in Boston, and my husband, Chris, and I are starting to settle into a routine as a 2-child family. I am in touch with Laura Binder Bock and Ann Armbrrecht Forbes, hear occasionally from Betsy Pell Burgess

and Page Robinson Thomas and am hoping to get together with Isabel Turci Talenti, who lives nearby.

In 1997 Elizabeth Winston married Gregory Scott Brooks, in 1998 son Ryan Thomas Brooks was born and they moved to OH, as husband Greg got a job offer from GE Aircraft Engines in Cincinnati. Last June they moved to a new house in Harrison, a

Betsy:

We talk about real life here; girls have very empathetic; feel sorry; we've had moments of silence and reflection; counselor in dining room; condolence messages to send off; divided response; feel safe; but know world is full of terrors; can't imagine being shot at by people they know; just week before, girls wanted us to remember the Oklahoma bombing; tornadoes; want to make sure they are cared for; very much understand what it would feel like not being able to graduate in amphitheater; kids don't watch tv; but are in internet; can't get on certain sites; objections to that now; died down. Independent schools feel too complacent; advisor systems that work; kids have grown ups to connect to; every helpful; feel isolated, lonely, trying to make those connections; paying attention; parental attention; ongoing how are you doing; hard to do; moments when it works; supper; carpooling; connect;

Murder her 1973; on campus; real world not far away from campus; medical site for this neighborhood; drinking too much; kids killed; drunk driving; we all deal this; adolescent lives of 90s much more at risk; not matter how strong family; firm the faith; good the kids; more dangerous; protect them and make them strong; holding up women who are strong people as role models; part of message; expectation; how they will be grown ups; people who care about other people; integrity; all elite kids raising; not academic achievement it's what you do with it; message;

3 student leaders; sara; betsy; last first lady was eleanor roosevelt; inauguration; mccarthy hearings; being connected to the city; kids voting for student leaders before could vote; women who remember; she spoke; came to a christmas pageant; fdr; historic tie; could be first lady;

**FIRST LADY HILLARY RODHAM CLINTON
ELIZABETH GRIFFITH LEADERSHIP LECTURE SERIES
THE MADEIRA SCHOOL
MAY 10, 1999**

Thank you, Betsy, for that wonderful introduction. I'm always thrilled to follow in the footsteps of Eleanor Roosevelt – who has been such an extraordinary model for me – and for so many of us here today. [put in hrc on how eleonor always there before her in er speech]

I'm so pleased to be here at Madeira – a school which has been at the forefront of girl's education in America ever since it's founding almost a century ago. It's a pleasure to join the Board of Directors, and its chair Sarah Daignault (DAY-NIO), who I've heard has not only been a remarkably effective chair over the past 8 years -- but who makes sure laughter is always a part of your board meetings. And the faculty; staff; parents and alumni – and most important – the students of Madeira school.

I've often heard ^{it said} ~~the saying~~ that women's colleges and girl's schools offer “not equal opportunity, but every opportunity.” And I know that the students here today are grateful for that opportunity to grow and learn and flourish here at Madeira. I am glad to have heard from your student leaders today – who are such a tribute to the kind of intelligence, caring and self-confidence that is clearly nurtured at this school.

It's a particular pleasure to be ~~meeting~~ here with your headmistress – someone I've admired ever since we were classmates, friends, (and I admit, fellow Republicans) at Wellesley College. So when I was ~~asked~~ invited to inaugurate the Elizabeth Griffith Women's Leadership Lecture Series – I knew I wanted to come. I wanted to be part of honoring Betsy – not only for her passionate advocacy on behalf of women's issues and girls education over the years, but for inspiring a new generation of young women to contribute fully to the world around them.

That Madeira has grown and flourished at a time when many female institutions have either closed their doors or gone co-ed is a testament to her single-minded leadership and compelling advocacy of the benefits of attending a girl's school. I know that both Betsy and I look back on our experience at an all women's college as a defining time in our lives – where we and so many other young women were taught that we were valued; that our ideas counted; that we should place no limits on what we wanted to make of our lives. It's that same spirit that Betsy has nurtured here at Madeira.

Like most of us, Betsy has her contradictions. A well known scholar and author -
- but also a passionate activist – working on everything from ratification of the Equal Rights amendment to getting more women elected. Highly organized (I've heard you can actually find things in her basement) – but wonderfully creative. A whirlwind of activity –
^{yet} ~~but~~ someone who – like so many of us – would love to be in her garden reading a book.
[I heard that her husband and teenage son approached her recently in such a pose –
^{apparently}

love making
asking, "is anything wrong?"] A consummate professional -- and devoted mother who ~~made~~ cookies for her son's classmates. In short -- Betsy Griffith embodies the multiple roles that so many women play in America today, and seems to fill them all with remarkable grace and humor.

but even more,
But today—I want to honor her in particular for her ~~own~~ commitment to being actively engaged in the issues of her time; *creativity and* and for encouraging all of you not only to stretch yourselves intellectually and emotionally – but to learn to be citizens of your community and your country.

Promoting the role of citizenship and public service is an honored tradition here at Madeira – as we've already heard today. I'm particularly impressed that over 30 years ago, when few schools were thinking about such things, Madeira decided to engage its students in public and community service – through the co-curriculum program. Having read about what some of the students here have said over the years about these "hands on" experiences – it's clear you've already learned that public service – and citizenship – are part of what is expected of each one of us. And I hope these habits of the heart will stay with you long after you leave this campus.

It is these broader responsibilities that we have – to each other and to the larger society – that I want to talk about a little today. There is so much going right in our country today. It's a time of great growth and prosperity, and for many citizens, a time of almost limitless opportunities and possibilities. But we are also grappling, as individuals and as a nation, with the tough reality that too many Americans are still being left behind, and that too many young people are growing up unable to fulfill their God-given potential, kept back by inadequate schools; low expectations, and a culture of violence.

It's impossible to stand here – and look out on the young faces in this audience, and not think of the tragedy that took place in Littleton only a few short weeks ago. I know that here at Madeira, you've been meeting and talking about this tragic incident, with counselors and among yourselves, and that you've been sending both your prayers and your support to the Columbine students and their families who are now trying to rebuild their lives. The sad truth is that even as we sit here, *campus,* on this peaceful and beautiful ~~place~~, we know as students, teachers, and parents that no community is immune from the violence around us.

I've just come from a meeting this morning with a group of parents, entertainment leaders; educators; religious leaders; young people – to talk about launching a national campaign to address youth violence. We decided it was time to stop pointing fingers, and start coming together around a set of positive actions we can take. We acknowledged that while we will never be able to fully explain or understand what happened at Columbine High School – that we were neither helpless or hopeless. There are steps we can take; and responsibilities that we can all fill, as individuals, and as communities.

What can we all do? We can help our teachers – who are on the front lines – by giving them the tools to look for early warning signs, so that we can intervene in troubled lives before they explode. It may be hard to imagine here – where classes are small and the community is so closely knit together. But most high schools need and deserve far greater counseling and mental health services than they have today.

What can we do? We can stand up and say what needs to be said about guns and firearms and bombs. We all know that young people have disagreements and arguments; but the difference today is that children have far too easy access to guns -- and far too easy access to the recipes for building bombs and other destructive devices. Every single day -- 13 young people die as a result of handgun violence. We've made significant progress: as a result of the Brady Bill, 250,000 felons, fugitives and stalkers have been denied guns. But there's so much more we must all do keep guns away from America's young people.

