

THE PRESIDENT HAS SEEN HERNON E. JORDAN, JR.
5-5-97

~~Dear Mr. President,~~ ^{Baer} ~~4-29-97~~
~~4-29-97~~ ^{re}

The First Lady suggested that I share with
Me attached — Commencement speeches that I gave
when Vickie graduated from high school and college.
While I doubt that you need help, you may find
my musings helpful as you contemplate Chelsea's
graduation talk.

Good luck,

copied

Baer

cos

RELEVANT
SPEECHES? QUOTES

Our Children...

Our Peers

COMMENCEMENT ADDRESS

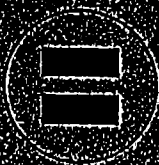
by

VERNON E. JORDAN, JR.
PRESIDENT
NATIONAL URBAN LEAGUE

at

UNIVERSITY OF PENNSYLVANIA
PHILADELPHIA, PENNSYLVANIA

MAY 18, 1961



Most commencement addresses remind me of the French philosopher who said that: "people propose to us patterns of life which neither the proposer nor his hearers have any hope of following, or, what is more, any desire to follow."

So I won't exhort today. Nor will I do what I have been doing for many weeks now—making speeches suggesting that the Surgeon-General issue a warning that the Administration's Budget is dangerous to the health of poor people and minority people.

Instead, I want to talk on a more personal level, I want to talk about the joys and the heart aches, the pleasures and the fears, of raising children and seeing them one day as full-grown adults, graduates of a great university.

For that is the position in which I find myself today: that is the reason this day so special for you, is also so special for me. Among the graduates today is my daughter, Vickie. That is what makes today so special, so different.

When a man's only child graduates from college, his mind runs along the course of time until it arrives at the beginning: the joyful news that a child is on the way; the long months of anxious waiting; the shared experience of expectant parents.

I think back to the rush to the hospital, the pacing of the corridors, and finally the wonderful news that unto us a child is born, a baby girl, a fresh breeze of future gladness and promise.

I vividly remember looking through the window at my newborn baby in those early morning hours so long ago. And I remember my feeling of joyous excitement, waving frantically at that tiny bundle whose eyes were closed tightly, whose little body was exhausted with the effort of coming into this world.

Our parents will recall their similar experience when you were born. And they may also have felt what I felt at that time, amid the joy and excitement, a faint feeling of disquiet, a twinge of anxiety about the question marks in life that await our children.

At the root of that feeling lay the limitless potentials symbolized by the awesome experience of birth. The writer John Updike put it so well:

"In every child who is born, under no matter

what circumstances, and of no matter what parents, the potentiality of the human race is born again, and in him, too, once more, and of each of us, our terrific responsibility towards human life, towards the utmost idea of goodness, of the horror of error, and of God.

That feeling never leaves parents. Before us always are the questions marks of the future, the uncertainties of life that can creep up unawares and lift our dreams high or turn them into nightmares. Yes, that anxiety is always present, always making us try harder for our children's sakes, always making us aware of their needs and guarding their futures.

Our children grow. We count each new developmental landmark in our personal histories, the day our baby takes the first step, soaks his first cold, goes off to school for the first time.

We watched our children grow, and we grew with them. We stayed up nights when they were sick, and we tended their cuts and bruises. We had good days, we had bad days. We made mistakes, and hurt them in ways grownups can never comprehend. But we also made them happy, joining in their gay laughter on a summer's afternoon.

And as they grow older, we shared their new experiences. We tried to remember the little truths we learned and the history we forgot, because they needed our help with homework. We laid down the law, and then compromised. We fought over staying out late, or the toys that turned up on our doorstep, or the clutter in the room.

Sometimes our children were rebellious and wrong. Sometimes we parents were degenerate and wrong. Sometimes we gave our children the comfort they needed, and then, as time passed, they gave us comfort in our bad moments. Sometimes that is when the turning point comes, when the dependency shifts. For so many years I lent my daughter what strength I had, and last summer, in my time of trial and pain, it was she who brought strength to me, she who brought me the power of love and will to help me pull through.

Finally, the day comes when our children are no longer children. That is why Commencement Day is so important. It is a life or passage, a for-

mal declaration of Independence, a passing over into the larger world.

"Commencement" seems a strange term to use for a ceremony that ends the years of college. But it is very apt. For "commencement" means a beginning, and this day signifies not so much the end of one's college career, but the beginning of one's adult life.

This day marks the cutting of the strings, the leaving of a protected environment for the larger world. It marks a fundamental change in our relations with our children. For they are now our peers.

They have their own lives to lead, their own dreams to follow, their own aspirations to seek.

Before, we parents were central stage. Now we are in the wings, pushed back by the inevitable passage of time and circumstance, pushed back as we ourselves once pushed back our own parents, and they theirs.

So we parents, who have spent the past two decades learning and adjusting to new situations and new phases of development, must now adjust to yet another phase, perhaps the most difficult of all to accept. But our acceptance of this new order is a mark of our own maturity, and a final service to the children we love so dearly -- the gift of allowing them to be themselves.

Thus far I have been talking to your parents, to my fellow fathers and mothers of the graduating class. But this is your day, and I do want to say a few things to you directly.

The first is to apologize for the world into which you graduate. It is in many ways a mean world. The superboys and little rockers at each other. Television brings us, between commercial breaks for expensive cars and glowing pictures of some of the earth's starving millions. People still judge other people by the color of their skin. Prejudice or hate pollute our human environment. Right here, in the shadow of this great University, well over one out of five black people are out of work.

Yes, it is in many ways a mean, mean world. But it is not much different from the world we entered. And in some ways it is a better world. When I returned home after my college graduation

tion, it was to separate drinking fountains, the back of the bus, and the denial of basic constitutional rights.

So the world has changed. Not nearly enough but it has changed. And it changed because in the midst of that meanness, buried deep within the caves of injustice, there was the throbbing of the human spirit, the determination by millions of individuals that wrong is something to overcome, not to tolerate.

And so many wrongs were overcome. The many that remain are ours—together—to overcome. But the prime responsibility must be yours, for you enter this brave new world unscarred by the battles we have fought, undaunted by the obstacles we have faced, and unburdened by the many myths we were taught to believe.

Your Commencement marks the beginnings of your acceptance of what Aeschylus called "the terrible responsibility toward human life."

You now share that responsibility fully. You are adults. You are all peers. From today onward, you will shape your own lives and your own destinies.

And you will help shape our nation's destiny—and the world's. I ask you to give to your children a better world than we give to you. I ask you to temper your striving for material success, for the glitter of things, with the drive to overcome the injustice and misery that still stalk our nation and our planet.

I ask you to remember the words of the poet who wrote:

"I am only one,
But still I am one.
I cannot do everything,
But still I can do something.
And because I cannot do everything,
I will not refuse to do the something that I can do."

To you, our children, our adult peers and elders in uncharted paths, we, your parents, are proud of you. We love you. And as you go down from this place, as you say farewell to your alma mater, be steadfast, be strong, be of good cheer, and may your own dreams be your only boundaries henceforth, now and forever.

ADDRESS BY
VERNON E. JORDAN, JR.
EXECUTIVE DIRECTOR
NATIONAL URBAN LEAGUE

AT

COMMENCEMENT EXERCISES
WOODLANDS HIGH SCHOOL
HARTSDALE, NEW YORK
JUNE 25, 1977

THIS IS A GREAT DAY FOR YOU, YOUR PARENTS, AND YOUR TEACHERS. BY VIRTUE OF HAVING A HIGH SCHOOL DIPLOMA, YOU NOW HAVE ACHIEVED A HIGHER LEVEL OF EDUCATION THAT MOST AMERICANS HAD IN THE EARLIER PART OF THIS CENTURY. MUCH HAS CHANGED SINCE THOSE DAYS, AND ONE OF THE CHANGES HAS BEEN THE FACT THAT THE HIGH SCHOOL DIPLOMA IS NO LONGER A BADGE OF EDUCATIONAL ACHIEVEMENT — IT IS THE BARE MINIMUM OUR SOCIETY REQUIRES.

FEW OF YOU WILL BE CONTENT WITH ENDING YOUR EDUCATION NOW. MANY OF YOU WILL GO ON TO COLLEGE, OTHERS TO TECHNICAL SCHOOLS OR OTHER AVENUES OF SPECIALIZED TRAINING. ALL OF YOU WILL BE THINKING OF YOUR ULTIMATE CAREER GOALS.

YOU WILL REMEMBER THAT WHEN YOU WERE SMALL CHILDREN, ADULTS WOULD ASK YOU WHAT YOU WANT TO BE WHEN YOU GROW UP. WELL, THAT TIME HAS NOW COME. YOU ARE GROWN UP. YOU ARE NOW MEMBERS OF THAT ADULT SOCIETY THAT SEEMED SO STRANGE TO YOU FOR SO MANY YEARS OF YOUR CHILDHOOD.

GRADUATION FROM HIGH SCHOOL IS ONE OF LIFE'S IMPORTANT ACCOMPLISHMENTS, A TURNING POINT THAT SYMBOLIZES YOUR ADMITTANCE TO ADULT SOCIETY. THE DAYS WHEN YOU COULD ENJOY YOUR DEPENDENCE AND WHEN YOU COULD CLAIM NO RESPONSIBILITY FOR THE SOCIETY IN WHICH YOU LIVE ARE NOW OFFICIALLY OVER.

GETTING A JOB, GOING TO COLLEGE, MARRYING, RAISING A FAMILY, VOTING, AND PARTICIPATING IN COMMUNITY AFFAIRS ARE NO LONGER IN THE DISTANT FUTURE. THEY ARE ALL UPON YOU — SOME OF THEM WITHIN WEEKS, SOME WITHIN A FEW YEARS. BUT MAKE NO MISTAKE ABOUT IT — YOU ARE NOW ADULTS, WITH THE DUTIES AND RESPONSIBILITY OF ADULTHOOD.

BEING ADULTS MEANS MORE THAN ACQUIRING THE RIGHTS TO VOTE, TO DRINK AND TO DRIVE. IT MEANS ACCEPTING THE RESPONSIBILITIES FOR ONE'S OWN ACTIONS, AND FOR SHAPING ONE'S LIFE AND ONE'S SURROUNDINGS TO REFLECT THE VALUES OF OUR CIVILIZATION. AND BY THAT I MEAN THE IDEALS TOWARD WHICH OUR SOCIETY STRIVES, NOT THE SHABBY REALITY OF WHAT IT DOES.

THUS, YOU WILL, IN THE YEARS AHEAD, FORM PUBLIC OPINION, YOU WILL SHAPE PUBLIC POLICY, AND YOU WILL WORK WITH OTHERS TO DETERMINE THE CONTOURS OF OUR SOCIETY'S RESPONSES TO THE HARD ISSUES WE LEAVE YOU. YOU WILL HAVE TO DEAL WITH ISSUES LIKE WORLD HUNGER, PEACE OR WAR, THE URBAN CRISIS, AND RACISM.

IT IS MY HOPE YOU WILL MAKE BETTER USE OF YOUR ADULT RESPONSIBILITIES THAN MY GENERATION — AND YOUR PARENTS' GENERATION — HAVE DONE. AND IT IS MY HOPE THAT YOU WILL MAKE A BETTER USE OF YOUR ABILITIES, YOUR POTENTIAL AND YOUR OPPORTUNITIES, THAN I SUSPECT MANY OF YOU DID WHILE AT WOODLANDS.

FOR SOME OF YOU, YOUR YEARS IN THIS FINE SCHOOL COULD HAVE BEEN MARKED BY A GREATER CONSCIOUS EFFORT TO LEARN FROM AND TO TEACH ONE ANOTHER, AND SO THERE MAY HAVE BEEN PRECIOUS OPPORTUNITIES LOST, OPPORTUNITIES TO BECOME SKILLED IN THE ARTS OF HUMAN RELATIONS AND ENRICHED EXPERIENCES.

WOODLANDS IS ONE OF THE RELATIVELY FEW SCHOOLS IN AMERICA'S SUBURBS WHERE THE RACIAL MIX OF THE STUDENT BODY MAKES REAL INTEGRATION POSSIBLE. THOSE OF YOU WHO FULLY UTILIZED THIS RARE OPPORTUNITY KNOW HOW BENEFICIAL IT HAS BEEN, AND IT WILL BECOME EVEN MORE SO AS THE YEARS PASS. AND THOSE AMONG YOU WHO FAILED TO EXPLOIT THIS RARE RESOURCE, WILL, IN FUTURE YEARS, UNDERSTAND WHAT YOU HAVE MISSED.

YOU'VE STUDIED MATH AND CHEMISTRY, LANGUAGES AND LITERATURE, BUT AS YOU MAKE YOUR WAY IN LIFE YOU WILL BETTER UNDERSTAND THAT MASTERY OF FORMAL SUBJECTS WON'T REALLY AMOUNT TO MUCH UNLESS YOU'VE ALSO MASTERED THE ART OF LEARNING HOW TO LIVE WITH ONE ANOTHER. THOSE AMONG YOU WHO DID MASTER THIS VALUABLE LESSON WILL MAKE YOUR WAY IN THE WORLD IN FULL POSSESSION OF A STRENGTH THAT WILL LIFT YOUR SPIRITS, AND EASE YOUR PATH.

MOST OF YOUR PARENTS NEVER HAD YOUR OPPORTUNITIES. MOST ATTENDED SEGREGATED SCHOOLS — WHITE OR BLACK. IN THE PAST, BLACK STUDENTS RODE THE BUS PAST ALL-WHITE SCHOOLS CLOSE TO HOME TO ATTEND A SEGREGATED SCHOOL THAT USED OUT-DATED TEXTBOOKS DISCARDED BY THE WHITE SCHOOLS. WE — YOUR PARENTS — DIDN'T HAVE THE OPPORTUNITY TO KNOW PEOPLE FROM DIFFERENT RACES. WE GREW UP IN RELATIVE ISOLATION FROM EACH OTHER.

BUT YOU HAD THE CHANCE. YOU DIDN'T HAVE TO BE SHOCKED INTO UNDERSTANDING THE BLACK EXPERIENCE FROM THE TELEVISED VERSION OF "ROOTS." YOU COULD HAVE BECOME FAMILIAR WITH EVERYDAY EXPERIENCE THROUGH PERSONAL FRIENDSHIPS AND VISITING EACH OTHER'S HOMES. TO THE DEGREE THAT YOU HAVE DONE SO, YOU HAVE LEARNED A LOT MORE THAN YOUR FELLOW STUDENTS. FOR THOSE WHO MISSED THAT HUMAN RELATIONS EXPERIENCE, YOUR SELF-IMPOSED ISOLATION RESULTED IN SEVERELY HAMPERING YOUR REAL EDUCATION AND YOUR FUTURE ABILITY TO DEAL WITH LIFE.