What can we do? We have to be able to stand up and be willing to talk about the culture of violence that infects the lives of our young people. We can no longer ignore the research findings that started with the Surgeon General's report in 1972 – and have continued unabated ever since – that the constant exposure to violence—on television, in the movies; in video games; in the music – doesn't effect the way young people see themselves and others. There's too much evidence that this constant exposure desensitizes people; and they lose empathy and their connections to others. So we must all think of ways to begin sending more constructive, positive messages to our young people.

What can we do? We pay much more attention to what young people like yourselves believe can be done to end the violence in our schools and communities. My husband went and spoke with students at a local Virginia high school a few days after the shootings – and they talked about how important peer mediation programs are; about the need for confidential hot lines where kids can call in anonymously and talk about their problems – or concerns about fellow students. About their need to spend more time with their parents and other adults who they could trust and talk to.

So I think there is much we can learn from Littleton. First, that there are things we can all do – students, parents, teachers; community and religious leaders – even when faced with to But we've learned other lessons as well. That even in this tragedy – we also saw the best of what people and communities can offer. We saw a community coming together, united both in prayers and love -- teachers courageously protecting the lives of their students; lines of neighbors and friends lining up to give blood;

What we saw in little was the worst of america – but also the best; people giving blood; teachers saving lives; communities coming together; helping to create a a c culture not of violence and hopelessness 00 but in a culture of support; oportunity; responsibility; a culture of hope and community;

If there's one lesson that I hope the students of Madeira – and all of America's bright young generation -- are That there is no issues that we can't find a solution to, that we can't tackle. No tragedy too terrible that we can't make a difference. No force that we can't turn around; everyone can make a difference – in a child's life; in the life of a community. There's nothing wrong with America that can't be fixed by with what's right with America; contrary to what you read in the papers; young people are what's right; changing things with their communities around the country; hope one day you'll consider making a commitment to America.

Importance of girls education; I've had the privilege of traveling around the world; and every country I visit – I make it a point to meet with women, and talk to them about the challenges they face. One of the lessons I've learned is that no matter what our differences – what we wear; the color of our skins; the beliefs we hold – what we share is far more powerful than what divides us.

In countries around the world – I've seen women, in particular, take on the greatest challenges. Guatemala; El Salvador; Africa; Ireland; in large ways and small, we can all do our part. That's what I know you have learned at Madeira. I urge you – live those lessons. The world will be the richer for you being in it.
[ms. Madeira quote? Betsy quote?]

quote from girls from video/experiences; what greater tribute to Betsy, and to Madeira's legacy -- , that to hear those words; to see that confidence; and leadership; that commitment to: the notion that one person can make a difference; make that involvement; to make a difference; to serve; to be part of it;

girl education —
valuing girls — travels are a
world — seen people + the government
no nation can make
gender —
Quote for ER ??
Antipar Madeira student —
tribute to Betsy to
this school —
Thank you

NEW LEADERSHIP FOR A NEW CENTURY:

**KEY FINDINGS FROM A STUDY ON YOUTH,
LEADERSHIP, AND COMMUNITY SERVICE**

AUGUST 28, 1998

**BY
PETER D. HART RESEARCH ASSOCIATES**

**CONDUCTED FOR PUBLIC ALLIES &
FUNDED BY THE SURDNA FOUNDATION**

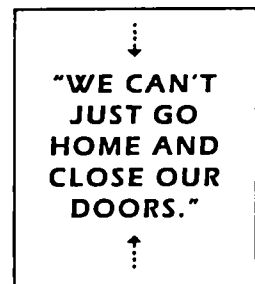
Peter D. Hart Research Associates, Inc.

Between July 14 and July 19, 1998, Peter D. Hart Research Associates conducted a national survey for Public Allies among 728 young Americans, age 18 to 30, including 108 blacks and 148 Hispanics. The margin of error for the poll is $\pm 3.7\%$ for the overall sample of young adults and is higher for specific subgroups.

SUMMARY OF FINDINGS

Contrary to the popular portrayal of today's young Americans as self-absorbed and socially inert, the findings from this survey reveal a portrait of a generation not searching to distance itself from the community, but instead actively looking for new and distinctive ways to connect to the people and issues surrounding them. These young people have grown up in a unique environment—they have no living memory of either the activism of the 1960s or the leadership icons that in many ways defined their parents' generation. Instead, they have grown up in an era of heightened cynicism toward both government and political leaders, fervent discussion about the proper role of government and other social institutions, and an increasingly diverse American population. Their attitudes and beliefs about American values, leadership, and community involvement reflect their distinct experiences.

Young Americans today differentiate themselves from past generations in rejecting many of the traditional measures of civic responsibility, and instead, embrace new ways to effect change and approach the important notion of leadership. The characteristics of this new approach to leadership and social action are notable in at least three respects.



☑ **Individuals, not institutions:** In contrast to their 1960s predecessors' focus on changing broad social institutions, young Americans' outlook is distinctly personal, with a heavy emphasis on direct, one-on-one, individual service.

☑ **"Bottom up" not "top down":** Young people embrace a model of leadership that is best characterized as "bottom up" rather than "top down"—young adults place a premium on the efficacy of small groups of people working together to effect change in tangible ways.

☑ **Diversity and reaching out:** Young Americans distinguish themselves as a generation extremely concerned not only with respecting individual differences, but also with

reaching out to connect to and work with people from different backgrounds to address problems and formulate solutions.

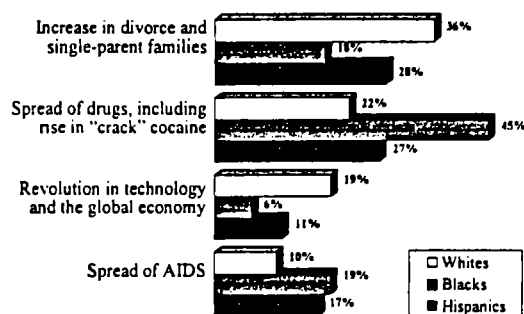
The findings from this survey, however, demonstrate that young people not only have a new vision of leadership for the future, but they also are taking direct, concrete action to practice and apply their ideals in their everyday lives. The sentiments of this generation resonate a strong sense of the importance of community service and direct assistance to others. This commitment is not expressed in a vague or amorphous way, but rather it is demonstrated through tangible goals, such as consciously mentoring a young person in the community or actively working with others on a local issue or concern. In fact, nearly seven in ten (68%) young adults report that in the past three years they have been involved in activities to help their community. Indeed, these findings provide encouraging evidence that the next generation of Americans cares about its contributions to the community and increasingly believes that solutions to the problems we face lie within communities and within the realm of everyday Americans.

DEFINING A GENERATION: THE GOALS, VALUES, AND VISION OF TODAY'S YOUNG AMERICANS

The attitudes of today's young adults are rooted strongly in the unique circumstances of their era. The survey findings yield an extremely informative insight into the collective experiences that have defined this generation of Americans and serve as the basis for their vision of the

future. When we ask them to identify the experience that has shaped their generation the most, nearly one in three (32%) young adults cite the "increase in divorce and single-parent families." This phenomenon is a particularly poignant experience among young whites—36% identify it as the defining experience of their generation.