BOTH BLACKS AND WHITES NEED DESPERATELY TO LEARN THIS LESSON. BLACK KIDS CANNOT HIDE BEHIND RACIAL ISOLATION, AND WHITE KIDS CANNOT PERPETUATE TRADITIONAL RACIAL ATTITUDES AND PRACTICES.

WE CANNOT ALLOW OURSELVES TO BE MOTIVATED BY FEAR — FEAR OF FINDING OUT THAT PEOPLE OF OTHER RACES ARE MUCH LIKE OURSELVES, FEAR OF CHALLENGING ONE'S OWN INSECURITY, FEAR OF BECOMING TRULY OPEN TO IDEAS, ATTITUDES AND PEOPLE.

FEAR IS SOMETHING THAT BELONGS TO CHILDHOOD. ADULT LIVING DEMANDS MORE. ADULT LIVING REQUIRES WE MAKE MAXIMUM USE OF OUR ABILITIES, AND THAT INCLUDES MASTERING THE ART OF LIVING WITH ONE ANOTHER. FOR THIS IS THE GREATEST PROBLEM OUR MULTI-RACIAL SOCIETY FACES. FOR HUNDREDS OF YEARS OUR SOCIETY HAS DENIED TO SOME PEOPLE THE RIGHTS, PRIVILEGES AND RESPONSIBILITIES ALLOWED TO OTHERS.

THE REVOLUTION OF OUR TIMES HAS BEEN TO ARREST THAT SITUATION AND TO REVERSE IT. WE, YOUR ELDERS, HAVE NOT BEEN SUCCESSFUL IN THAT. WE'VE MADE SOME GAINS, BUT WE HAVEN'T BEEN ABLE TO TURN THE SITUATION AROUND. THAT LEGACY WE LEAVE TO YOU — IT WILL BE YOUR GENERATION THAT LARGELY DETERMINES WHETHER OUR SOCIETY BECOMES THE OPEN, PLURALISTIC, INTEGRATED SOCIETY IT CAN AND SHOULD BE.

THUS, YOU HAVE THE OPPORTUNITY TO UNBURDEN YOURSELVES OF THE BAGGAGE CARRIED BY YOUR PARENTS, OF ATTITUDES SHAPED BY OTHER TIMES AND OTHER DAYS. OUR VIEWS WERE SHAPED BY LEGAL SEGREGATION, BY WORLD WARS AND BY THE DEPRESSION. BUT YOU WERE BORN IN A DIFFERENT AGE. YOU WERE SMALL CHILDREN WHEN THE CIVIL RIGHTS ACT WAS PASSED; WHEN THE MARCH ON WASHINGTON TOOK PLACE, AND WHEN SPACE FLIGHTS WERE LAUNCHED. FOR MOST OF YOU, VIETNAM IS JUST A DIM MEMORY. IT IS SOMETIMES HARD FOR WE, YOUR ELDERS, TO FULLY COMPREHEND HOW THE ISSUES THAT MOST STRONGLY INFLUENCED OUR LIVES ARE, FOR YOU AND YOUR GENERATION, ANCIENT HISTORY.

SO YOU COME TO ADULTHOOD FREE OF THE HEAVY LOAD OF OLD IDEAS, BUT YOU MUST ALSO RECOGNIZE THAT YOU ENTER A WORLD SHAPED BY THOSE OLDER IDEAS, ISSUES AND CONFLICTS. YOU INHERIT THEM. YOU MUST DEAL WITH THEM. YOUR WORLD IS MUCH SMALLER THAN OURS WAS — INTERCONTINENTAL MESSAGES CAN TAKE SECONDS AND THE CONCORDE GOES TO EUROPE IN A FEW HOURS.

WHEN AN APARTHEID REGIME IN SOUTH AFRICA KILLS SCHOOL CHILDREN IN SOWETO, IT IMPACTS DIRECTLY ON YOU AND YOUR LIVES. WHEN TERRORISTS HOLD INNOCENT HOSTAGES, WHEN BRUTAL RULERS MURDER OR IMPRISON PEACEFUL CITIZENS, WHEN TRUTH-SEEKING REPORTERS ARE DETAINED BY THE SECRET POLICE, THESE EVENTS TOUCH YOU DIRECTLY. AS THE WORLD SHRINKS, YOUR RESPONSIBILITY GROWS.

5-5-97



AND SO I ASK YOU TO ACCEPT THAT RESPONSIBILITY. I ASK YOU TO AVOID THE MISTAKES OF THE PAST, TO HELP SHAPE CONSTRUCTIVE ANSWERS TO THE PROBLEMS FACING YOU, YOUR TOWN, YOUR NATION AND YOUR WORLD. CAST ASIDE THE VICIOUS PREJUDICES THAT HURT YOUR OWN HUMANITY BY SEEING OTHERS AS LESS THAN EQUAL. OVERCOME THE FEARS THAT BIND YOU TO RACIAL EXCLUSION AND SUSPICION. KEEP YOUR MINDS OPEN, YOUR HEARTS GENEROUS AND YOUR WILL FIRM.

AT THE RISK OF BEING TOO GLUM ON A DAY OF JOY AND HAPPINESS, I MUST REMIND YOU THAT IT'S A HARD, HARD WORLD OUT THERE. LIFE IS NEITHER EASY NOR FAIR. THE PITFALLS ARE DEEP AND THE ROAD RUTTED.

AS YOU EMBARK ON THAT JOURNEY I ASK YOU TO REMEMBER THAT A DEVOTION TO EXCELLENCE WILL SEE YOU THROUGH. DEMAND FROM YOURSELVES THE UTMOST IN EFFORT. TAKE PART IN THE STRUGGLE OF YOUR TIMES. WORK TO OVERCOME THE INEQUITIES THAT STILL INFECT OUR LIVES. REMEMBER THOSE WHO HAVE LESS THAN YOU, AND REMEMBER TOO, THAT THE SYSTEM THAT BRINGS POVERTY AND RACIAL DISCRIMINATION CAN BE CHANGED — AND THAT YOU MUST BE THE AGENTS OF THAT CHANGE.

YOU STAND AT THE THRESHOLD OF ADULT LIFE AND RESPONSIBILITIES, AT THE DAWN OF YOUR TIME OF RESPONSIBILITY AND ACCOMPLISHMENT. AS YOU GO FORTH FROM WOODLANDS, AS YOU LEAVE TO MAKE YOUR WAY IN A WORLD YOU MUST STRIVE TO MAKE BETTER AND MORE HUMANE, BE OF FIRM RESOLVE, GOOD CHEER AND HIGH SPIRIT.

I REMIND YOU GRADUATES, OF THE TIMELESS WORDS OF EDWARD EVERETT HALE:

"I AM ONLY ONE,
BUT STILL, I AM ONE.
I CANNOT DO EVERYTHING,
BUT STILL I CAN DO SOMETHING;
AND BECAUSE I CANNOT DO EVERYTHING
I WILL NOT REFUSE TO DO THE SOMETHING THAT I CAN DO."

GOOD LUCK AND GOD BLESS YOU ALL!!!

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AMERICA'S QUIET CRISIS

MONEY, POWER AND INJUSTICE

By U.S. Senator Paul Wellstone

Delivered to the National Press Club

Washington, D.C.

May 14, 1997

Our nation is now in its third century. To get here we have survived the gravest of crises. War and depression, foreign dangers and domestic turbulence -- we have faced these challenges time and again and emerged, better and stronger.

Now, in 1997, we face yet another crisis -- not a war, not a broad economic calamity, but a crisis nonetheless. This is, by the averages and the indicators, a prosperous time for our country, a time of sustained growth and low inflation, of a booming stock market and low unemployment. There is no blare of bugles, no moan of universal distress, no loud hordes of righteous protestors clamoring in our streets. But averages are misleading. They tell nothing of the ends of the curve -- the height at the top or the depth at the bottom. And that is where our crisis resides, a quiet crisis, a crisis of money, power, and injustice, the crisis of a nation in danger of abandoning the principles of equality and justice that are so fundamental to our resilience, that are, indeed, the very meaning and purpose of America. It is this crisis that I will address today.

Almost two weeks ago, two events that chanced to occur on the same day dramatized our current American dilemma. With celebration and reverence, we enshrined the memory of our beloved Franklin Delano Roosevelt, alongside the other immortals of our history. Guiding and inspiring us through economic depression and world war, he led us toward a renewal of ancient aspirations. More than any other leader he helped to create a middle class society in which all, not just a fortunate few, would have the chance to share in abundance.

But there was another event that day in Washington. Our President and the majority leadership in Congress, suddenly "finding" \$225 billion in newly projected revenues, broke a logjam of two years duration and forged an agreement to balance the federal budget by the year 2002. The two events reflected two ends of an era, two views of our nation, two views of public responsibility, two views of justice and fairness.

Franklin Roosevelt died five decades ago. For half the time since, the prosperity he helped initiate went on to elevate the living standards of nearly all Americans. About twenty five years ago, though, the rising tide stopped lifting all the boats. America remained abundant, powerful, influential. But the principle of economic justice went into eclipse. We started moving back to a more stratified America, one with mounting access to the things that make life richer in

possibility, and the other caught in a constant struggle to make ends meet. One able to purchase the security of gated communities and private schools, the other beset by the dangers of a decaying social fabric. One swiftly navigating the information superhighway. The other lacking the rudimentary skills needed to navigate an ever more complex society. One enriched by a rising stock market, the other at the uncertain mercies of the job market. One wondering when to take a vacation in Europe or Asia, the other hoping to save enough to take the family to a ball game.

This other America, this second America, is not just inhabited by a poor, neglected minority. It is in fact the residence of the American majority, the homeland of most of our workers, most of our families, most of our children. And it is precisely this America that the budget agreement of two weeks ago failed to serve fully and fairly.

Yes, there was an agreement to increase slightly Pell Grants, to add a little to Head Start, to give back a bit to legal immigrants. The architects of hype and photo opportunity politics made sure we knew all that. But how much of the "found" \$225 billion went to help ordinary Americans, and how much went to help those who need very little help? Reducing taxes on capital gains and on inheritances is a high price to pay for the modest help now promised to the rest of America. Where were the funds to rebuild schools that are crumbling all across the nation? Where were the funds to get health coverage to every child who lacks it? The rhetoric on children's health coverage was very much in evidence, but the fine print was something else again.

The well being of the American people is not described by the Gross Domestic Product. The economy in which most Americans live -- that measured by family income, by individual opportunity, by the fulfillments of social life, by security for families and expectations for children -- that economy is not doing nearly as well as it should be. We need to be talking about what is not on the table.

What is not on the table are the monumental changes in the distribution of income and wealth that have occurred since 1980, the astonishing growth of personal wealth at the top and the declines in the share of the national pie received by the majority of Americans. There is surely a paradox here; impressively growing abundance in total, but a continuing struggle by ordinary Americans to make enough money and raise their children successfully.

What is not on the table is the way we make national monetary policy, with a Federal Reserve Board that raises interest rates when the first cloud of inflation is not even on the horizon. This suggests another paradox. We say we believe in full employment, but we do not take steps to achieve it.

What is not on the table is a full debate about our defense needs in a post-Cold War world. I for one think we could have found better uses for the \$12 billion Congress voted for defense last year, that the President did not request.

What is not on the table are the tax preferences to special interests that are bought and paid for with campaign contributions in a system that is corroding the very underpinning of our democracy.

What is not on the table is the frightening concentration that we are seeing in the communications industry, with the enormous power this portends in controlling the flow of information to the people.

What's not on the table is the deterioration in many of our public institutions which are supposed to contribute to the quality of our lives. Rebuilding a sense of community in America means attending to this deterioration. We have fewer good schools, fewer good libraries, and too many hospitals and clinics unable to provide the best care.

What is not on the table, perhaps most of all, is a set of social arrangements that allows children to be the most poverty stricken group in America.

There is no concept of justice or virtue that justifies our willingness to allow millions of children to suffer involuntary poverty. What principle can we possibly invoke to absolve ourselves of responsibility for the fate of children too young to comprehend their expulsion from the American promise, denied the pleasures of childhood, their natural capacities stifled, their minds and spirit under attack from birth? Their impoverishment is our disgrace and a betrayal of our nation's heritage.

If this balanced budget agreement is to be the great accomplishment of eight years of a Democratic Presidency, then history will judge us harshly. With a budget that was already in substantial balance because of the policies of the past four years, this agreement is really a triumph of the past, rather than a bridge to the century to come.

Since Lincoln every national leader of historic stature has seen the improvement in the living conditions of all Americans as among the principal tasks of government. Amid the dark and uncertain days of the Civil War, Lincoln acted to provide education for the settlers of our emerging West, and signed a law giving free land to the pioneers. And Franklin Roosevelt almost a century later asked, "And what do we mean when we talk about the reduction of poverty. We mean the reduction of the causes of poverty."

But today, we have lost our way, stripping the most helpless among us of desperately needed assistance, without taking the realistic steps that are necessary to offer gainful employment to those who can make their own way. We all favor jobs and not welfare. However, unless we are willing to provide people with the skills necessary for meaningful jobs, this is just a slogan that masks a cruelty, an assault of the strong on the weak.

If we think about our children, which means thinking about the future, these responsibilities go far beyond getting people off welfare, or even ending the poverty of those who work. They mean investing in our children, and they mean realizing that so much of what we do to help children grown and learn is structurally flawed, damaged by bad policies, bad training, bad management and bad oversight.

Everyone deserves the opportunity to pursue the American dream. As Lincoln said, "I do not believe in a law to prevent a man from getting rich...we wish to allow the humblest man an equal chance to get rich with everybody else...I want every man to have a chance..." But Theodore Roosevelt added, "Government must make sure that the power of wealth is used for and not against the interests of the people as a whole." This principle -- that all should have a fair chance to share in the blessings of American life, that all should be able to contribute to the life of the nation and be fairly rewarded for their efforts -- is what we mean by economic justice.

I think large numbers of the American people believe that economic justice is not being achieved and government too often serves the interests of the already powerful and wealthy. I believe the mounting cynicism, the deepening apathy of the electorate toward politics, is a manifestation of that awareness. This does not mean that people do not care what happens. They care deeply, sometimes desperately. But they also feel that their own struggles, the cares of their daily life, are of little concern in the chambers of power, that whomever they choose will make little difference to their hopes for themselves, their loved ones and their own community. And, we have given them too much justification for this belief.

This has always been a danger in our free society, founded as it is on the twin pillars of capitalism and democracy. The Framers warned that the boundaries between economic and political power must be strictly guarded against the ascendancy of what Madison called "faction" or what we know as special economic interests. "Men of factious temper," Madison warned, "may, by intrigue, by corruption, or by other means, first obtain the suffrages, and then betray the interests of the people." This is a warning that public power must restrain the natural tendencies of private power to aggrandize itself. It is a warning we are in danger of forgetting.