Events' Impact on Young Americans
(% selecting each as having had the biggest impact on their generation)



* Three other events were selected by 5% or fewer young people: increased diversity, emphasis on reducing government, collapse of communism/end of Cold War.

While black and Hispanic young adults see this phenomenon as important, they also point to the powerful effects of other experiences. Overwhelmingly, blacks age 18 to 30 identify the spread of drugs and the rise in the use of "crack" cocaine as the most important influence on people their age; they also are more likely than are whites to cite the spread of AIDS as an important trend. Hispanics age 18 to 30 are divided, identifying either divorce or drugs as defining generational influences. While the revolution in technology and the global economy receives a great deal of news attention, the impact of this trend is more modest in the eyes of young Americans: 18% identify it as the most important influence on their generation.

The values and beliefs, as well as the vision for the future, that young people demonstrate are a direct outgrowth of these defining, generational experiences. Contrary to the stereotype of young adults being aloof and devoid of deep convictions, today's young Americans have a strong sense of values and principles, and a well-defined direction for contributing to their community and country. While such traditional American values as liberty and self-reliance still are held strongly among these young people, they distinguish themselves by placing the utmost importance on the power and value of human relationships. Diversity, reaching out and connecting to other people, and making a difference in the lives of others all are extremely important values to this generation. A near majority (50%) of young people say that the value of "community and looking out for each other" is more important to them than is the value of "individual responsibility and self-reliance": 38% of young adults place a priority on this principle.

Young Americans say that "making a difference in the life of someone close to you" is important to them personally, with 87% rating this value as an eight or higher on a ten-point scale of importance. Young people respond much more enthusiastically to this more personal and direct concept of assisting others than to the more traditional notion of "service to your community and being involved in community affairs." While the hallmark American values of "self-reliance and taking responsibility for yourself" and "personal liberty and the freedom to do as you please" resonate with young Americans, another set of values focusing on diversity and respect for people's differences emerges as equally important to this generation of young adults.

In many ways, the importance that young people attribute to values such as “appreciating and respecting the racial and ethnic diversity of our country” and “developing meaningful relationships with people different from yourself” is the defining characteristic of this generation of Americans. Young adults of all races and socioeconomic backgrounds rate these values as highly important to them personally; eight in ten (80%) rate “appreciating and respecting the racial and ethnic differences in our country” as an eight or higher on a ten-point scale, and nearly three in four (74%) give the same rating to “developing meaningful relationships with people different from yourself.” In fact, the diversity of American society is so accepted by and normal to many young adults that it increasingly is looked upon as a fact of life, rather than a cause for concern. When we ask them about our country’s growing racial and ethnic diversity, only 13% of young adults say that it is more of a bad thing, 40% say that it is more of a good thing, and 42% say that it does not really make a difference one way or the other.

LEADERSHIP IN THE 21st CENTURY: A NEW VISION FOR THE FUTURE

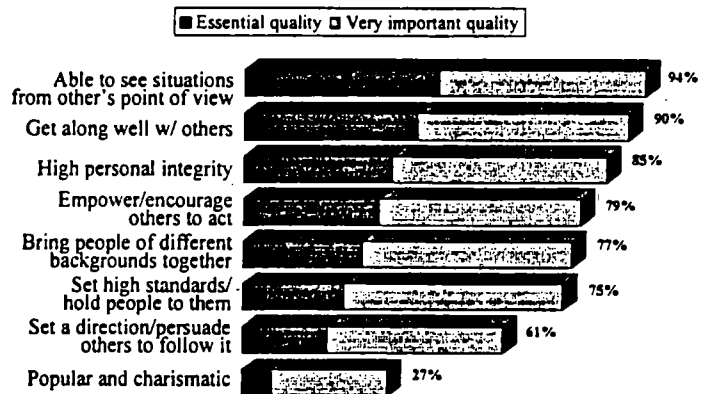
From this distinct set of values and experiences, young people have built a vision of leadership that is both a natural reflection of their principles and a new and unique model for defining this important concept in the future. In thinking about leadership in our country and about their own current and future leadership roles, young Americans place a premium on a set of traits that represents an extraordinary break from traditional models of American leadership. Young people embrace a style of leadership that emphasizes the power of collective responsibility, cooperation among diverse individuals, sensitivity toward others, and equal participation by all citizens regardless of their authority or position in the community.

Sensitivity and cooperation, not charisma: When we ask them about a series of different leadership qualities, young people identify “being able to see a situation from someone else’s point of view” as the most important quality—94% of young Americans see this trait as either essential or very important in a good leader.

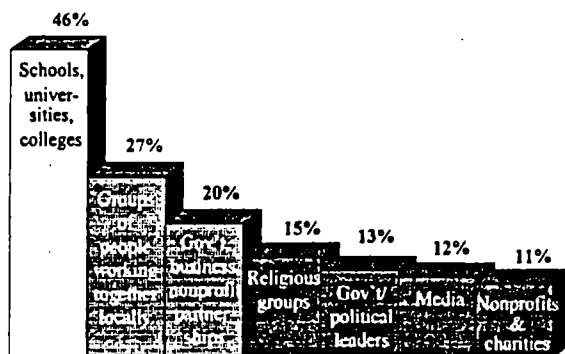
This focus on understanding and valuing the beliefs of others is reinforced by other qualities that young people select as either essential or very important in a good leader, such as “getting along well with other people” (90%) and “bringing people from different backgrounds together”

(77%). In fact, such traditional “top-down” notions of leadership as “being popular and charismatic” and “setting a direction and persuading others to follow it” are least appealing to this group of Americans. Notably, young Americans of all races, blacks in particular, far prefer leaders who “empower and encourage other people to act” to leaders who “set a direction and persuade people to follow it.”

Important Leadership Qualities



Organizations Most Important/Effective in Solving Future Problems



Individual empowerment, not institutions: In thinking about the types of organizations that will be important in solving our communities’ problems in the future, young people embrace the notion that individuals must take an active role in addressing social conditions. In fact, nearly half (46%) of young adults point to schools, universities and colleges—

entities that empower, teach, and provide skills to young people so that they can contribute to and become involved in their community—as important in solving future problems. Further, about one in four (27%) young people anticipate that “groups of people working together locally” will be the most important organization in addressing the problems that we will face in the future, and one in five (20%) cite partnerships among government, private businesses, and nonprofit organizations as important. Organizations that represent more traditional approaches to improving social conditions, such as government and political leaders, and nonprofit and charity groups are met with far less enthusiasm and confidence from today’s young people.

Inclusive and “bottom up,” not select individuals and “top down”: Young people’s strong preference for leadership that emphasizes the collective participation of many individuals over the strong leadership of just a few is evident in an array of different measures. When presented with a series of statements to assess their own views of leadership, young people overwhelmingly describe a model of leadership that is built from the bottom up, emphasizes collective responsibility, and values the participation of average citizens working together to solve problems. Young adults of all races are clear in articulating a vision of leadership for our country that is different from the traditional concept of American leadership as a strong, select group of individuals with a fixed agenda. Young Americans see leadership as a quality inherent in average people, and they measure the strength of leaders by their ability to be inclusive and to work collectively.

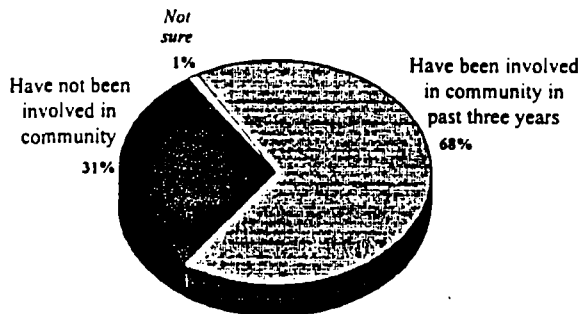
**Young Americans' Model for Leadership:
Which Would You Prefer?**

- 71% The best model for leadership is to build from the bottom up, that is, for many people to share responsibility for making decisions and moving forward.
- 25% The best model for leadership is to build from the top down, that is, for strong leaders to assume responsibility for making decisions and moving forward.
- 78% No one group is mostly responsible for solving social problems, and communities and individuals are responsible for solving their problems collectively.
- 17% Big institutions, such as government and business, are best suited to take responsibility for the well-being of citizens and for solving social problems.
- 65% We should look for leadership from ordinary people in the community, regardless of their position or level of authority.
- 31% We should look for leadership from people who have achieved an important position and earned the authority and respect that comes with that position.
- 79% Average people have the resources and practical know-how to solve most of their problems in their community.
- 18% Our problems are very complex, and we need experts to solve them.

**ACTIVE AND INVOLVED: YOUNG AMERICANS PUTTING THEIR
IDEALS AND THEIR VISION OF LEADERSHIP INTO PRACTICE**

Consistent with their distinct values and experiences, as well as with their unique vision of leadership, young Americans also demonstrate a distinctive approach to effecting change in their community. Young adults embrace methods of social and political change that emphasize high standards, direct contact with others, and inclusiveness.

Participation In The Community



A strong majority of young Americans of all races say that in the past three years they have been involved in activities to help their community, such as volunteering time, belonging to an organization, or helping to solve a community problem. Given the mobility associated with this age group, a remarkable 54% say that

they participate in these activities at least once a month or more—nearly one in four (22%) say once a week or more. In fact, equal proportions (64%) say that “feeling as though you give back to the community” and “being financially successful” are extremely or very important to them.

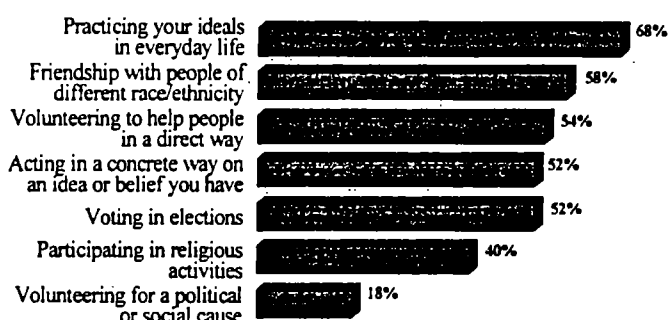
For young people, involvement with the community takes many forms and has many motives. Nearly three in four (72%) young people who participate in community activities say that they do so through an organized group or association, for example, a school, hospital, or neighborhood center. Young adults also indicate that they serve as tutors or mentors to a younger person in the community (38%) and work with others informally on a local issue or concern (30%). In volunteering reasons for their participation in community activities, young people respond with a variety of incentives, from finding it personally rewarding and satisfying (9%) to having a strong desire to help children (13%) to wanting to help those who are disadvantaged (12%). Young blacks in particular cite helping children in their community as a compelling reason to participate in service activities.

↓
 “(COMMUNITY
 SERVICE IS A)
 COLLECTIVE
 RESPONSIBILITY
 AND A GENUINE
 DESIRE TO BRING
 UP THE
 STANDARDS IN
 YOUR
 COMMUNITY.”
 ↑

In addition to this tangible commitment to and involvement with their community, Americans in this age group also have a distinct notion of what types of activities matter most in effecting change. When presented with seven different approaches to bringing about needed

Ways To Effect Change

(% saying each is a very effective way to bring about change)



changes in our country, young people cite “practicing your ideals in your everyday life” as the most effective way for someone like them to contribute. Young people also point to “building friendships and relationships with people of different racial and ethnic backgrounds” and “volunteering to help individuals in a direct way” as effective ways to get involved.

Interestingly, more traditional approaches to community service such as “volunteering for a political or social cause” resonate less strongly with this generation.

CONCLUSIONS: THE CHALLENGE AHEAD

The findings from this survey provide encouraging news about young Americans’ commitment to redefining the concept of leadership in our country, working together to provide direct assistance to others, and reaching out to people from different backgrounds to collectively forge new solutions to social problems. Young people see leadership as an exercise available to and, in fact, a responsibility of all Americans, not just to a select group of charismatic individuals. What sets young people apart from their parents’ and grandparents’ generation is an overarching emphasis on a new set of leadership traits: the ability to see a situation from someone else’s point of view, a willingness to work collectively and cooperatively, and a desire to initiate solutions on a smaller scale, rather than to react to broad institutional remedies.

Importantly, young people also demonstrate a strong will to take action on their beliefs by volunteering in their community and by reaching out to understand and unite with people different from themselves. As these young people come of age and prepare for their roles as adults in our country, several challenges remain in tapping into the energy and commitment of this generation.

1 While young Americans display a good deal of initiative in finding ways to serve their community and to assist other individuals, they do not have a strong vehicle to channel or guide this motivation. From government and political leaders to nonprofit and charity organizations, young people do not respond to many of the traditional organizations and institutions that our country has looked to in taking the lead in solving social problems. Instead, young people are looking for a different type of guidance and support for their initiatives—one that values all individuals and emphasizes the importance of people actively working together to solve problems.

2 While young people clearly have found ways to act on the beliefs and values that are important to them, the survey findings suggest that they feel as though most of our country's leaders—both individual and institutional—are not speaking a language to which they can relate or understand. The language that young people speak is *inclusive*, with a heavy emphasis on seeing situations from multiple perspectives, as well as *focused*, with a concentration on helping others directly and actively. In order to harness fully the talent, commitment, and energy of young people, this language needs to become more central to the way we address and enlist this critical group of young adults.

3 Traditional methods of leadership development are not well suited to elicit the learning outcomes needed to practice this new leadership effectively. Content and methods of training and development need to be examined for building competency in this new approach. What can be learned from successful community development efforts and other areas in which this new practice has been applied practically must be integrated into leadership development strategies.

4 Many organizations and institutions operate out of more traditional leadership paradigms. To ensure their relevance and effective roles in the future, they must adapt to this new type of leadership both in organizational development and in fulfilling their missions in the community. This reform means developing responsibility beyond the institutional boundaries, into the community, and transferring leadership to their constituents. Internally, this means making the way, not only for new practices, but also for the next generation to assume positions of authority.

Jason H. Schechter
05/05/99 03:01:35 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: 1999-5-5 Vice-President Remarks on the Internet

THE WHITE HOUSE

Office of the Press Secretary
(Ramstein Air Base, Germany)

Immediate Release For
May 5, 1999

REMARKS BY THE VICE PRESIDENT
ON THE INTERNET

The Roosevelt Room, The White House

12:40 P.M. EDT

THE VICE PRESIDENT: Thank you so much, Betty. And thank you for giving such a vivid illustration of what parents are going through in discovering the vulnerability that children have in using the Internet. And you, as someone well versed in this, know what to do. Many parents have felt even more overwhelmed than you have, and as a result of what the Internet service providers and the related companies in the industry are doing today, 95-plus percent of all Internet users will automatically get a pop-up page every time they go to the Internet that will show them in very easy steps how they can provide their children with the maximum protection. And I'm going to talk about some of the details in just a moment.