The influence of private wealth and power has rarely been more strongly felt. Increasingly, it shapes the acts and policies of government. Money prowls the corridors of the Capitol and the

halls of the White House. No one in politics today can deny the shaping influence of money on public acts. Few contribute vast sums of money to political campaigns out of profound ideological beliefs. They do it because they hope for gain, an understandable ambition for private individuals, but one to which public figures should not yield their larger commitment toward all Americans.

Until we take the big money out of politics, our historic drive for economic justice will be diverted, frustrated and ultimately denied. Our quiet crisis of money, power and injustice will continue. Many, of both parties, now call for campaign finance reform. But, it is not only campaigns or politics that we must seek to reform. It is democracy itself, which today, as so many times in our past, must be reformed so it can be renewed. That renewal comes with believing in the greatness of our country.

A half dozen years ago I came to Washington from Minnesota -- the child of immigrants, a proud member of the Democratic-Farmer-Labor Party, and an elected delegate to the Senate of the United States. I had accepted, indeed I sought, the responsibilities of leadership.

In our nation's Capitol, so charged with historic memory, the guiding principles for judgment and action, the reminders of our immense capacity to overcome the most resistant and intricate difficulties are all around us. The great memorials are not only a reminder of what we have been, but instruct us in what we are, what we can be and what we should be.

But leadership is not merely the power to act. It is also the responsibility to help others understand the meaning of events, to shape the terms of the public dialogue, to invoke in others the courage to confront problems which may seem bafflingly large and complex.

Each of us has to ask what we can do.

As a Senator, I am going to legislate, travel, speak and organize.

I will fight hard on the floor of the U.S. Senate. My legislative focus will be on reform and economic justice. I will do everything I can to offer amendments and to push forward proposals that work in that direction. But, I know full well that proposing correct solutions to problems does not put into gear the machinery to deal with these problems.

Without enlisting the energies of our fellow citizens, these problems can never be resolved. I have spent enough time in Washington, and read enough history, to know that in a democracy

significant social change comes from an aroused opinion that forces our ruling institutions to do the right thing.

Two weeks from now I will join Representative Bennie Thompson to go to the Mississippi Delta, as Robert Kennedy did thirty years ago. It is the beginning of a series of trips across the length and breadth of the nation, to observe the face of poverty, not from behind a Senate desk, but in the streets, villages and neighborhoods of those in distress. I hope to dramatize their plight, to reveal for many of our fellow citizens, the face of poverty as it exists today.

I will take with me a lifelong commitment to the Democratic Party -- not just as a partisan, but to the large principles which have always defined my party. From Jefferson and Jackson through Roosevelt and Kennedy, the finest moments of the Democratic Party have been its successful struggles for justice, and to enlarge opportunity for every citizen. Woodrow Wilson asked, "what good is the success of a political party unless that party is being used by the nation for a great purpose."

We have had a great purpose. And the restoration of that purpose must be the goal of all who belong to this great party. I know it is mine. And I know I am not alone. Almost every week I have had the opportunity to speak at State Democratic Party gatherings. And everywhere I find Democrats ready to take on the task of restoration. Not merely ready, but passionate and charged with determination to renew our search for the commitment and struggle which imparts meaning to a political party and to the lives of individual Americans.

Minnesotans have given me a chance to serve another term as a United States Senator and I am determined to make a positive difference. There is much to do. I know it will be difficult. But in the last analysis, politics is not about observations and predictions. Politics is what we create by what we do. By what we hope for and what we dare to imagine.

Wendell Phillips, the abolitionist, spoke out in the 1840's, condemning slavery. He would not equivocate on the issue, calling slavery a 'moral outrage.' A friend came up to him after the speech and said, "Wendell, why are you so on fire?" Wendell said, "I am on fire because I have mountains of ice before me to melt."

Thank you.

each of service requirement
9th grade
In addition
individual service requirement
are more
30 hours of personal service
senior + junior year

Director of
Community,
Dane Alivi
966-3128
337-6915

~~Partnership~~
Partnership

PATAN NATURE RESERVE GUATAMALA NATURE PRESERVE
Conservation International.

Sidwell kids
using resources of jungle without harming jungle

June 3, 1997

MEMO
(: DRAFTS)

MEMORANDUM TO THE PRESIDENT

FROM: MICHAEL WALDMAN

SUBJECT: THE SIDWELL FRIENDS SCHOOL GRADUATION

We understand that you don't need any prepared remarks from us for the Sidwell Friends graduation. As you work on your remarks, we thought you might possibly find the following information to be of use.

Please let us know if we can provide you with anything further.

THE FOUNDING OF THE SIDWELL FRIENDS SCHOOL

At age 24, Thomas Sidwell opened Friends' Select School in 1833. The school was located in the 1800 block of I Street, just 4 blocks from the White House. By 1903, the school had 200 students, of whom one was President Theodore Roosevelt's son, Archie. In 1920, the school published a mission statement which emphasized its commitment to co-education and active encouragement of girls to study science, mathematics and industrial arts as well as participating in sports. Thomas Sidwell's rural upbringing and his strong beliefs in the benefits of exercise and agricultural activity led to the purchase and relocation of Sidwell Friends to the current Wisconsin Avenue location in the 1920's.

THE SIDWELL FRIENDS SCHOOL TODAY

In 1995, Sidwell Friends developed a new mission statement:

Embracing the Quaker belief in the unique worth of each individual we seek students of diverse cultural, racial religious and economic backgrounds --- students of ability and promise whose qualities of mind and heart indicate that they will thrive in an atmosphere of intellectual, creative and physical vitality to foster strength of character and concern for others.

Currently, there are 1,062 students in the Upper, Middle, and Lower schools and 145 teachers. There are 122 students in the graduating class of 1997. The theme of this year's yearbook is "Life is a Highway."

SIDWELL AND SERVICE

The Sidwell Friends School requires all high school students to participate in community service. The freshmen and sophomores participate in group projects, such as volunteering at Martha's Table and taking Head Start children to the National Zoo. Juniors must complete 30 hours of individual, one on one service before their senior year. Some students choose to spend their summer in third world countries. This year, on their own initiative, the Community Service Committee organized a "Christmas in April" project and helped rebuild the home of a family in need.

THE QUAKERS

The Religious Society of Friends, or Quakers, grew out of the religious dissatisfaction of 17th century England. Minister George Fox founded a spiritual, egalitarian and individualistic "Alternative Christianity" that became the Religious Society of Friends. Fox argued that each person could have an individual relationship to God and Jesus, rendering unnecessary the strict hierarchy of the established churches. In response to Fox's denunciation, members of these established churches -- especially the Roman Catholic and Episcopal churches -- launched an era of enduring persecution.

Building on Fox's notion of the individual relationship, Friends believe that God will speak to them through the heart, if they wait silently upon Him, and that God's revelation continues through this individual relationship with the believer. Through the silent prayer meeting, the believer "opens" himself to such a communion with God.

Friends emphasize the religious over the secular experience, leading to their historic abstention from civil government and many other affairs of secular life. The Quakers are renowned for their military pacifism, but their strong moral convictions can overcome their social passivity. Most notably, the Quakers played defining roles as leaders of the 19th century Abolition and Temperance movements. "I am no advocate of passivity," explained abolitionist leader Lucretia Mott. "Quakerism, as I understand it, does not mean quietism."

Other famous Quakers include Thomas Paine, William Penn, Susan B. Anthony, and President Nixon.

QUAKER QUOTATIONS

Thomas Sidwell

- [School] should provide for the mental, moral, and physical growth in accordance with the needs and conditions of the times.

William Penn, *Advice to His Children*

- Make few resolutions, but keep them strictly. (2:4)
- Be free; live at home in yourselves, I mean where lie greater treasure hid than in the Indies. (2:7)
- In short the wise man advises, whatsoever thy hand finds to do, do it with thy might. (3:10)
- The saying is, that he who gives to the poor, lends to the Lord; but it may be said, not improperly, the Lord lends to us to give to the poor: they are at least partners by providence with you, and have a right you must not defraud them of. (3:5)
- Education is the stamp parents give their children. (2:42)

Lucretia Mott, in remarks to the annual meeting of the Pennsylvania Anti-Slavery Society (October 1860)

- Our weapons were drawn only from the armory of Truth; they were those of faith and hope and love. They were those of moral indignation strongly expressed against wrong.

George Fox (founder of Religious Society of Friends), *Letter to Friends in the Ministry* (1656)

- Be patterns, be examples in all countries, place, islands, nations, wherever you go, so that your carriage and life may preach among all sorts of people, and to them. The you will come to walk cheerfully over the world, answering that of God in every one.

OTHER QUOTATIONS

Wendell Phillips, abolitionist (1840)

- After a speech denouncing slavery, he was asked, "Wendell, why are you so on fire?" He replied: "I am on fire because I have mountains of ice before me to melt."

Thomas Jefferson (1948)

- The greatest service which can be rendered any country is to add a useful plant to its culture.

Theodore Roosevelt (1902)

- The first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his weight.

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- [To be responsible] is to feel shame at the sight of what seems to be unmerited misery. It is to take pride in a victory won by one's comrades. It is to feel, when setting one's stone, that one is contributing to the building of the world.

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- Rights that do not flow from duty well performed are not worth having.

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- If we do not prepare children to be good citizens; if we do not develop their capacities, if we do not enrich their minds with knowledge, imbue their hearts with love of truth and duty, and a reverence for all things sacred and holy, then our republic must go down to destruction, as others have gone before it.

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- The function of education is to teach one to think intensively and to think critically... Intelligence plus character -- that is the goal of true education.

EXCERPTS FROM VERNON JORDAN'S GRADUATION SPEECH (1977)

These are excerpts from the speech that you sent us

- Graduation from high school is one of life's important accomplishments, a turning point that symbolizes your admittance to adult society. The days when you could enjoy your dependence and when you could claim no responsibility for the society in which you live are now officially over.
- Being adults means more than acquiring the rights to vote, to drink and to drive. It means accepting the responsibilities for one's own actions, and for shaping one's life and one's surroundings to reflect the values of our civilization. And by that I mean the ideals toward which our society strives, not the shabby reality of what it does.
- And so I ask you to accept that responsibility. I ask you to avoid the mistakes of the past, to help shape constructive answers to the problems facing you, your town, your nation and your world. Cast aside the vicious prejudices that hurt your own humanity by seeing others as less than equal. Overcome the fears that bind you to racial exclusion and suspicion. Keep your minds open, your hearts generous and your will firm.
- I remind you graduates, of the timeless words of Edward Everett Hale:

 "I am only one,
 But still, I am one.
 I cannot do everything,
 But still I can do something;
 And because I cannot do everything
 I will not refuse to do the something that I can do."

BRIEF: THE RELIGIOUS SOCIETY OF FRIENDS

The Religious Society of Friends, or Quakers, grew out of the religious dissatisfaction of 17th century England. Minister George Fox ~~questioned the established beliefs of the churches of his day, but found himself unfulfilled by the answers provided by these churches.~~ In his dissatisfaction, he founded a spiritual, egalitarian and individualistic "Alternative Christianity" that became the Religious Society of Friends. ~~Fox believed that he and his followers shared with the original Apostles the right to teach, to heal, and to prophesy.~~ He argued that each person could have an individual relationship to God and Jesus, rendering unnecessary the strict hierarchy of the established churches. In response to Fox's denunciation, members of these established churches--especially the Roman Catholic and the Episcopal churches--launched an era of enduring persecution.

~~Friends believe in the Bible, but they do not believe that God's revelation is complete.~~ Building upon Fox's notion of the individual relationship, Friends believe that God will speak to them through the heart, if they wait silently upon him, and that God's revelation continues through this individual relationship with the believer. Through the silent prayer meeting, the believer "opens" himself to such a communion with God.

BOLD Friends emphasize the religious over the secular experience, leading to their historic abstention from civil government and many other affairs of secular life. The Quakers are renowned for their military pacifism; but their strong moral convictions can overcome their social passivity. Most notably, the Quakers played defining roles as leaders of the 19th century Abolition and Temperance movements. "I am no advocate of passivity," explained abolitionist leader Lucretia Mott. "Quakerism, as I understand it, does not mean quietism."

Other famous Quakers include Thomas Paine, author of *Common Sense*; William Penn, founder of Pennsylvania; Susan B. Anthony, leader of the ~~Women's Suffragist Movement~~ and President Richard Nixon.

~~Women's Suffrage Movement~~
National Woman Suffrage Association

GENERAL INSPIRATIONAL

William Penn, *Advice to His Children*

- Make few resolutions, but keep them strictly. (2:4)
- ~~Prefer~~ elders and strangers on all occasions; be rather last than first in conveniency and respect, but first in all virtues. (2:15)
- Be free; live at home in yourselves, I mean where lie greater treasures hid than in the Indies. (2:17)
- In short the wise man advises, whatsoever thy hand finds to do, do it with thy might. (3:10)

QUOTES ABOUT SERVICE, COMMUNITY

Lucretia Mott, in remarks to the annual meeting of the Pennsylvania Anti-Slavery Society (October 1860):

- Our weapons were drawn only from the armory of Truth; they were those of faith and hope and love. They were those of moral indignation strongly expressed against wrong.
- ~~I am no advocate of passivity.~~

William Penn, *A Key*

- We honor all men in the Lord, but not in the spirit and fashion of the world which passes away. And though we do not pull off our hats or give flattering titles, or use compliments, because we believe there is no true honor in using them, yet we treat all men with seriousness and gentleness, though it be with plainness, and our superiors with a modest distance, and are ready to do them any reasonable benefit or service, in which we think real honor consistent. And as for expressing our respect to our superiors, we think it best done by obeying all just laws... (from Section XII, "Of civil honor and respect")

William Penn, *Advice to His Children*

- Prefer the aged, the virtuous, and the knowing, and choose those that excel for your company and friendship, but despise not others. (2:4)
- Cast up your incomes and live on half - if you can, one-third - reserving the rest for casualties, charities, portions. (2:7)
- Excuse faults in others, own them in yourselves, and forgive them against you yourselves, as you would have your heavenly Father and Judge forgive you. (2:24)
- Be natural; love one another; and remember, that to be void of natural affection is a mark of apostasy set by the Apostle. 2 Tim.3:3. Let not time, I charge you, wear out nature; it may kindred, according to custom, but it is an ill one, therefore follow it not. It is a great fault in families at this day; have a care of it, and shun that unnatural carelessness. Live as near as you can, visit often, correspond oftener, and communicate with kind hearts to one another, in proportion to what the Lord gives you; and do not be close, nor hoard up from one another, as if you had no right or claim in one another, and did not descend of one most tender father and mother. (2:25)
- For it is a charge I leave with you and yours, meddle not with the public, neither business nor money; but understand how to avoid it, and defend yourselves, upon occasion,

against it. For much knowledge brings sorrow, and much doings more. Therefore know God, know yourselves; love home, know your own business and mind it, and you have more time and peace than your neighbors. (2:40)

- For the other part of charity, relieving the poor, it is a debt you owe to God; you have all you have or may enjoy, with the rent-charge upon it. The saying is, that he who gives to the poor, lends to the Lord, but it may be said, not improperly, the Lord lends to us to give to the poor: they are at least partners by providence with you, and have a right you must not defraud them of. (3:5)
- Once more be good to the poor: what do I say: be just to them, and you will be good to yourselves: think it your duty, and do it religiously. (3:5)
- Render also to Caesar that which is his, lawful subjection; not for fear only, but conscience sake. To parents, a filial love and obedience. To one another, natural affection. To all people in doing as you would be done by hurt no man's name or person. (3:7)

William Penn, *Some Fruits of Solitude*

- Love Labor: For if thou dost not want it for Food, thou mayest for Physick. It is wholesome for thy body, and good for thy Mind. It prevents the Fruits of Idleness, which many times comes of nothing to do, and leads too many to do what is worse than nothing. (57)

George Fox (founder of Religious Society of Friends), *Letter to Friends in the Ministry* (1656)

- This is the word of Lord God to you all, and a charge to you all in the presence of the living God. Be patterns, be examples in all countries, places, islands, nations, wherever you go, so that your carriage and life may preach among all sorts of people, and to them. The you will come to walk cheerfully over the world, answering that of God in every one.