But first of all, I want to thank my colleagues here from the Senate. I say colleagues, because I am still a Member of the Senate after a fashion as President of the Senate. But I do want to thank both of them. Pat Leahy talked about the early days of the Information Superhighway. I want you to know that tonight, Senator Leahy will be awarded the prestigious John Peter Zinger Award by the University of Arizona for his leadership as the cyber Senator on Internet freedom issues. So, congratulations. (Applause.)

And I want to especially thank and praise my colleague Ben

Nighthorse Campbell. Ben and Linda have been friends to Tipper and me for many, many years. I know him as a man of integrity, who cares about his constituents, and cares about this country. He is a former school teacher and a former deputy sheriff, and a present Harley-Davidson rider -- (laughter) -- and he cares a lot about these issues. And we talked in the aftermath of the tragedy at Columbine about some of the steps that can be taken to solve this problem. And, of course, everybody understands that an industry that steps forward and takes responsibility for its part of the problem shouldn't be seen as the one most responsible. Far from it. There are others who have not come forward. I want to praise the Internet service providers for what you all are doing here today. I'm very, very grateful to you.

And I want to -- and just before this event, I had a conference call with the CEOs of most of the companies that are participating here today, and other representatives, and virtually the entire industry was represented, and virtually the entire industry is represented here today. And I'm grateful for your presence and your attendance here today.

I want to thank, especially, these companies who are part of today's commitment: America Online, AT&T, At-Home Network, Bell Atlantic, Commercial Internet Exchange, Disney Online, Excite Incorporated, Lycos Incorporated, MCI World Com, Microsoft Corporation, Network Solutions, Netscape Communications, MindSpring Enterprises Incorporated, Prodigy Communications Corporation, Yahoo Incorporated. And there are trade groups that have played a key role in this as well, and I want to thank them as a group.

I want to thank Katherine Montgomery who is present, and is co-Founder and President of the Center for Media Education. Katherine, thank you very much. And Assistant Secretary of Commerce Larry Irving -- thank you for your leadership. All of the Members of Congress in both parties, who have worked with the Internet industry and who could not be present here at this event, but who deserve credit for being involved in helping to address this issue.

Laurie Lipper, Director of the Children's Partnership, is here, and thank you, Laurie. And to Betty again, thank you. And I want to acknowledge Betty's husband, David, is here, and her children Brian and Megan are here. Thank you. I'm not sure they'd want to be recognized and singled out (Laughter).

I also want to acknowledge Bob Chase who is President of the NEA. Thank you, Bob. And Bob traveled with me out to the memorial service at Columbine, and we remember Dave Sanders, the teacher there, along with the students who were killed and lost their lives.

Well, ladies and gentlemen, when I was out there at that

memorial service with my wife, Tipper, and others who were present, we physically embraced each of the parents and family members of those who lost their lives. I told a group the other day, without using the name of the parent involved, that one of the fathers whispered in my ear during our embrace and said, these children cannot have died in vain. We have to act. Promise me that there will be changes. And he repeated with a tone of urgency that would not be denied. Promise me. And like any of you, my response was, I promise.

And all of us have an obligation as Americans to cross party lines, to pull together public, private partnerships, to pass laws where necessary, and to change our lives in order to honor those who died at Columbine High School. And one of the very first industries to come forward in its effort to keep that promise, is the Internet industry. And there will be time to evaluate how well this works. But I want to say at the outset, I'm very impressed with what this industry is committing to do here today.

Let me emphasize again -- we may never fully understand exactly what happened there, or why. And we all do understand that there are many factors involved. And we don't all agree on what to do about all the factors. I, for example, believe that guns are way too available, and I think that there should be more restrictions. I believe that there's way too much screen violence and media violence on television and in the movies and in video games. I believe that parents need to do a better job, and schools need to do a better job. The national debate that has begun will continue and, I predict, will intensify. Because we know this is real and serious. And we have to respond to it.

But among all of these many factors, one element that has been brought up and discussed is the role that the Internet has played. And thank goodness, the companies involved with the Internet, for their part, have felt the urgency and have come forward with a response that I think is going to make a big difference. And we understand that the Internet's stunning technology gives children and families access to an incredible world of information. And life, itself -- most of it's great, but there are some dark corners. There are some free-fire zones and red light districts in cyberspace, from which children must be protected.

How do we protect them? That's what today's announcement is all about. It's true that at Columbine, the killers used the Internet to contact messages of cruelty and hate, and to spread them. But it is also true that in the aftermath of the tragedy, the people of Jefferson County, Colorado, turned to the Internet to connect with those who had previously experienced the same kind of tragedy in Paducah, Jonesboro, Springfield, and elsewhere, and they were embraced by the empathy of the whole nation in part through e-mail. So, when it comes to the Internet, too many parents feel now they're faced with a false

choice -- between unplugging that computer in the family room, or spending every single moment looking over their child's shoulder to make sure they're not wandering into some dangerous, online alleyway.

We're here today because there is a third choice -- a better way. As a result of intensive, ongoing talks with the Internet industry, Congressional leaders, and public citizens' groups, and others who are concerned about this, the industry is, today, creating a new Parents' Protection Page, which will appear on virtually every Internet starting point automatically by this July -- two months from now. Now, that's action, and that's speed.

From a single place that will pop up automatically on almost every computer screen, parents will be provided the tools to guide their children safely down the Information Superhighway. On the Parents' Protection Page, parents will find easy steps to block out inappropriate content. Parents will be told in simple language how they can filter out the good content from content which they, as parents, decide their children are not ready to handle. They, themselves, would describe it as bad content. Parents can see which websites and chat rooms their children have visited. And children will know that their parents will have access to that information.

Parents will be able to set strict time limits on their children's Internet use. I predict that will be a popular feature, among these others. And parents can restrict their children's e-mail contact to keep the potential predators at bay; purveyors of pornography, and hatred, and violence, and evil. And they can make sure that personal information about their children or about their families will not fall into the wrong hands.

This new Parents' Protection Page will help ensure that children are not surfing into dangerous waters when they surf the Web. By establishing one simple place to block and monitor what children will see, the Parents' Protection Page puts control of the computer keyboard back into the hands of America's parents, where it really belongs.

In addition, this page will help parents steer their children to the very best of the Internet. It will provide links to educational sites, while offering tips for parents on how to best protect their children.

Now, I want to be very clear about the fact that most sites on the Internet are engaging and educational. But parents need strong, new tools to block out the pornography, violence, and hate. A responsible parent would never let a new student driver drive down the Interstate highway without any supervision. And neither should we allow young children to roam unsupervised on the Information Superhighway. And that realization has been slow

to dawn on many families. But I hope that one of the aftermaths of the tragedy at Columbine that woke up this country is to make more parents aware that they have to play an aggressive, proactive role in protecting their children on the Internet.

That's one of the reasons why our Administration has worked very hard over the past several years to give parents more of the help they need. Back in 1997, we created this Parents Guide to the Internet, in the Department of Education. And we had a series of meetings back at that time with the industry. And some of the ideas announced today, like the one-click, automatic access, actually came up, first of all, in this room, around a table here in the Roosevelt Room two years ago. This guide requires no technical knowledge. In fact, it walks parents through the basics about the Internet itself, and how to use some of the tools that, up until today, have been admittedly a little hard for some parents to gain access to. You talked about how it was kind of overwhelming, Betty. I think most parents feel that. But having it right there, staring you in the face every time you turn the computer on -- that's going to make it a lot easier.

I urge all parents who would want this written guide to call 1-800-USA-LEARN, and it will be made available to you. I'm also pleased to report that our Federal Communications Commission has a Web site, FCC.GOV, that has a page called Parents, Kids, and Communications that explains the options parents have to control their children's exposure to inappropriate content, which includes not only Internet blocking and filtering tools, but also the V-chip and cable box locks for television, and a 900-number block for the telephone.

Before I close, I just want to summarize by saying that I do believe that all of these efforts will make a big difference. But let us understand that the industry having acted here, this is where a parent's responsibility begins -- not where it ends. These are tools being made available. These are warning signs that have to be heeded. These are guides that have to be followed. And the primary responsibility, after we take all of the other steps that need to be taken -- and I mentioned most of them here -- the primary responsibility still lies with parents.

So I hope the message goes out loudly and clearly. The best protection is an involved parent, taking time to pass on the right values to children. But government and industry do have a responsibility to make it easier and simpler for parents to do so. So, I want to again thank the Internet industry -- 95 percent of which is involved in this, and represented here -- for taking the important steps forward that are being announced here today. Thank you all very much. And thank you Ben, and Pat. (Applause.)

END

Sara: 410-296-0311:

Women and leadership; public service; lots of different things; early years – did a lot of things they called social welfare; christmas present for poor kids; in d.c.; girls involved helping people less fortunate than them; ms madeira; upper classman helping younger classman; theme; ms. Kaider took that and made it from not just an ideal but practical thing; co-curriculum in 1967; practical application; sophomore year, social service placement; elderly; headstart; spending every wed doing social service; junior year on capital hill; you are in middle of watching what leadership is all about; serving country in different way; in senior year; can choose; some back to social service; stay on capital hill; others go off to personal interests; so for 3 years; every wed out doing volunteer work; helps instill in kids today; what this is all about; hands on generation; can't just tell them; must lead them through it; 2 kids who spoke; (petit to get me copies of what they said;

Brought kids out to school for tutoring; less of that;

Get your hands dirty and get in the middle of it; democratic person of the 30s; fdr; where politics were; one of first people to institute working hours for some of lower paid staff at school; she would be there now; important to her;

Elizabeth Stanton:

Mother: Megan in college; graduate; John David; 7th grade; 6 feet tall; far taller than mother; Fascinating; basement; everything has place; all labelled; everything in the right place; needed to find lightbulb; easy to find; [taking something out of library] incredibly organized and meticulous about stuff; personal demeanor; groups; speech; very engaging; talking to you; conversation; compelling; wisely; panel for women in philanthropy; surprises people; relaxed and laid back; underneath veneer, worried about everything; confident; clearly loves wisely; everywhere you go, you know it; they tell you; major wisely connection; (Sara: daughter at Stanford; where working author? Better;) Betsy: if I had time, I would go out sit in the sun and read a book; other day doing it and John and John David came over and said, are you alright? So not used to seeing her sit still; on sabbatical; in Europe; tireless; listen to her; realize depth of her scholarship; public persona; private person wants to bake cookies for class; total mom thing; she's a garden; but deer eat her flowers; constant battle how to deal with deer in reasonably economical matter; ecological friendly way; if take fishing line, string it around flowers; deer don't see it and they freak out and go away;

True historian; everywhere she goes; if there's some history; how do you think that happened? I need data on this; not enough to say this is what I think; this study; that study; loves stats; loves timelines; in middle of planning for 8 years out; Betsy and finance committee chair; want to put timeline on wall; mark off all things she needs to do; from the beginning; others want to start at end; teaches in women's history; pink timeline – wars, kings, male stuff; she likes to superimpose what women were doing at the same time; significant events; birth control; put that over it; see the whole of the picture; more of the picture; professor; teaches at Madeira; and last winter; wed nights she course of women's history for parents and alums; people moved heaven and earth to be there;

What did you see that made you sure this the right person:

610 - 346 - 7221
[Drill Heard]
Hired her



sm

THE MADEIRA SCHOOL

January 14, 1999

Ms. Patti Solis Doyle, Director of Scheduling
Room 185½ - Old Executive Office Building
1600 Pennsylvania Ave, NW
Washington, DC 20502

yes
3/10

Dear Ms. Doyle:

I am writing to resubmit a request for Mrs. Clinton to speak at the Madeira School. Because we wanted to accommodate Mrs. Clinton's schedule, our earlier request did not identify a date. At the suggestion of your office, we are asking for consideration for Mrs. Clinton to speak to our entire community--students, teachers, staff, parents and alumnae--on May 20 or 21, 1999. It would be our preference to have Mrs. Clinton speak during the normal school hours (8am - 2:30 pm), but we can easily accommodate her outside that time if needed. We are also willing to consider other dates if Mrs. Clinton's schedule is already booked for those dates.

As indicated in our November letter, we wish to honor our headmistress, and Mrs. Clinton's Wellesley classmate, Dr. Elisabeth Griffith, who has just celebrated her tenth year as head of our school. During her tenure, Betsy has established herself as an outstanding educator and a passionate spokesperson on single sex education. Madeira's Alumnae Association and our Board of Directors wanted to think of a way of honoring Betsy that would be most meaningful to her. Knowing Betsy as we do, we thought perhaps she would want any 'gift' to be one enjoyed by the entire school community. And what could better celebrate a woman who has herself given such an eloquent voice to the importance of a single sex education for young women than a lecture series by outstanding American women. We are hoping Mrs. Clinton would consider being our keynote speaker in this annual series.

I understand that Mrs. Clinton's scheduling is normally handled 2-3 months in advance, and have asked Madeira's Assistant Head for Development, Kate Hillas, to follow up this request in a suitable time frame. She can be reached at 703-556-8232 if you need further information, or have questions.

With thanks for your consideration, I remain

Sincerely yours,

Sarah Daignault

Sarah Pettit Daignault '66
Chair, Board of Directors

1070

THE WHITE HOUSE

December 16, 1998

Ms. Sarah Pettit Daignault
President
Board of Trustees
The Madeira School
8328 Georgetown Pike
McLean, Virginia 22102-1200

Dear Ms. Daignault:

Thank you for your letter and invitation to give the keynote lecture honoring Betsy Griffith at Madeira School. I appreciate your thinking of me and would like to participate if it is possible. A copy of your letter has been sent to my scheduling office for consideration and follow-up. The lecture series sounds like a wonderful tribute to Betsy.

With regards and best wishes for a blessed holiday season, I remain

Sincerely yours,


Hillary Rodham Clinton

✓ cc: Patti Solis Doyle, Director of Scheduling

R + cc to
Patti -

I'd like to
do this



THE MADEIRA SCHOOL

OFFICE OF THE HEADMISTRESS
(703) 556-8242

November 10, 1998

Mrs. Hilary Rodham Clinton
The White House
1600 Pennsylvania Ave, NW
Washington, DC 20502

Dear Mrs. Clinton:

I am writing on the behalf of the Alumnae Association and the Board of Trustees of the Madeira School to ask if you would consider coming to our campus and speaking to our entire community--students, teachers and staff. We wish to honor our headmistress, Dr. Elisabeth Griffith, who has just celebrated her tenth year as head of our school.