QUOTES ABOUT EDUCATION

William Penn, *Advice to His Children*

- A just observance and reflection upon men and things give wisdom; those are the great books of learning seldom read. (2:3) ✓
- Learn and teach your children fair writing, and the most useful parts of mathematics, and some business when young, whatever else they are taught. (2:6) ✓
- Have but few books, but let them be well chosen and well read, whether of religious or civil subjects. (2:19) ✓
- The wisdom of nations lies in their Proverbs, which are brief and pithy; collect and learn them, they are notable measures and directions for human life; you have much in little; they save time in speaking, and upon occasion may be the fullest and safest answers. (2:28) ✓
- Education is the stamp parents give their children (2:42) ✓

William Penn, *Some Fruits of Solitude*

- Where thou art Obligated to speak, be sure to speak the Truth; For Equivocation is half way to Lying, as Lying, the whole way to Hell. (144) ✓

June 3, 1997.

DRAFT

MEMORANDUM TO THE PRESIDENT

FROM: MICHAEL WALDMAN

SUBJECT: THE SIDWELL FRIENDS SCHOOL GRADUATION

As you prepare your remarks for the Sidwell Friends School Graduation, we thought you might find the following information of use.

Please let us know if we can provide you with anything further.

THE FOUNDING OF THE SIDWELL FRIENDS SCHOOL:

At age 24, Thomas Sidwell opened Friends' Select School in 1833. The school was located in the 1800 block of I Street, just 4 blocks from the White House. By 1903, the school had 200 students, of whom one was President Theodore Roosevelt's son, Archie. In 1920, the school published a mission statement which emphasized its commitment to co-education and active encouragement of girls to study science, mathematics and industrial arts as well as participating in sports. Thomas Sidwell's rural upbringing and his strong beliefs in the benefits of exercise and agricultural activity led to the purchase and relocation of Sidwell Friends to the current Wisconsin Avenue location in the 1920's.

THE SIDWELL FRIENDS SCHOOL TODAY

In 1995, Sidwell Friends developed a new mission statement:

Embracing the Quaker belief in the unique worth of each individual, we seek students of diverse cultural, racial religious and economic backgrounds --- students of ability and promise whose qualities of mind and heart indicate that they will thrive in an atmosphere of intellectual, creative and physical vitality to foster strength of character and concern for others.

Currently.
There are 1,062 students in the Upper, Middle, and Lower schools and 145 teachers.

There are 122 students in the graduating class of 1997. The theme of this year's yearbook is "Life is a Highway."

3. SIDWELL AND SERVICE

The Sidwell Friends School requires all high school students to participate in community service. The freshmen and sophomores participate in group projects, such as volunteering at Martha's Table and taking Head Start children to the National Zoo. Juniors must complete 30 hours of individual, one-on-one service before their senior year. Some students choose to spend their summer in third world countries. This year, on their own initiative, the Community Service Committee organized a Christmas in April project and helped rebuild the home of a family in need.

4. THE QUAKERS

The Religious Society of Friends, or Quakers, grew out of the religious dissatisfaction of 17th century England. Minister George Fox founded a spiritual, egalitarian and individualistic "Alternative Christianity" that became the Religious Society of Friends. Fox argued that each person could have an individual relationship to God and Jesus, rendering unnecessary the strict hierarchy of the established churches. In response to Fox's denunciation, members of these established churches -- especially the Roman Catholic and Episcopal churches -- launched an era of enduring persecution.

Building on Fox's notion of the individual relationship, Friends believe that God will speak to them through the heart, if they wait silently upon Him, and that God's revelation continues through this individual relationship with the believer. Through the silent prayer meeting, the believer "opens" himself to such a communion with God.

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John F. Kennedy

- Political action is the highest responsibility of a citizen. [Campaign speech, 1960]

- Ask not what your country can do for you -- ask what you can do for your country. [Inaugural address, 1961]

Martin Luther King, Jr. (1964)

- The function of education is to teach one to think intensively and to think critically... Intelligence plus character -- that is the goal of true education.

69. EXCERPTS FROM VERNON JORDAN'S GRADUATION SPEECH (1977):

- Graduation from high school is one of life's important accomplishments, a turning point that symbolizes your admittance to adult society. The days when you could enjoy your dependence and when you could claim no responsibility for the society in which you live are now officially over.

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- Being adults means more than acquiring the rights to vote, to drink and to drive. It means accepting the responsibilities for one's own actions, and for shaping one's life and one's surroundings to reflect the values of our civilization. And by that I mean the ideals toward which our society strives, not the shabby reality of what it does.
- And so I ask you to accept that responsibility. I ask you to avoid the mistakes of the past, to help shape constructive answers to the problems facing you, your town, your nation and your world. Cast aside the vicious prejudices that hurt your own humanity by seeing others as less than equal. Overcome the fears that bind you to racial exclusion and suspicion. Keep your minds open, your hearts generous and your will firm.
- I remind you graduates, of the timeless words of Edward Everett Hale:

“I am only one,
But still, I am one.
I cannot do everything,
But still I can do something;
And because I cannot do everything
I will not refuse to do the something that I can do.”

SIDWELL
BACKGROUND

THE SIDWELL FRIENDS SCHOOL
2825 WECOMEN AVE • WASHINGTON, D.C. 20016-2999

TO: Laura Capps

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: (202) 456-5709

FROM: Marisa Birns

DEPARTMENT: Head of School's Office

FAX NUMBER (202) 537-8138

COMMENTS: Elena Reagan
Ellen Pierson asked
me to fax our school brochure
to you. If you need other
material please call 537-8102.

NUMBER OF PAGES INCLUDING COVER SHEET: 3

*If there are any problems with the transmission of this document,
please contact the individual listed above, or call (202) 537-8100.
Thank you.*

❖ Summer Programs

Summer day camp: 3 to 10 year olds -- co-ed

Camp Corsica: residential camp on Eastern Shore,
9 to 16 year olds -- boys & girls

Baseball Plus Camp: 8 to 14 year olds -- boys

Basketball Camp: 7 to 16 year olds -- boys & girls

Soccer Camp: 5 to 16 year olds -- co-ed

Tennis Camp: 6 to 18 year olds -- co-ed

Dreamcatcher Art Camp: 6 to 14 year olds -- co-ed

Drama Camp: 8 to 13 year olds -- co-ed

Computer: Grades 5-9

Women's Leadership: residential 1 week program -- grades 8-12

Academic Programs (credit, review, enrichment):

Algebra 1, 2, 3

Biology

Chemistry

College Board Preparation

English

Geometry

Physics

Pre-calculus

Reading and Study Skills

Typing and Word Processing

U.S. History

Tennis Club: single and family membership for use of School courts
from April through November

Camp til Six: 3 pm - 6 pm program, 4 to 13 year olds -- co-ed

❖ Administration 1996-97

G. Harrison, Jr., *Head of School*

Richard Lofish, *Lower School Principal; Assoc. Head of School*

Andrew Berry, *Middle School Principal*

Bernard T. Noe, *Upper School Principal*

Terry L. Armstrong, *Asst. Head of School for Finance and Planning*

Patricia King Jackson, *Asst. Head of School for Development and Alumni Relations*

Ellis Turner, *Asst. Head of School; Upper School History Department Chair; Archivist*

Diane R. Wilson, *Asst. Head of School for Admissions and Financial Aid*

Robert W. Meyer, *Director of Physical Education and Athletics*

Elaine M. O'Regan, *Exec. Asst. to Head of School and Board of Trustees*

❖ Board of Trustees

Ralph C. Bryant, *Chair*

Susan Sachs Goldman and Christopher Ma, *Vice Chairs*

Susan R. Greenberg, *Secretary*

Robert H. Brannohler, *Treasurer*

Marion Scattergood Ballard

Joshua B. Bernstein '81

Marguerite M. Bockley

Porter G. Dawson

Jonnie Duddy Fort '68

Patrick W. Gross

Louis D. Harrington

Earl G. Harrison, Jr.

F. Lane

Jonathan B. Jones '74

Jonathan E. McBride '60

Ann E. Medinger

Alvin Nichols

Courtney Clark Patrick '73

Catherine M. Peterson

Jane Sherburne

Katrieka Smith Stone '73

Cathy Sulzberger

❖ Alumni

Total number of alumni: 4,885

2,000 alumni in the greater Washington area

Frequent Alumni Association events and reunions

❖ Alumni Association Officers 1996-97

Michael A. Caplin '69, *President*

Shanna Miller Worthington '71, *Vice President*

Peter B. Hunt III '80, *Secretary*

❖ Colleges of the Class of 1996

Bates College (1)

Bowdoin College (6)

Brown University

Carleton College (3)

Claremont McKenna

Clark College (2)

Colby College

College of William and Mary

Colorado College (3)

Columbia University (2)

Connecticut College

Dartmouth College (1)

Davidson College

Drexel University

Duke University (5)

Georgetown University

Hamilton College

Harvard University (6)

Johns Hopkins University

Lehigh University

Macalester College

Massachusetts Institute of Technology

Middlebury College (1)

Mills College

Mount Holyoke College

New York University

Northwestern University (1)

Oberlin College (3)

Penns. School of Design

Penns. College (2)

Princeton University (3)

Rhode Island School of Design

Rutgers University

Sarah Lawrence

Smith College (2)

Spelman College

Stanford University

Swarthmore College (1)

Syracuse University (2)

Tufts University (2)

Tulane University

University of Massachusetts

University of Michigan (2)

University of Minnesota

University of Pennsylvania (3)

University of Southern

California (2)

University of Vermont

University of Virginia

University of Wisconsin

Vanderbilt University

Washington University (2)

Wesleyan University (7)

Williams College

Yale University (3)

*Year Off - 2

3825 Wisconsin Avenue, NW • Washington, DC 20016

202/537-8100 • FAX: 202/537-8138

Sidwell Friends School



1996-97

Sidwell Friends School is a co-educational Quaker day school, grades pre-kindergarten through 12. Now in its second century, the School is a non-profit, tax-exempt institution governed by an independent Board of Trustees.

Sidwell Friends students and alumni represent many cultural, racial, religious, and economic backgrounds. The School's vigorous academic curriculum is supplemented by numerous offerings in the arts and athletics. A Chinese language history program is shared with other area schools on a consortium basis. The curriculum includes community service requirements and opportunities for internships in Washington, DC and a student year abroad. Educational and extracurricular activities are enriched by the School's presence in the nation's capital.

There is an emphasis on moral development social service at every grade level. Silent Meeting for Worship in the manner of Friends is a part of the program for all students.

❖ Campus Facilities

Fifteen acres on Wisconsin Avenue in Northwest Washington, DC include:

Upper School
Middle School (Zavitz Building)
Kogod Center for the Arts
Goodwin Library (School's holdings total 35,000 volumes)
Zartman House (administration)
Sensner Building (maintenance services; school store)
Wannan Gymnasium
Kerzworthy Gymnasium - Dance Studio
Three athletic fields, eight tennis courts, six-lane track

Five acres in Bethesda, Maryland (Lower School) include:
Groome Building (classrooms and multi-purpose room)
Manor House (classrooms, administration, Clark Library)
Science, Art, and Music Building
Bethesda Friends Meeting House
Athletic fields; play areas

❖ Students

1,062 students for the 1996-97 school year
(540 boys and 522 girls)
443 in Upper School (grades 9 - 12)
332 in Middle School (grades 5 - 8)
287 in Lower School (Pre-K - grade 4)

❖ Faculty and Staff

Teachers: 145
Administration and Support Staff: 94

❖ Financial

Annual Budget: \$16.7 million
Tuition Range: \$11,851 (Pre-K) to \$13,801 (Upper School)
Student Financial Aid: \$1.85 million among 21% of student body
Faculty Salary Scale: \$26,038 to \$62,117
Total Fundraising Support: \$3,120,562 million (FY 95-96)
Endowment as of June 1996: \$9.53 million

❖ Community Service

Campus student work programs at all grade levels
Voluntary service projects on and off campus for grades K-12
Student service club offers opportunities to participate in service activities beyond the hours required
Service project component of grade 9 Freshman Studies
Group service projects for all 10th grade students
Thirty of off-campus or service plus 9th grade activities required for Upper School graduation

❖ Curriculum

Upper School

- ❖ Arts
 - Acting
 - Advanced Studio Art
 - Architectural Drawing
 - Chorus/Chamber Chorus
 - Dance Ensemble
 - Drawing/Painting
 - Instrumental Music
 - Jazz Ensemble
 - Music Theory
 - "No Acting Please"
 - Pottery
 - Advanced Pottery
 - Printmaking
 - "Speaking of Words"
 - Studio Art
 - Survey of Western Art
 - Technical Theater
- ❖ Computer
 - Computer Programming
- ❖ English
 - American Literature
 - British Literature
 - Greek Classics
 - Poetry
 - Shakespeare
 - Thematic Courses
 - Writing
- ❖ Freshman Studies
- ❖ Foreign Languages
 - Chinese
 - French
 - Latin
 - Spanish
- ❖ History
 - American Studies
 - United States History
 - Western Civilization
 - Regional Studies (Non-Western)
 - Political & Philosophical Thought
 - Comparative Religion (Eastern & Western Religions)
 - America in the Sixties
- ❖ Independent Study
- ❖ Internships
- ❖ Mathematics
 - Algebra 1, 2, 3
- Calculus
- Calculus BC
- Geometry
- Math Topics
- Probability/Statistics
- ❖ Sciences
 - Biology
 - 21st Century Biology
 - AP Biology
 - Chemistry
 - Chemistry II
 - Physical Science
 - Physics
 - AP Physics
 - Environmental Science
- ❖ Seminars
 - African-American Experience
 - Contemporary China
 - Environmental Economics
- ❖ Typing and Word Processing
- ❖ Consortium Courses with other schools
 - Linear Algebra
 - Multivariable Calculus
 - Japanese
 - Russian