We wanted to think of a way of honoring Betsy that would be most meaningful to her. Knowing Betsy as we do, we thought perhaps she would want any 'gift' to be one enjoyed by the entire school community. And what could better celebrate a woman who has herself given such an eloquent voice to the importance of a single sex education for young women than a lecture series by outstanding American women. We are hoping you would consider being our keynote speaker.

We know it would mean so much to Betsy if you would accept this invitation. Your presence here, your insights and views, would be a lasting gift to the Madeira students. But we also know that you are besieged by such requests and your schedule is very crowded. If you think you would like to do it, we would work with your staff in every way to make it possible.

Betsy does not know we're writing to you. It is of course our hope to announce this series of lectures by being able to say that you have accepted as our keynote speaker. We do so hope you'll be able to help us honor Betsy in this special way. You can reach me at 410-296-0311 or mail to 606 Chestnut Avenue, Baltimore, MD 21204.

Sincerely,

Sarah Pettit Daignault '66
President
Board of Trustees

cc: C. Macy

Larry Butler:

So moved by yesterdays indian event; very positive feedback about your remarks;

Madeira:

You are inaugurating an annual lecture series in Betsy Griffith's honor; theme: women and leadership; you will be talking to students; faculty; alumni; parents;

tribute to Betsy Griffith: (just finished her 10th year); importance of girl's education; tradition of public service; and leadership; madeira founded in 1906; elizabeth katy stanton;

- 1) Littleton: what each of us can do; seems so far from this peaceful idyllic setting; but the issues of violence in Littleton involves all of us; our responsibilities to each other and the broader community;

Speeches; columbns; potus; lines or stories; not full fledged speech; some sort of order; will have just come from that meeting to talk about

- 2) Role that women have played here and around the world; to bring communities together; as peacemakers; vital voices; ireland; guatemala el salvador; creating the conditions;
- 3) public service; building civil society; carrying on what you've learned here to the work that you will always do;

What would be the most useful?

FIRST LADY HILLARY RODHAM CLINTON
LECTURE IN HONOR OF DR. ELIZABETH GRIFFITH
THE MADEIRA SCHOOL
MAY 10, 1999

Thank you, Betsy, for that wonderful introduction. I'm so pleased to be here at Madeira – a school which has been at the forefront of girl's education in America ever since it's founding at the beginning of this century. It's a great pleasure to join the Board of Directors, and its chair Sarah Daignault (DAY-NIO), who I've heard is not only a tireless -- but who makes sure laughter is always a part of board meetings (She was also the freshman room mate at Madeira of one of my staff). I'm so pleased to be with all of you: faculty; staff; parents and alumni – and most important – the students of Madeira school.

I've often heard the saying that women's colleges and and girl's schools offer "not equal opportunity, but every opportunity." And I know that the students – and their parents – who are here today are deeply grateful for the opportunity to grow and learn and flourish here at Madeira.

It's a particular pleasure for me to be up here
I'm also a pleasure to be standing here with your headmistress – ~~Elizabeth Griffith~~ -- *I admit --* someone I've admired ever since we were classmates, friends, (and fellow Republicans) at Wellesley College. So when I was first invited to inaugurate the Elizabeth Griffith Women's Leadership Lecture Series – I knew I wanted to come. I knew I wanted to be part of honoring Betsy – not only for her passionate advocacy on behalf of women's issues over the years, but through her leadership here at Madeira for inspiring a generation of young women to be fully engaged in the issues and the world around them. *she has inspired countless young women to aspire as well to become leaders and contributors in our society, and our world.*

Betsy is one of the individuals you } *Met as you*
Everyone here knows here in different ways. As headmistress – here single minded commitmen has over the past ten years; this school has grown and flourished; at a time when fewer institutions are remaining unisex – it is a remarkable achievement. } *what a*
who? :-

But of course, Betsy is also the consummate historian: highly acclaimed author: elizabeth cady Standon: In Her Own Right. (1984); but it's in her bones. She needs data. She needs background. How do we know that? Let's do a study. I've heard that when she's teaching women's history – she likes to superimpose the "pink timeline" – women's accomplishments and historical landmakrs – over the usual stories of kings, wars, and treaties – to show the fuller picture of our *who we are . . .*

Like all of us, Betsy has her contradictions. A well known scholar and author -- but also an activist – working on everyting from ratification of the Equal Rights amendment to getting more women elected. She's *clearly* organized (I've heard you can *hush*

^{come} actually find things in her basement) and wonderfully creative. A whirlwind of activity – but who – like so many of us – would love to be in her garden reading a book. [I heard that her husband and teenage son approached her recently in such a pose – asking, “is anything wrong?” ^{yet} ~~love of reading~~. A consummate professional/ and mother who I’ve heard makes wonderful cookies for her son’s classmates. In short -- Betsy Griffith embodies the multiple roles that so many women play in America today, ^{and seems to fill them all w/ such grace + humor}

But today—I want to honor her in particular for her commitment to being engaged; in the issues of her time; for ^{fulfilling} being the most valuable role of all – an active and engaged citizen. And I hope it is that commitment that you take away with you when you leave this beautiful school. ~~The many roles that women play today in our society.~~

Her engagement in the world -- and her ^{leadership & spirit} ability to pass that down to the girls of Madeira -- reflects a Long tradition of public service and participation; I’m particularly impressed with Madeira’s co-curriculum; reaching into the community; stretching yourselves; as community volunteers (habitate for humanity; to Smithsonian; and in the halls of Congress. Stories about two students who spoke about their experiences working with Mother Theresa (Devika Sen Gupta and Ali Fiedler --) who worked with her in a Calcutta orphanage. These experiences are invaluable; Parents among us know so well – this generation – probably like ours – can’t just be told about why it’s good to get involved; you are more “hands on.” These experiences ^{leadership --}

And it is those ^{broader} responsibilities that we have – ~~to ourselves~~, to each other and to the larger society – that I want to talk about a little today. There is so much going right: our country is in a time of great growth and prosperity; limitless possibilities; but we are also struggling with issues of inequality, and And that’s the violence in our society; even in this idyllic and beautiful campus; no one is immune;

^{you} ^{you} It’s impossible to be here – and look out on the young faces here – and not think of the tragedy of Littleton – a tragedy that has shaken us all. I know that it’s difficult – in a beautiful and peaceful place like this – to imagine that kind of violence and tragedy; but these are issues that every one of us has to face sometimes in our lives. ^{- today -}

at Madeira; with girls and as faculty as selves; counselor in dining hall; talking informally; something to sign; send the students in support; as an institution want to address that situation; violence impact our girls lives in terrible ways; no place is immune; one alumna sister of Gibson; shot a year and a half ago; killed; we have it; it hits us;

I’ve just come from a meeting today; Monday: national campaign to address youth violence; focus of talk is getting entertainment; guns people; parents; educators; religious leaders; youth; not finger pointing; we want to do a campaign;

Some of what I learned from those – and so many others I’ve spoken to and heard from over the past few weeks – is that while we will never be able to fully explain or understand ; but we also – as individuals and as communities – have to recognize that we

are not helpless or hopeless. There are steps we can take; ways we can try to prevent such tragedies; responsibilities that we can all fill.