Middle School

- ❖ Art
- ❖ Computer Education
- ❖ Drama
- ❖ English
- ❖ Modern & Classical Languages (Grades 7-8)
 - French
 - Latin
 - Spanish
- ❖ Mathematics
 - Arithmetic
 - Algebra
- ❖ Instrumental & Vocal Music
- ❖ Physical Education
- ❖ Science
- ❖ Social Studies

Lower School

- ❖ Art
- ❖ Computers
- ❖ Drama
- ❖ Mathematics
- ❖ Music
 - Singing
 - Group Instruments

- ❖ Physical Education
- ❖ Reading
- ❖ Science
- ❖ Social Studies
- ❖ Spelling
- ❖ Writing

❖ Sports

❖ Interscholastic and Intramural

For Boys

Baseball
Basketball
Cross Country
Football
Golf
Indoor Soccer
Lacrosse
Soccer
Swimming
Tennis
Track and Field
Wrestling

For Girls

Basketball
Cross Country
Field Hockey
Lacrosse
Soccer
Softball
Swimming
Tennis
Track and Field
Volleyball
Winter Soccer

❖ Recreational and Instructional

For Boys and Girls:

Dance

- Aerobic
- Ballet
- Jazz
- Modern

Dance Ensemble

Rock Climbing

Squash
Tennis
Weight Training/Conditioning
Winter Running
Yoga

❖ Extracurricular Activities

Arts Guild
Asian Student Association
BSU (Black Student Union)
Chess Club
Community Service Action Committee
Dramatics: One-Act Plays, Musicals, Feature Productions
Earth Club
Internet Club
It's Academic
Latin American Society
Math Team
Model U.N.
Odyssey of the Mind
Outing Club
Photography Club
S.A.D.D. (Students Against Drunk Driving)
Upper and Middle School student governments and yearbooks
Upper, Middle, and Lower School literary magazines
Upper School newspaper, video + radio

THE SIDWELL FRIENDS SCHOOL

3825 WISCONSIN AVENUE, N. W. • WASHINGTON, D. C. 20016

TO Laura Capps DATE June 3, 1997
ORGANIZATION The White House TIME _____
FAX # 456-5709
PHONE 456-2554

FROM ELLIS TURNER, ASSISTANT HEAD OF SCHOOLFAX # ~~(202) 537-8174~~ 301- 652- 5209COMMENTS Ms. Capps:

At Ellis Turner's suggestion, I am sending you this brief history of Sidwell Friends that was written in the spring of 1996 as part of an all-school evaluation for reaccreditation.

It should provide you with the appropriate information. Please feel free to call me with any questions you may have: 202-537-8108
Amy Fitch

NUMBER OF PAGES INCLUDING COVER SHEET 4

If there are any problems with the transmission of this document, please call (202) 537-8108.

Ellen Reagin 537 8102

SIDWELL FRIENDS SCHOOL HISTORY

Thomas Sidwell opened Friends' Select School in 1883 as an initiative in modern, co-educational, urban day-school education. Sidwell, age 24, had been a teacher at Baltimore Friends School, headed at the time by Eli Lamb, who exerted a very strong influence on the young teacher.

A major figure in Quaker educational circles, Eli Lamb pioneered such innovations at Baltimore Friends School as an emphasis on inductive reasoning and the study of science through direct observation and analysis; broadening the traditional Friends school curriculum to include foreign languages, the classics, art, music and drama; seeking to admit qualified students from non-Quaker religious backgrounds; and defining the Quaker influence in a Friends school in terms of seeing education as "the encounter with Truth, which could not be taught, only experienced." Lamb opened the way for Sidwell to begin a school in Washington by sponsoring authorization of the initiative within the Baltimore Yearly Meeting, and Sidwell used Lamb's concepts as a model for the school that he proceeded to develop.

Sidwell's school began with 18 students in rooms that were part of the Friends Meeting House in the 1800 block of I Street, four blocks from the White House. Just 20 years after Friends' Select opened its doors, Sidwell's school—with fully elaborated primary, intermediate and high school departments—enrolled nearly 200 students, of whom one was President Theodore Roosevelt's son Archie. Several buildings, including one of the first gymnasiums to be built in Washington, were added to the I Street compound and were owned personally by Thomas Sidwell. By 1920, the School's program and learning community had developed several distinctive aspects:

1. An emphasis on a high-quality college preparatory academic program and college placement;
2. A commitment to co-education that included active encouragement of girls to study science, mathematics and industrial arts as well as participating in sports and physical education;
3. Cultivation of enrollment from the Washington, DC, political and diplomatic communities, thus creating a geographically and ethnically diverse student body;
4. A talented and dedicated faculty that included a substantial number of college-educated women. One of the first such teachers, Frances Haldeman, married Thomas Sidwell in 1897 and served as co-principal until her death in 1934;
5. A fully proprietary business culture established by Mr. Sidwell based upon enrollment growth, real estate speculation and fund raising;
6. An ongoing identification with the Society of Friends that was not formalized by any tie with a monthly or yearly meeting.

Between 1910 and 1917, Thomas Sidwell's proclivities toward planning for his school's growth and making potentially profitable real estate investments led him to purchase the Washington School for Boys campus on upper Wisconsin Avenue in an area that was beginning to make the transition from rural to suburban. This plot, which included much of what is now the Sidwell Friends School Middle and Upper School campus, was initially used for athletic fields, reflecting Mr. Sidwell's ongoing concern with expanding his school's physical education program.

During the 1920s, however, growing portions of Friends' Select's academic program were relocated from downtown I Street to the Wisconsin Avenue property. The School took on more a country day school character. Mr. Sidwell's own rural upbringing and his strong beliefs in the benefits of exercise and agricultural activity encouraged him to invest in additional property—even a dairy farm in rural Maryland—that might allow for the full evolution of Friends' Select as a country day school.

Sidwell Friends School's enrollment stood at 417 in 1929, but the effects of the Great Depression caused it to decline by more than 25% by 1936, when Thomas Sidwell died after a 53-year career of leading his school. The survival of the School was very much in question. Mr. Sidwell's will bequeathed the School and most of his personal assets to a Board of Trustees that would run the institution as a not-for-profit corporation. The Board's by-laws stipulated that a majority of its members belong to the Society of Friends. The will identified a group of 24 veteran teachers, 2 grounds managers, and 11 servants among whom the value of the School's property would be divided if, within three years, the Board of Trustees decided that the School was not financially viable and needed to be closed.

Sidwell Friends survived the Great Depression and benefited greatly from the District of Columbia's dynamic growth during the World War II years. Enrollment stood at 700 students by 1944. At that time, Sidwell Friends pioneered the development of a 5th-through-8th-grade Middle School that might well have been the first in the country. From its beginnings, the Middle School curriculum sought to deal with the unique academic and behavioral needs of early adolescents. Sidwell Friends School's first building campaign led to the construction of a separate Middle School building in 1950. A new gymnasium, expanded athletic fields, and an administration building were in place by 1956.

Although the 745 students enrolled at Sidwell Friends School in 1956-57 represented a relatively diverse population in terms of religion, social class and geographic origin, only one of those students was African American, and he had just been admitted to kindergarten as the School's first black student. Sidwell Friends had remained segregated at the insistence of a majority of Trustees, led strongly by the Chairman of the Board who had held that office since the School was incorporated in 1936. The Chairman resigned his office when he lost majority support for segregation in 1956. Sidwell Friends was the last Friends school to abandon segregation, and its African-American enrollments remained minuscule until 1963, when the Board of Trustees agreed to drop a deliberately go-slow approach.

Sidwell Friends continued to grow in the late 1960s and 1970s. The School purchased the Longfellow School campus in Bethesda, Maryland, in 1962 and moved the Lower School to this location in 1964. The following school year, a new Upper School building was completed, and total

enrollment surpassed 800. Robert L. Smith, newly appointed Head of School in 1965, worked throughout his 13-year tenure to strengthen Quaker values at Sidwell Friends through the institutionalization of a regular Meeting for Worship; encouragement of consensus decision-making processes among the faculty; and the broadening of racial, ethnic and religious diversity in the student body. Such initiatives have been broadened and deepened by his successor, Earl G. Harrison, Jr., who has served as Head of School since 1978.

Sidwell Friends' strong and successful commitment to diversity and Quaker values is exemplified by the dramatic progress that the School made in recruiting and retaining students of color in the decade following the publication of the Trustees' report, Diversity at the Sidwell Friends School, in April 1986. At that time, 22% of the School's total enrollment were students of color. For 1995-96, the corresponding figure for a larger student body is 31%.

Similarly, a restatement of the School's philosophy encouraged by the Head of School in 1984 placed the Meeting for Worship and the pursuit of "the development of personal integrity and the Quaker ideals of peace and justice" at the center of School's efforts to nurture "the mind, body and spirit of each student within a Quaker setting." In 1995, occasioned by this self-study, Sidwell Friends developed a new all-school philosophy that includes a statement that, "embracing the Quaker belief in the unique worth of each individual, we seek students of diverse cultural, racial, religious and economic backgrounds—students of ability and promise whose qualities of mind and heart indicate that they will thrive in an atmosphere of intellectual, creative, and physical vitality intended to foster strength of character and concern for others."

One reason that Sidwell Friends' deepened commitment to diversity could be successfully implemented over the past decade is the overall growth of the School's material base. Upper School enrollments grew from 307 in 1965 to a current level of 440. Total School enrollment stands at 1,059.* Successful fund raising efforts in the 1970s and 1980s enabled a dramatic expansion of arts and physical education facilities as well as the beginning of serious endowment development. The School's current capital campaign will allow for remodeling of the Upper School building, construction of a new library and continued growth of endowment.

* As of September 1995.

THE SIDWELL FRIENDS SCHOOL

3825 WISCONSIN AVENUE, N. W. • WASHINGTON, D. C. 20016

TO Laura Capps DATE June 3, 1997ORGANIZATION _____ TIME 1:55pmFAX # 456-5709PHONE 456-2554FROM ELLIS TURNER, ASSISTANT HEAD OF SCHOOLFAX # ~~(202) 537-8174~~ 301-652-5209COMMENTS Ms Capps:The attached are the best I could comeup with as far as quotes by ThomasSidwell regarding the founding of the school.They are from ~~the~~ our school histories.Amy Fitch

NUMBER OF PAGES INCLUDING COVER SHEET _____

If there are any problems with the transmission of this document, please call (202) 537-8108.

6/3/97

I have marked the paragraphs on the following pages that have quotes from Thomas Sidwell in them.

Also, regarding the history I faxed this morning, I believe there is a typo in one of the dates. Thomas + Frances Sidwell were married in 1887, not 1897.

Please call with any further questions.
202-537-8108

Amy Fitch

Principal

However, they had not reckoned with the determination of Cousin Eli Lamb, and his dream of a network of Friends schools throughout the yearly meeting area operating under a single curriculum "so that removal from one to another will not retard the progress nor inconvenience any who may be interested." The network then would feed its graduates into Swarthmore College, the Hicksite Quakers' college outside Philadelphia. Lamb took the unused classrooms in Washington (or unused by Quakers, to be more precise) as a sort of personal challenge. On May 18, 1883, he delightedly reported to the yearly meeting that the Friends of Washington had after all obtained a principal who would open a school for them the following September. Lamb acknowledged later that he had been "instrumental in opening the way" toward putting the new principal in the job. For the new Washington principal was, of course, his mathematics teacher and protégé, Thomas W. Sidwell. The day the news was announced Sidwell was just two days past his twenty-fourth birthday.

"MOVING TO WASHINGTON," Thomas Sidwell inscribed on June 14, 1883, at the top of the first page of the leather-bound notebook he bought to keep the accounts of his new life in. Beside that entry, in the adjoining column, he noted, "\$4.95." School was out for the summer at Baltimore Friends, and Thomas Sidwell caught the train to Washington to, as it turned out, found an institution. Arriving in the capital, he ordered a japanned sign inscribed "Friends' Select School." He inserted an advertisement in the *Evening Star* and prepared a four-page circular that announced an establishment designed "to enable students, while surrounded by home influence, to prepare for business; to secure a liberal education without going to college; or to make the necessary preparation for entering the leading universities of the land." Having completed these chores, the entire staff of Friends' Select School of Washington went home to Johnsville to spend July with his parents. It was not a total vacation, though. Sidwell spent a good part of the month mailing off copies of the circular to likely patrons, building up his mailing list from names and addresses in his newly purchased copy of *Boyd's City Directory*, a \$5 expenditure.

The new school had plenty of competition. *Boyd's* directory listed forty-five white and eleven "colored" schools, as well as tutors, small private academic establishments, and Catholic high schools, such as Gonzaga College and Georgetown Preparatory for boys and

- 7 -

School for girls, one year after which they will again be available for a school under the charge of a Friend."

The Washington Meeting actually had to delay the opening of the coveted school until 1883 because they were unable to locate a qualified Quaker administrator. Eli Lamb and the Washington Friends obviously felt that a Quaker principal was imperative to the correct management of a Friends school, otherwise they would not have spent two years waiting for a Friend to answer their advertisement. According to the reports from the Baltimore Education Committee during the early 1880s, Quaker educators were in short supply and in very great demand. A message from the Education Committee to the Yearly Meeting in 1882 encouraged "all members who seem to be possessed of what may be called a 'gift'" in teaching to "press on" and obtain the necessary qualifications and licenses.

Thomas Watson Sidwell was finally hired as principal for the new school in the Spring of 1883. He was not a practicing Quaker at the time, although he did come from a Quaker family. He had excellent recommendations from the public school system of Frederick County, Maryland, where he had taught for several years but, despite his teaching proficiency, the decision to hire a non-Quaker as principal hinged on his personal and professional relationship with Eli Lamb. Thomas Sidwell had taught at Eli Lamb's Baltimore school from 1880 to 1883. During his three years at the Friends Elementary and High School, he had impressed upon Eli Lamb that he possessed "proper qualifications as to health, character, habits, associations, etc. to succeed as an educator." In the 1883 minutes of the Yearly Meeting, Eli Lamb described him as "a young man of unlimited energy and great capacity." Eli Lamb, believing Thomas Sidwell to be "especially qualified by culture and training to educate youth," probably convinced the Washington Meeting that their school could be run by him equally well as it would be run by a practicing Friend. In a letter of recommendation, Eli Lamb admits that he was "instrumental in opening the way" for Thomas Sidwell to be hired as principal of the Washington school.

Thomas Sidwell moved to Washington in June 1883 and spent the summer courting prospective patrons of his school and preparing the school building for use in the fall. Evidently the school rooms had been left in a state of disrepair after the public school that had been renting the rooms closed for the Summer. In a letter to his mother dated August 4, 1883, he wrote "the best way to get anything done is to do it oneself. Believing in this I bought some paint, and, already the doors and window frames which were somewhat soiled are shining in their white paint." His account books from the summer of 1883 are littered with items such as "turpentine -

- 8 -

\$1.05," "soap, broom etc. - \$.55," "knobs, screws - \$.11," "two mirrors for school - \$2.50," and "locks for thirteen cases - \$.70." He also purchased an umbrella rack, new window shades, and six oak chairs to improve the atmosphere of the building. In another letter to his mother, dated June 21, 1883, he wrote that all "books and apparatus are yet to be bought." He does not indicate in his ledger whether the \$376 provided by the Washington Friends was used for the purchase of this equipment.

Thomas Sidwell expended much time and energy on his school building, but equally as important he used his summer months in Washington to explore the city and to meet his probable clientele. He advertised the school in the Evening Star calling it "The Friends' Select School - An Elementary and High School for Both Sexes." He boarded with Bernard T. Janney, the Supervising Principal of the Public Schools of Georgetown, during the summer of 1883. In a letter to his mother, he explained that his living arrangement "enabled him to gain an insight into the schools and profit by what appears to me is wrong with them."

Thomas Sidwell's insights into the District's public school system and its problems obviously helped him select a successful design for his school. The first five years of the Friends' Select School were marked by a steady increase in enrollment, the number of grades taught, and the number of teachers employed by the school. When he reported to his mother in 1884 that "the patrons of our school are the most respectable people in Washington," he was largely correct. Boyd's Directory of the District of Columbia reveals that the 55 patrons of the school in 1885 included eight doctors, four attorneys, five high-ranking members of the armed forces, two real estate brokers, and a judge. The school also had several architects, a geological surveyor, the owner of the Virginia Brick Company, the Assistant Librarian of the Senate, and the Principal of the Kendall Green School as patrons. The school's success among "respectable" Washingtonians can also be demonstrated by the fact that 39 of the patrons from 1887-1888 (more than half of the 70 patrons) were registered in The Elite List of Washington for that year. (The Elite List was "A compilation of selected names of residents of Washington, D.C." which included approximately 5,000 names.)

The Society of Friends was extremely happy about the outstanding success of the school. In 1884, Thomas Sidwell wrote his father that "the Society of Friends has been pleased with my management of the school." In 1884, the Baltimore Education Committee proudly told the Yearly Meeting that "our Washington school is conspicuously in advance of its position at this time last year. Nearly twice as many names are enrolled as there were at that time last year." The prosperity

- 22 -

institution, and it did not serve the Quaker community as planned.

In 1888, the Alexandria Monthly Meeting expressed their concern to Thomas Sidwell that there were no Quakers present at the school. Friends' Select disassociated itself with the Meeting to become a privately-run school. This news prompted the Baltimore Monthly Meeting to act as a mediator and attempt to realign the Meeting and the school. When it was obvious that neither party was interested, the delegation sent from Baltimore tried to form an alliance with Friends' Select which would put it under its care. Thomas Sidwell must have rejected the offer because the records show that the delegation believed the school was under good management and did not need the assistance of the Meeting. Thomas Sidwell did not want to realign with the Society of Friends. He knew he was capable of running the school as he wished.

At the same time, his reputation in the community was improving. In 1890, he joined the Cosmos Club, the well-known gathering place of Washington's intellectual elite. There he most likely was able to hear and participate in discussions of politics, technology, and education. This was the first of a broad group of clubs that Thomas Sidwell belonged to during his life. The clubs dealt with the political, social, or economic concerns of the day. They held luncheons and dinners, sponsored speakers, and raised money for various causes. For example, he belonged to the National Geographic Society, the Masonic Lodge, the Rotary Club, and the American Peace Society. He attempted to connect with men and women of different professions and backgrounds. The Sidwells were establishing themselves and in the early 1900s they would take a prominent role in the Washington social scene.

The expansion of Friends' Select took place throughout the last decade of the 19th century. Thomas Sidwell continued to reinvest all funds in his new additions. He opened a second story at Eye Street, in 1889. In 1896, he began the building of an indoor gymnasium. Physical fitness was important and he had always included some form of exercise in the curriculum. He himself was a rather large man who enjoyed walking and the outdoors. He had taken calisthenics one evening a week his second year in Washington. Like many educators of the day, he believed a healthy body was essential and helped to develop a strong mind. In his later years he began a campaign against the pushcart vendors who sold candy, cakes, and ice cream outside the school. He gave three or four talks to the intermediate and high school study halls, warning the children of the dangers of unhealthy diet combined with the food available at the pushcart. Thomas Sidwell concerned himself with all aspects of the child's development.

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His school should "provide for the mental, moral, and physical growth in accordance with the needs and conditions of the times."

Thomas Sidwell's involvement in the school extended into the students' activities and organizations. The opening of the new gymnasium resulted in the formation of the Friends Athletic Association, which organized sporting events and helped to initiate a competitive physical education department. There is no doubt that all were pleased, especially Thomas Sidwell, when the team from Friends' Select beat Business High School 8-0 in the first football match on October 8, 1897.

Another organization that was formed in 1897 was "the Club." It was chaired by Lucy Madeira, who joined the staff in 1897. The Club read and discussed literature on a weekly basis. Lucy Madeira became a close friend and confident of both Thomas and Frances Haldeman Sidwell. She was highly respected as a teacher for her gentle manner and patience. During her seven years at Friends' Select, she also served as Thomas Sidwell's secretary. After Lucy Madeira left in 1906 to open her own school, she remained in close contact with him.

At the turn of the century, Thomas Sidwell was 41 years old and his institution 17 years old. As the major administrator, he kept an eye on everything. He was respected by his students because he was a strict disciplinarian who expected his students to act with proper decorum. He was not unduly harsh and rarely lost control in front of the students. Dr. Richard Myers, his great-nephew, said that "he had leadership qualities. When he talked everybody listened." He was also a practical man, who thought that good minds should be put to use. He had a special quality that made him friendly yet slightly pompous without being offensive. In the school family he was highly respected by all members. Another characteristic was his slow, deliberate pace. He possessed a clam and patient attitude that can be seen in his eyes. This quiet dignity and intellect clearly brought out the best in his students and faculty.

Thomas Sidwell was confident that his institution would continue to grow and flourish as the years went on. In 1899, he had leased the Meeting House again for five years. His faith in the Friends' School (it took on the abbreviated title in 1906) can be seen in the constant loans and investments he risked to make the school the best in the area. Plans for a library were made and the school received a donation of 1,000 volumes. In 1904, he borrowed money from the government to continue renovations at Eye Street. He also

TO: Laura FAX# 456-5709

FROM: Diane ALAVI

(202) 342-1592

June 3rd 1997

Please contact Diane at ~~33~~ 337 6915
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problems with transmission

**C.I.P. AND COMMUNITY ACTION COMMITTEE
Project List
1993-1994 school year**

CAC Co-presidents, Eric Williams and Ayesha Johnson

- 1) Let's Play to Grow (evening enrichment for mentally challenged adult men)
- 2) Annual Homecoming Canned Goods Drive
- 3) annual Homecoming Clothing Drive
- 4) Sandwich making for homeless every Wednesday afternoon
- 5) Martha's Table Workday - 3rd Saturday of every month
- 6) Washington Quaker Workcamps x 8
- 7) Washington Quaker Workcamp in Rumania
- 8) 9th grade Thanksgiving Pie Bake for Shelters
- 9) Halloween pumpkin carving party at Martha's Table
- 10) Participated in the Celebrity Basketball Charity Game to benefit Camp Zest, a summer camp for homeless children.
- 11) D.C. Gleans: Picked two tons of zucchini for feeding centers in the Washington area.
- 12) Christmas Party for Homeless Children at the National Building Museum.
- 13) Christmas Party at Sidwell for Head Start children
- 14) "Adopt a Family" Christmas project with the Parents Asso.
- 15) Valentine project for the Washington Home for the Elderly
- 16) Peace/Crane project for student/faculty trip to Hiroshima
- 17) sandwich making on Founder's Day
- 18) Hosted Head Start children on Founder's Day
- 19) Ropes course for teens who live in shelters
- 20) Special Olympics
- 21) Soup van for Ward III (with students at Woodrow Wilson HS)
- 22) Head Start trip to the National Zoo
- 23) Head Start trip to the Smithsonian Institution

COMMUNITY SERVICE PLACEMENT SITES
Class of 1993 and 1994
The Sidwell Friends School

Sites are listed in descending order according to the number of students who were placed.

Martha's Table (food distribution for the homeless)
Camp Zest for Homeless Children
Washington Home for the Elderly
CAPCOM (service for the deaf)
Holly Frisch (service for the blind)
Muscular Dystrophy Camp
Spanish Education Center
Amigos de las Americas
Hand to Hand (Food Distribution)
Washington Quaker Workcamps (housing construction)
Georgetown University Hospital
Hearst Elementary School
Higher Achievement Program (tutoring)
House of Ruth Shelter
Kingsbury Center (tutoring)
Let's Play to Grow (mentally challenged adults)
So Others Might Eat
Childrens' Hospital
Sasha Bruce Youthworks
Capitol Childrens' Museum
National Therapeutic Riding Center
Special Olympics
Greentree Shelter
Ridley & Fill Camp for the Deaf

Overseas Placements:

Equador
El Salvador
England
Haiti
Honduras
Paraguay
Venezuela

C.I.P. and Community Action Committee
Project list
1990-1991 school year

CAC co-presidents: Katja Lamia and Elizabeth Needham

-
- 1) Let's Play to Grow
 - 2) Special Olympics
 - 3) Homecoming Canned Goods Drive
 - 4) Homecoming Clothing Drive
 - 5) Martha's Table - 3rd Saturday of every month
 - 6) School Supply Drive for Quest for Peace
 - 7) Head Start project - Oct. 20
 - 8) Washington Quaker Workcamps x 8
 - 9) Floc Walk- Oct. 13
 - 10) 9th grade Pie Bake for Shelters - Nov. 18
 - 11) Christmas Party for Head Start children - Dec. 19
 - 12) AFSC Gulf Refugee Assistance Program (hygiene items to M.E.)
 - 13) Head Start children to the Children's Museum
 - 14) Washington Quaker Family Workcamps x 2
 - 15) Head Start children to the lower school
 - 16) Head Start children to Founders Day
 - 17) Sandwich making for Martha's Table every Wednesday
 - 18) Hunger Awareness Week with speaker from Bread for the World
 - 19) Crane Project for Founder's Day and Japan Trip
 - 20) International visitors: Japan
Australia
Canada

*Yama-
AFSC-
American Friends Service Committee
Assistance to refugees from
Gulf War.*

*also - "Blankets For Bosnia" program.
Refugee assistance*

C.I. P. and Community Action Committee
Project list
1991-1992 school year

CAC President: Amanda King

- 1) Let's Play to Grow
- 2) Homecoming Canned Goods drive
- 3) Homecoming Clothing Drive
- 4) Homecoming sandwich making for Martha's Table
- 5) Martha's Table - 3rd Saturday of every month
- 6) Washington Quaker Workcamps x 8
- 7) 9th Grade Pie Bake for the Shelters
- 8) Pumpkin Carving Party at Martha's Table
- 9) Christmas Party for Homeless Children at the Bldg. Museum
- 10) Christmas Party for Head Start Children
- 11) Adopt a Family Christmas Project with the Parents Asso.
- 12) Washington Quaker Family Workcamps x 2
- 13) Sandwich making for Martha's Table every Wednesday
- 14) Hunger Awareness Week with speaker from Bread for the World
- 15) Valentine Project for the Washington Home for the Elderly
- 16) Crane Project for Founder's Day and the Japan Trip
- 17) Sandwich making for Martha's Table on Founder's Day
- 18) Ropes course with shelter teens
- 19) Met with other independent schools to plan D.C. Gleans (fall)
- 20) House of Ruth Project - furnished shelter with donations
- 21) Work days at House of Ruth - moving and painting
- 22) Spring canned goods drive
- 23) International visitors: China
Saudi Arabia

C.I.P. and Community Action Committee
Project List
1992-1993 school year

CAC Co-presidents: Amy Baughcum and Lindsay Davison

- 1) Let's Play to Grow
- 2) Annual Homecoming Canned Goods Drive
- 3) Annual Homecoming Clothing Drive
- 4) Homecoming sandwich making for Martha's Table
- 5) Martha's Table workday - 3rd Saturday of every month
- 6) Washington Quaker Workcamps x 8
- 7) Washington Quaker Workcamp Tanzania (building a bakery)
- 8) International WQW at Buckeystown Sheriff's Youth Ranch
- 9) 9th Grade Thanksgiving Pie Bake for Shelters
- 10) Halloween pumpkin-carving party at Martha's Table
- 11) Volunteer for the MDA charity basketball tournament
- 12) D.C. Gleans (picking zucchini for soup kitchens)
- 13) Christmas party for homeless children at Building Museum
- 14) Christmas party at Sidwell for Head Start children
- 15) "Adopt a Family" Christmas project with the Parents Asso.
- 16) Sandwich making for Martha's Table every Wednesday
- 17) Valentine project for the Washington Home for the Elderly
- 18) Peace/Crane project for student/faculty trip to Hiroshima
- 19) Sandwich making on Founder's Day
- 20) Ropes course with shelter teens
- 21) House of Ruth: cooking dinners for families & babysitting
- 22) Blanket drive for Bosnian refugees
- 23) School supply drive for El Salvadoran students
- 24) Special Olympics
- 25) Soup van for Ward III (with students of Woodrow Wilson H.S.)

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COMMUNITY SERVICE OPPORTUNITIES FOR SOPHOMORES: 1996-1997

Sophomores need to choose one service activity per semester.**Mark your top TWO choices for both the first and second semester****Return the completed form, with your parent's signature to your history teacher by**

FRIDAY, SEPTEMBER 20

_____ D.C. GLEANS: SUNDAY, SEPT 29 8:00 AM 1:00 PM
 We will depart the Upper School parking lot at 8:00 AM to visit a Maryland farm, where we will pick crops to be donated to area soup kitchens. Other independent schools will join us.

_____ HOMECOMING CLOTHING DRIVE: SAT., OCT. 5 2 HOURS
 We will be separating winter and summer clothing which is donated by Sidwell families on Homecoming Day. Winter clothes will go to area shelters and summer clothes will go to Nicaragua.

_____ S.O.M.E. (So Others Might Eat) SAT., OCTOBER 26 10:00 AM 2:00 PM
 Hop on a bus in the Upper School parking lot at 10:00 for a 10:45 arrival at SOME where we will help serve lunch to approximately 400 of Washington's homeless people. They really need our help, and they love Sidwell kids! They're hoping to see some of you again this year.

HALLOWEEN PARTY AT THE WASHINGTON HOME FOR THE ELDERLY: SUN. OCT. 27
 Set up decorations and bring residents to the Haunted House. Serve refreshments and make sure your guests have a great time enjoying the activities and the goodies.