What can we do? We can help teachers; they are Teachers; on the front lines; but even schools like this one aren't immune; no one can live in a vacuum; children not raised in test tubes; influenced by all that goes around them; so many factors when you see this kind of event; culture of violence; Early warning signs; we need to look at that; what we should be looking for; how we can intervene earlier; schools and teachers need more support; in counseling; etc; mental health;

What can we do? We can stand up and say what needs to be said about guns and firearms and bombs; young people have disagreements and arguments; but the difference today is that children can get a hold of the weapons of war; every day – 13 young people die as a result of handgun violence; that's a classroom full of young people who should be learning; who are now lost to us forever; we've made significant progress – as a result of the Brady Bill, 250,000 felons, fugitives and stalkers have been denied guns. But there's so much more we must do;

What can we do? We have to be able to stand up and be willing to talk about the culture of violence that infects the lives of our young people. Can't ignore the research findings that started with Surgeon General's report in 1972 – and have continued unabated ever since – that the constant exposure to violence—on television, in the movies; in video games; in the music – video games when you win based on how many people you kill; doesn't have an effect on the way children see themselves and others; too much evidence that children are desensitized; lose empathy; so we must work with tv and movie and video and media – to begin sending more constructive, positive messages;

What can we do? We can help parents – struggling to balance work and family – have more time – and more support, for the most difficult jobs they must do every single day.

What can we do? We can listen to you, the young people. My husband went and spoke with students at a local Virginia high a few days after the shootings; and they talked about how important medication programs were; and the need for confidential hot lines; but they also talked about how parents need to spend more time with their children; and how difficult that was these days; [quote from some of the kids]

What we saw in little was the worst of America – but also the best; people giving blood; teachers saving lives; communities coming together; helping to create a culture not of violence and hopelessness but in a culture of support; opportunity; responsibility; a culture of hope and community;

If there's one lesson that I hope the students of Madeira – and all of America's bright young generation -- are That there is no issues that we can't find a solution to, that we can't tackle. No tragedy too terrible that we can't make a difference. No force

that we can't turn around; everyone can make a difference – in a child's life; in the life of a community. There's nothing wrong with america that can't be fixed by with what's right with america; contrary to what you read in the papers; young people are what's right; changing things with their communities around the country; hope one day you'll consider making a commitment to americans.

In countries around the world – I've seen women, in particular, take on the greatest challenges. Guatemala; el Salvador; Africa; Ireland; in large ways and small, we can all do our part. That's what I know you have learned at Madeira. I urge you – live those lessons. The world will be the richer for you being in it.

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THE MADEIRA SCHOOL
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[IP from ER speech]

Thank you, Betsy, for that wonderful introduction. I'm always thrilled to follow in the footsteps of Eleanor Roosevelt – who has been such an extraordinary model for me – and for all of us here today. ~~[I tried to speak with her just this morning – but her chat room was already full.]~~ I'm so pleased to be here at Madeira – a school which has been at the forefront of girl's education in America ever since it's founding at the beginning of this century. It's a great pleasure to join the Board of Directors, and its chair Sarah Daignault (DAY-NIO), who I've heard has not only been a remarkably effective chair over the past 8 years -- but who makes sure laughter is always a part of your board meetings. I'm so pleased to be with all of you: faculty; staff; parents and alumni – and most important – the students of Madeira school.

I've often heard the saying that women's colleges and girl's schools offer “not equal opportunity, but every opportunity.” And I know that the students here today are deeply grateful for that opportunity to grow and learn and flourish here at Madeira. I am grateful to have heard from your student leaders today – who are such a tribute to the kind of intelligence, caring and self-confidence that is clearly nurtured at this school.

It's a particular pleasure to be standing here with your headmistress – someone I've admired ever since we were classmates, friends, (and I admit, fellow Republicans) at Wellesley College. So when I was first invited to inaugurate the Elizabeth Griffith Women's Leadership Lecture Series – I knew I wanted to come. I knew I wanted to be part of honoring Betsy – not only for her passionate advocacy on behalf of women's issues and girls education over the years, but for inspiring a new generation of young women to contribute fully to the world around them -- through her leadership here at Madeira.

Most of you here today know Betsy as the inspirational headmistress, colleague, and driving force at this exceptional school. That Madeira has grown and flourished at a time of declining same sex schools is a tribute to her determined leadership and compelling advocacy of the multiple benefits of attending a girl's school.

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[not to limit]

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But today—I want to honor her in particular for her own commitment to being actively engaged in the issues of her time; and for encouraging all of you not only to stretch yourselves intellectually and emotionally – but to be citizens of your community and your country.

Promoting the role of citizenship and public service is an honored tradition here at Madeira – as we've already heard today. I'm particularly impressed with your co-curriculum program – where you both serve your community – and watch democracy at work -- in the Halls of Congress. These “hands on” experiences of being connected to your community – and caring about other people -- will stay with you long after you leave this beautiful campus. Because already, you have learned that citizenship is part of what is expected of each one of us, throughout our lives.

It is these broader responsibilities that we have – to each other and to the larger society – that I want to talk about a little today. There is so much going right in our country today. It's a time of great growth and prosperity, and for many citizens, a time of almost limitless opportunities and possibilities. But you are all aware that we are also grappling, as individuals and as a nation, with the tough reality that too many Americans are still being left behind, and that too many young people are growing up unable to fulfill their God-given potential, kept back by inadequate schools; low expectations, and a culture of violence.

It's impossible to stand here – and look out on the young faces in this audience, and not think of the tragedy that took place in Littleton only a few short weeks ago. I know that here at Madeira, you've been meeting and talking about this terrible incident, and sending both your prayers and your support to the students who have suffered so much from this explosion of violence. I also know that even though you are surrounded by grappling with this terrible incident, and it's difficult – in a beautiful and peaceful place like this – to imagine that kind of violence and tragedy; but these are issues that every one of us has to face sometimes in our lives.

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Betsy:

We talk about real life here; girls have very empathetic; feel sorry; we've had moments of silence and reflection; counselor in dining room; condolence messages to send off; divided response; feel safe; but know world is full of terrors; can't imagine being shot at by people they know; just week before, girls wanted us to remember the Oklahoma bombing; tornadoes; want to make sure they are cared for; very much understand what it would feel like not being able to graduate in amphitheater; kids don't watch tv; but are in internet; can't get on certain sites; objections to that now; died down. Independent schools feel too complacent; advisor systems that work; kids have grown ups to connect to; every helpful; feel isolated, lonely, trying to make those connections; paying attention; parental attention; ongoing how are you doing; hard to do; moments when it works; supper; carpooling; connect;

Murder her 1973; on campus; real world not far away from campus; medical site for this neighborhood; drinking too much; kids killed; drunk driving; we all deal this; adolescent lives of 90s much more at risk; not matter how strong family; firm the faith; good the kids; more dangerous; protect them and make them strong; holding up women who are strong people as role models; part of message; expectation; how they will be grown ups; people who care about other people; integrity; all elite kids raising; not academic achievement it's what you do with it; message;

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Promoting the role of citizenship and public service is an honored tradition here at Madeira, and I'm particularly impressed with your co-curriculum program. I've read how every Wednesday, you serve your community – whether it's helping to build houses with Habitat for Humanity, learning the ropes at the National Geographic or National Public Radio -- or watching our democracy at work – in the Halls of Congress. These “hands on” experiences – perhaps even more than your courses in French poetry of Will stay with you long after you leave this beautiful campus.

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