_____	shift 1: set up decorations	10:00 am - noon
_____	shift 2: set up decorations	noon - 2:00 pm
_____	shift 3: assist with activities	2:00 pm - 5:00 pm

_____ PUMPKIN CARVING PARTY AT MARTHA'S TABLE: TUES., OCT 29 3:30 PM - 6:00 PM
 We will assist Martha's Table with their annual Halloween Party, joined by members of the Washington Red Skins.

_____ S.O.M.E. (So Others Might Eat) SAT., NOVEMBER 16 10:00 AM 2:00 PM
 Hop on a bus in the Upper School parking lot at 10:15 for a 10:45 arrival at SOME where we will help serve lunch to approximately 400 of Washington's homeless people. They really need our help, and they love Sidwell kids! They're hoping to see some of you again this year.

_____ THANKSGIVING PIE BAKE : SUNDAY, NOVEMBER 24 1:00 PM 4:00 PM
 Join us for pie baking and ice cream eating. We will bake over 200 pies which will be delivered to area homeless shelters in time for Thanksgiving celebrations. This event is sponsored by the 9th grade class and their parents.

_____ S.O.M.E. (So Others Might Eat) SAT., DECEMBER 7 10:00 AM 2:00 PM

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Hop on a bus in the Upper School parking lot at 10:15 for a 10:45 arrival at SOME where we will help serve lunch to approximately 400 of Washington's homeless people. They really need our help, and they love Sidwell kids! They're hoping to see some of you again this year.

____ **HOLIDAY PARTY FOR D.C.'S HOMELESS CHILDREN: MON., DEC. 16** 3:20 PM 8:00 PM

We will join 8th graders on this project which takes us to a local church for holiday festivities, food, music and face painting for approximately 2000 homeless children.

____ **HOLIDAY PARTY FOR HEAD START CHILDREN: FRI., DEC 20** 3:20 PM 5:30 PM

This is an annual party which takes place in the Upper School Dining Room for members of the Head Start class at Webb Elementary School. Approximately 20 three-year-olds will come for cookie decorating, dancing, games and a visit with Santa who looks suspiciously like Percy Martin.

SECOND SEMESTER ACTIVITIES: MARK YOUR TOP TWO CHOICES:

____ **S.O.M.E. (So Others Might Eat) SAT., FEBRUARY 8** 10:00 AM 2:00 PM

Hop on a bus in the Upper School parking lot at 10:15 for a 10:45 arrival at SOME where we will help serve lunch to approximately 400 of Washington's homeless people. They really need our help, and they love Sidwell kids! They're hoping to see some of you again this year.

____ **VALENTINE PARTY AT THE WASH. HOME FOR THE ELDERLY: THUR., FEB. 13** 2:30 PM 4:00 PM

Help us deliver hand-made valentines made by Upper School students. We give each person a valentine and take a few minutes to talk to them.

____ **S.O.M.E. (So Others Might Eat) SAT., MARCH 1** 10:00 AM 2:00 PM

Hop on a bus in the Upper School parking lot at 10:15 for a 10:45 arrival at SOME where we will help serve lunch to approximately 400 of Washington's homeless people. They really need our help, and they love Sidwell kids! They're hoping to see some of you again this year.

____ **HEAD START OUTING TO THE SMITHSONIAN: SAT., MARCH 15** 8:30 AM 1:15 PM

Take the Webb Elementary School Head Start students to the Natural History Museum and then have a picnic lunch before loading them on the bus for their return home.

____ **SAINT PATRICK'S DAY PARTY AT THE WASHINGTON HOME FOR THE ELDERLY**

MONDAY, MARCH 17 1:00 PM 4:00 PM

Help the residents at the Washington Home enjoy a holiday celebration. Take them to the party, offer them refreshments, listen to the music and have a good time with your "buddies".

____ **S.O.M.E. (So Others Might Eat) SAT., APRIL 5** 10:00 AM 2:00 PM

Hop on a bus in the Upper School parking lot at 10:15 for a 10:45 arrival at SOME where we will help serve lunch to approximately 400 of Washington's homeless people. They really need our help, and they love Sidwell kids! They're hoping to see some of you again this year.

____ **HEAD START OUTING TO THE NATIONAL ZOO: SAT., APRIL 12** 8:30 AM 1:15 PM

Let the Head Start children enjoy an opportunity to play outside and enjoy the animals, the fun and the sun. Have a picnic on the lawn before saying good-bye.

____ **HOST A CHILD ON FOUNDER'S DAY: TUES., APRIL 22** 2 HOURS

Meet your "lower school pal" in front of the Art Center and help him or her enjoy the fun, the food and the games.

STUDENT SIGNATURE : _____ PARENT SIGNATURE: _____

THE SIDWELL FRIENDS SCHOOL
3825 WECOMEN AVE • WASHINGTON, D.C. 20016-2399

TO: Laura Capps

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: (202) 456-5709

FROM: Marisa Birns

537-8102

DEPARTMENT: _____

FAX NUMBER (202) 537-8138

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Jubilee

A GOLDEN JUBILEE IS, BY TRADITION, a time of rejoicing, and there was an air of stately celebration to the observance of the fiftieth anniversary of The Sidwells' Friends School on May 12, 1933. In the customary fashion, testimonials were recited to the great days of the past, and felicitations were offered for the future. Most of the well-wishers were much too tactful to point out the obvious: even in the best of times, Thomas W. Sidwell, the seventy-three-year-old educator who had founded the school, owned it and been its principal uninterruptedly throughout those fifty years, could not be expected to carry on much longer.

And 1933 was far from the best of times. The boom-and-bust cycle that had been a staple of national economic expectations since the Civil War had in the Thirties plunged the United States into the most profound bust in memory. The depredations of Depression had reached well beyond the usual roster of victims of economic collapse—speculators and unskilled workers—into the ranks of the well-off, the prudent and the thrifty. Two months before the anniversary celebration, the new President, Franklin Delano Roosevelt, as one of his first acts in office had directed the closing of every bank in the nation. The solvent banks were permitted to resume business two weeks later, but more than a quarter of the banks in the United States never opened their doors again. The unfortunate depositors of the failed banks could whistle for their money.

Thomas Sidwell could, and did, read the index of gathering Depression in the statistics of his own school. He had 417 pupils enrolled in the 1929-30 academic year, when the collapse of stock prices signaled the beginning of the crisis. The following year, 397 pupils were registered, according to a gloomy tabulation in the educator's own hand. This loss of twenty students was followed in the succeeding years by even more ominous decreases: thirty-seven

MR. SIDWELL'S SCHOOL

fewer students in 1931-32, fifty-five in 1932-33. By the jubilee year the school had lost more than a fourth of its enrollment—and more than a fourth of the tuition those vanished students would have paid.

The principal sought to counter the enrollment losses and to assist parents in financial distress by offering fee reductions, but such offers made no difference for many. "Thanks very much for your good letter and offer for Betty," one patron wrote him. "I am sorry to say that even \$300 is out of the question for us just at present. If we only knew what was ahead of us, but with the present administration juggling with finance one is obliged to hang on to the few dollars left, especially since they are worth only half as much as when they were saved."

This dark side of things received scant attention in the encomiums of jubilee. "Other Washington schools are more progressive, more expensive, but none is more sedately aristocratic than Friends, a non-sectarian coeducational kindergarten-through-high school for which social as well as financial references are always required," commented *Time* magazine chattily—and a little cattily—in its notice of the anniversary.

The story concluded with an enumeration of several of the school's more noteworthy alumni. "Charles Augustus Lindbergh used to play in the gravel yard of the schoolhouse on I Street and Archibald Roosevelt, Princess Chichibu of Japan and Minister to China Nelson Trusler Johnson all went there." In that sentence in fact, one might detect the hand of Thomas Sidwell, the tireless promoter and name-dropper. Lucky Lindy, whose transatlantic airplane flight electrified the imaginations of Americans in the 1920s, did indeed attend Friends, as was frequently noted in school promotional pieces of the day. Less often noted was that his attendance was for but two years in the intermediate department, not enough to qualify him for membership in the Friends Alumni Association.

Of the participants in the jubilee reception, said *Time*, "none was happier than the stout, genial, soft-spoken old Quaker for whom the celebration was held—Thomas Watson Sidwell." Mr. Tommy Sidwell, as he was known to some of his bolder pupils and parents, would have had no objection to that characterization. Philosophically, he was committed to looking at the brighter side of things. But his private papers tell a different story, the story of an aging man, with a wife in failing health, overwhelmed by debt and pressed by relentless banks, wondering if the school he had poured his life's

Jubilee

energy into, the school that was the closest thing he had to a child, would survive him.

What did his life's work amount to? Two aging brick buildings in the 1800 block of I Street, Northwest, in Washington, features of a neighborhood that had been a block of fashionable mansions built on deep lots studded with stables and other outbuildings that backed onto an X-shaped interior alley, houses later swept away to be replaced by apartment houses of dignified mien and equally dignified name (the Damariscotta, the Benedick, the Pentilly). A charming frame house on upper Wisconsin Avenue set on ten acres of open land, accompanied by a handful of modest outbuildings, the whole known somewhat grandly as the "suburban campus." Another ten acres across Wisconsin Avenue bought from Christian Heurich, the brewer, one of Washington's wealthiest citizens. And two dairy farms in Maryland, one near his Frederick County birthplace of Johnsville, the other near New Windsor, in Carroll County.

But whopping mortgages hedged in all the holdings. Like many another American of the day, Thomas Sidwell had been caught up in the boom fever of the late 1920s. Mortgaging his equity in one property to provide the down payment on another, he leveraged his way toward the hope of a modest fortune. But with the crash his dream, for example, of a seventy-eight-house residential development on the Heurich tract was doomed to remain just that—a dream. Instead of banking the profits on the construction and sale of seventy-eight houses, he found himself the owner of ten acres of open land that made a good playground and the owner of \$140,000 to Christian Heurich. Sidwell said the land was worth \$220,000, but no one wanted to buy it.

So what did his life's work amount to? A school that to that point had no existence legally or emotionally apart from his own existence. It wasn't just Friends School or Washington Friends School. It was Sidwells' Friends School. That the school might continue to be, without Thomas Sidwell and Frances Haldeman-Sidwell as its proprietors, was almost unimaginable.

WITH SOME PAIN, THOUGH, THOMAS SIDWELL had begun the task of securing his school's future in the late 1920s as he approached and then passed his seventieth birthday. The financial pressures of the widening Depression made the task more urgent as the 1930s began, but the sympathetic interest of leaders of the Society of

MR. SIDWELL'S SCHOOL

Friends gave rise to hope that he could gradually detach himself from the school.

Along with the hope of assistance from the Friends General Conference, Sidwell was looking forward to the return to the school of "Doc" Edwin Zavitz, a popular math teacher and athletic director before the First World War. Zavitz had left the school to join the Haverford unit of the American Friends Service Committee in 1917, the first unit to be sent to France. After a return of a year and a half at the war's end, Zavitz had taught at Antioch College in Ohio, spent two years as headmaster of a school for American and French boys near Paris, and had completed his master of arts in education at Columbia University.

"The Friends School does represent the sort of a situation which I have dreamed a lot about, the prestige of the school, built up by thy steady and wholesome leadership, and the sort of patronage the school has, make a combination to which I should like to add my influence and energy," Zavitz wrote to his old principal in January, 1931. "It may not be possible but is intriguing and it tempts me to think a lot about it and to work out all sorts of plans in my head for the future." (The use of "thee" and "thy"—but for some reason not "thou"—was fairly common a half-century ago in Quakers' communications with one another and still is heard occasionally in some traditional Quaker families.)

By March, Zavitz's enthusiasm had solidified into tentative proposals. He would be willing, he wrote to the principal after a visit to Washington, to come to the school for two years at a salary of \$5,000 a year to assist in its incorporation and the development of a plan for its operation under a board of trustees, provided that Quakers and other friends of the school would undertake to raise the money to pay his salary. Among the potential donors to such a scheme, he speculated, might be Morris Leeds, husband of Hadassah Moore Leeds, who was the founder of the Friends Council on Education, and Clement Biddle, a New York businessman who was something of a Quaker activist. Alternatively, Zavitz went on, he would be willing to work at the school for a year in exchange for a free apartment in one of the I Street buildings and a salary of \$1,500 to \$1,800 as Sidwell had offered, provided that the schoolmaster would make up the difference between the salary paid and \$5,000 in two years' time.

Having proposed a relatively hard bargain, Zavitz then made an about-face:

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SCHOOL

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Jubilee

A third proposal evolved from thy suggestion that thee would like not to be hurried into any arrangements before thee really knows what it will involve. Thee said too that thee would prefer, in a way, to look to the development of the control of the school that would not depend too much on the various opinions and divergent views of a number of people. At any rate thee would like to embark on such a plan slowly.

Thee said thee would like to avoid the forced sale of thy property at this particular time. I imagine the Friends have the impression that there is too much real estate involved in the management of the school and that if a board is to be formed, it should be done on the condition that the school and the real estate project be divorced completely. I imagine they might look upon the Wisconsin Avenue house as too large to maintain as a home when it could be put to good use as an extension of the school.

I feel personally that the house might be used to an advantage if it were available, but it happens to be Mrs. Sidwell's and thy home and I should not like to see you move out of it. An extension of the primary school can be arranged in some other way.

If I understood thee correctly, the most pressing problem, as far as the holding of the various properties is concerned, is the desire on the part of the bank that thee incorporate for the mutual protection of Mrs. Sidwell and thee and of the bank. If this could be done on a temporary or a convertible basis it might help to solve the problem. Here then is what I had thought to propose.

Thee might get Miss Madeira's lawyer to arrange to incorporate the school and thee and Mrs. Sidwell and possibly Miss Zartman and Mrs. Zavitz and me as the five necessary directors. [Lucy Madeira, later Lucy Madeira Wing, a teacher at Friends from 1897 to 1906, had been a protégée of Frances Haldeman-Sidwell's from their hometown of Martinsburg, West Virginia, and Mrs. Sidwell had been instrumental in getting Miss Madeira a scholarship to her alma mater, Vassar College. She left her Friends teaching post to found her own school, now called the Madeira School. Helen L. Zartman, daughter of a Vassar classmate of Haldeman-Sidwell and herself a 1919 Vassar graduate, had lived with the Sidwells since 1919 and served as secretary and financial officer to the school.] It could be understood that any or all of the last three would resign to give way to the appointment of a permanent board. I have calculated my resources and find that I could undertake to get about \$20,000 and put that sum to the services of the school as early as necessary. We could then come down for most of the month of June and all the time from about August 25th on and join thee in the school. Some extensions in building might be made at the suburban school and we could set about to fill

MR. SIDWELL'S SCHOOL

the enrollment to the limit. Would not the \$20,000 as an addition to what thee might be able to raise suffice to develop what enlargements may seem necessary and to carry the property as thee now has it without having to sacrifice any of it or to give up thine and Mrs. Sidwell's home?

Zavitz's candidacy as Sidwell's prospective successor had the warm endorsement of Arthur Jackson, a Philadelphia management consultant and Quaker whom Hadassah Leeds had appointed to her subcommittee to carry on conversations with Sidwell about the future of the school. Jackson in fact advised hiring Zavitz immediately, "setting him to work making a complete survey of the school and its needs, without reference to any particular suburban site but with the thought that I Street would be vacated first. Also have him work on registrations for the next year and develop renewed interest on the part of the alumni of the school. I suggest paying him \$40 or \$50 per week while he is on the job and increase this wage \$1 per week for each registration beyond 400, he and Marion to have the use of the apartment without charge."

In an earlier letter, on the first of March, Jackson had proposed to Sidwell the steps he felt were necessary to secure the school's future:

The major problems in the case seem to be (1) to transfer the school from partially central city and partially suburban to entirely suburban; (2) to divorce real estate operations from the school property; (3) to remove the dual authority from the operation of the school so that any new group becoming interested will have only one person to deal with; (4) to perfect an organization which will take over the school and select new management.

While this is being accomplished (and it will of course require considerable time) it is necessary (1) to improve thy credit situation and turn a declining registration into an increasing one; (2) incorporate thy holdings so as to make the title to thy possessions unified and more free from complications in case of unexpected death.

The first move, likely, will be to incorporate thy holdings. I would suggest two corporations, one to take title to the I Street school property, both real and personal, including the school as a going business, the other to take title to thy other real estate holdings including both Wisconsin Avenue properties, including the residence which I strongly urge be turned into school use this fall. This would remove from I Street all the primary and make room for enlarged enrollments and thereby greater receipts.

The response from so many influential Friends, offering their services in the development of the enlarged project of a Friends'

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Jubilee

Washington School in which all branches of Friends could have an interest has been very gratifying and encouraging to me. . . . As soon as this group can be organized I think they should select a man thought capable of managing the new institution and ask him to make a survey of the situation and of the possibilities . . . the new school corporation could be turned over to a Board of Directors, of which I would hope thee would be Chairman while the new principal would be President.

SIDWELL'S EFFORTS TO REORGANIZE the school coincided with a major effort to heal the century-old fracture among Quakers which had led to the formation of two congregations of Friends in Washington—the Hicksite meeting on I Street, which the Sidwell school adjoined, and the Orthodox meeting at Thirteenth and Euclid Streets, Northwest. The two Baltimore Yearly Meetings, as the Quaker regional organizations are known, had successfully united, but on the congregational level what had been intended as reunion resulted in further fracture.

Quakers, including Thomas Sidwell, had indeed withdrawn from the I Street Meeting and from the Thirteenth Street Meeting to form the new union meeting on Florida Avenue. But the end result was three meetings in Washington, not one. In consequence, "weighty"—that is, leading—Quakers were especially interested at the time in development of projects on which Orthodox and Hicksite Friends could work together. The formation of the American Friends Service Committee in 1917 had been one such project; the organization of the Friends Council on Education in 1931 was another. To those willing to think big, the conversion of Sidwells' Friends School into a major Quaker academic institution in the nation's capital suddenly began to look like it might be a different and potent sign of reuniting Quakerism.

Hadassah Moore Leeds, Arthur Jackson and Edwin Zavitz all thought, or at least hoped, that Clement Biddle would be the key to success. In that day—perhaps even in this—Biddle was a name to reckon with in Philadelphia, a city whose preoccupation with fine old families rivals that of Boston's. Clement Biddle had removed to New York, but a patrician touch survived. His dignified letterhead informed his correspondents that his residence was to be found in the Westchester County town of Mount Vernon and his office at 107 Chambers Street, but it said not a word as to what his business might be. "Thee will find his judgment very helpful as he is exceedingly well versed in business affairs and has an extremely fine

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cooperative spirit," Hadassah Leeds wrote to Sidwell. A flurry of letters among Leeds, Jackson, Zavitz and Sidwell, and at least one resort to the telephone (Zavitz thriftily advised Sidwell that his charge would be reduced by half if he would delay his call until after 8:30 P.M.), culminated at length in the grand encounter.

The Biddles, who had come to Washington to attend a convention of the Red Cross, attended the Meeting for Worship on April 12 at the new Friends Meeting House on Florida Avenue and by prearrangement met the Sidwells there. Following the worship the two couples drove out to the Sidwells' house at 3901 Wisconsin Avenue for lunch and a conversation between the two men. Presumably, Biddle also toured the school buildings on Wisconsin Avenue and perhaps on I Street as well, as the headmaster had urged him to. But the subsequent record makes it clear that Biddle was far more affected by the balance sheets that Sidwell showed him than he was by the physical sight of the school or any vision of its possible future. What the accounts showed Biddle was that the grand old school was on the edge—and perhaps over the edge—of serious financial trouble. More than \$17,000 a year—more than fifteen percent of its projected 1930-31 income of \$119,000—was going to pay interest on loans, and this in an era when typical loan rates were five percent or less. No money was being set aside for depreciation. The Sidwells were drawing no salaries. Less than \$2,000 was budgeted for repairs. No money was allocated to reduction of principal on the mortgages. Despite all these economies, income exceeded expenditures by only \$16,000.

In a detailed report he sent later that week to Hadassah Leeds, Biddle concluded that any group taking over ownership and operation of the school would require at least \$200,000 in new capital, even if the Sidwells' interest were bought out with the exchange of a note and the payment of no cash. Moreover, even as Biddle and Sidwell were examining the depressing account books, the hope that Edwin Zavitz would come to Sidwells' Friends to be the headmaster's heir was also slipping away. Zavitz had written Sidwell the day before with the news that the University School in Cincinnati had offered him its headmastership.

The letter survives complete with Sidwell's meticulous penciled notes on the foot detailing what he planned to tell the younger man over the telephone in reply: "Assets frozen. Heavy obligations. Will have to meet them myself. Until better times should not assume any additional expense that can be avoided. Not in position to pay

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enough to satisfy you. Do not lose the opportunity of a good position. No certainty up to this time of Friends doing anything. They have given me no assurance as yet."

Indeed they hadn't. Hadassah Moore Leeds wrote to Sidwell on May 1 with the bad news. "We are interested in the field for Quaker education which Washington offers and we are extremely desirous that a Friends school should be maintained there. However, after careful consideration our committee feels that Friends are not in a position to put up the \$200,000 equity which is necessary before the school be taken over, and therefore cannot go ahead with such plans as were at first thought possible."

Leeds promised the support of her committee for the alternate plan suggested by Clement Biddle: formation of a nonprofit corporation a majority of whose trustees would be Quakers with the others to be financially successful alumni and other Washington friends of the school. The trustees would recruit a headmaster-designate to work with Sidwell for two years and then, in celebration of the golden jubilee, take over full operation and control of the school. "The Washington board members," Biddle proposed, "would work to maintain the enrollment and their judgment would be invaluable in determining the physical problems of location, buildings and operations which need to be studied by a local group." This hypothetical group, he failed to add, would also be expected to pony up the money that Friends themselves were unwilling or unable to raise.

Zavitz, in the interim, had followed Sidwell's advice and accepted the job in Cincinnati, though his contract was only for two years, he wrote. "In the meantime," he went on, "I feel sure that thee will have a chance to prove that most of thy recent advisers have been unduly cautious."

Just a few days short of his seventy-second birthday, Thomas Sidwell had his task laid out for him: He was to ride out the storm alone.

A HALF-CENTURY AFTER THE BEGINNING of the New Deal and the first weaving of what is now a complex fabric of protection of individuals from the ravages of economic disaster, it is hard to summon up a realization of just how alone the old schoolmaster was as he sought to keep his school afloat. It is hard even to imagine a society in which a full quarter of the working people are out of work and unable to find jobs. It is hard also to imagine the absolute

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authority that Thomas Sidwell exercised over his school and his staff.

Such contemporary commonplaces as teacher tenure, comparable salaries and group negotiations played no part in the way the school was operated. Sidwell cut an individual arrangement with each teacher from which there was no appeal, except perhaps a request that the principal reconsider. Ultimately, a teacher accepted what the principal offered or went elsewhere, if there was somewhere else to go.

At first Sidwell continued to pursue a strategy of incorporating the school, attracting prominent persons to serve on the new board. He and others sought to woo Lou Hoover (a Quaker, as was her husband, the President) to lend at least her name and if possible her active support to such an enterprise. But the First Lady, a former school parent, eluded his net, as did Redfield Proctor, an alumnus who had gone on to become governor of Vermont. Finally his lawyers counseled him that turning over his interest in the school to a corporation might lead to the assessment of a hefty income tax on the payments or notes the corporation gave him in return. By the spring of 1932 it was clear that the continuing drop in enrollment and the refusal of banks to refinance loans, at least in full, would require further retrenching—salary cuts and worse.

"It will be necessary to reduce all teachers' salaries over \$1500 by 10%," Sidwell wrote Elizabeth Q. Nye (and most of the other teachers) on May 25, 1932. "Should there be an increase of pupils next year, this reduction may be lessened or entirely obviated. On the other hand, if general conditions do not improve and our registration falls off still more, further reductions may be necessary." (Nye, who had joined the faculty in 1921 accepted the salary reduction without a murmur and went on to become one of the school's most memorable teachers, staying at the school for another 17 years until her death in 1949.)

For others, the news was even worse. "Dear Ida," began the letter to Ida Clagett, and went on, "... In view especially of the small number of girls, your work can be absorbed by other teachers without imposing hardship on them ... I am under the painful necessity of not asking you to return next year."

Mary Pitzer's letter was quite different: "For next year I shall be compelled to make a reduction in salaries in most cases in the effort to keep the expenses of the school within its income. However, I should like to offer you an increase of \$100, but since you are

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the only one to receive such an increase, I shall ask you not to mention it to the others. Sincerely yours."

Given the high praise he had garnered in previous years from the principal, his enormous popularity among many of his pupils, the eminence of earlier stages of his career and his long association with the school, the most staggering of the letters was that dispatched to Wilhelm Gohdes, the instructor in Latin and gymnastics. "It is highly important to have a harmonious and cooperative faculty willing to give liberally of their time to the work of the school. On account of my heavy responsibilities, I feel the need in your place of someone with more restraint and self-control, more sympathy for timid and struggling pupils, and more helpful to them before and after school. There should be prompt compliance with schedule hours and directions on the Teacher's Bulletin Board, less spectacular performances in class and elsewhere not conducive to dignity and good examples to the pupils.

"On account of my high regard for your many good qualities and the value attached to your success as a teacher, I have suffered myself to be placed in some trying and embarrassing situations with dissatisfied patrons and pupils, when there seemed no justification for your actions. I have no reason to think that you can change your ways to suit mine, or would care to do so if you could, and so in these times of stress and strain, I must look to someone else for help."

When he received his termination letter, Wilhelm Gohdes was in his late fifties and had been teaching at Friends nine years—a second tour of service, for he had also taught at the school for four years shortly after the turn of the century. Then he had been hired away to become head of the modern language department at Horace Mann School in New York. He was a tiny (not much more than five foot three), bony, gnomelike man, full of passion, wit and variable moods. Once, conscious of particularly contentious feelings bubbling within himself, he said to a colleague, "On a day like this I should like to be a knight riding through the Black Forest of Germany, and every time I met another knight, I'd knock him off his horse."

His reaction to the calamitous news is recorded only in Sidwell's penciled note on the carbon of the letter: "April 2, '32. Mr. Gohdes called in person to reply to say that I could count on his interest and good will altho not returning." Then a second notation dated April 25:

MR. SIDWELL'S SCHOOL

Agreement between W.H. Gohdes and myself.

1. Four periods of work.
2. Salary \$2,000.
3. Additional work to be paid proportionately.
4. The four hours to be placed in the morning.

There was no opportunity, though, to put the agreement into force, because within the month W.H. Gohdes was dead of injuries suffered in an automobile accident near Winchester, Virginia.

Instead of speaking of their recent disagreement, the principal used the occasion of the school memorial service for Gohdes to trace the story of his ties to the school, beginning with his temporary employment in 1899 as a substitute German teacher. At the time Gohdes, who was German-born and the graduate of a German gymnasium secondary school and a Lutheran college in Ohio, was pastor of a Lutheran church in Washington. He soon added the Caesar class, then taught by the principal, to his portfolio. Sidwell said he lost track of Gohdes after his departure for New York in 1903 until one day in 1923 when he saw a familiar face on a street in Wheeling, West Virginia. It proved to be Gohdes, who told Sidwell that he had become so distressed during World War I by the enmity between Germany and the United States that he had had to leave Horace Mann and seek relief in the West Virginia hills.

During the conversation, Sidwell recalled, "I said, 'How would you like to come back to Friends?'"

"His face lighted up and he said he would like it. That was about nine years ago, and that brings the history down to within the time of many of you."

After his return to Friends, Gohdes concentrated on teaching Latin, for German instruction--suspended during the war--was not revived until the early 1930s, not long before Gohdes' death.

FRANCES HALIDEMAN-SIDWELL SPOKE BRIEFLY at the memorial service, one of her increasingly infrequent appearances at school functions. She appears to have had little to do with school affairs during the 1930s, although she continued to be identified as "co-principal" of Friends until her death in 1934. Despite the title (and forty-five years of marriage), however, Thomas Sidwell seems to have chosen to shield her from detailed information about the school's financial woes and what he proposed to do about them. At one point in the spring of 1932 she wrote David H. Blair, a lawyer her husband

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had retained to advise him on the tax implications of turning the school's property over to a corporation, asking about his recommendations. Although Blair had written a relatively detailed letter to Thomas Sidwell on the same day, sending it to the school office, he did not supply her with a copy. Instead he replied: "I have discussed the situation quite fully with Mr. Sidwell. While of course, I am always glad to discuss matters with you, I can see no good purpose to be served by a further discussion. . . ."

If Frances Haldeman-Sidwell came less often to the school's main offices on I Street, however, the school came more and more to her. The school had been holding primary classes on Wisconsin Avenue since 1923, and in 1931 the Sidwells' house—which years earlier had been the school building of the Washington School for Boys—once again began to be used for classroom teaching. Pressure from parents who did not want their children transferred to the downtown school when they reached fifth grade forced the Sidwells to find space for a fifth grade class on the suburban campus. The problem was solved by their sharing their parlor—and the next year, after a suburban sixth grade was added, their dining room as well—with students. Every day before classes began servants moved classroom equipment into the rooms; after school ended for the day, they moved it out again.

"The presence of these pupils adds to rather than detracts from our pleasure," Sidwell reported to alumni. "Some early pupils arrive while Mrs. Sidwell and I are at breakfast and we enjoy their cheery greetings."

With the rigid divisions between work and home that have developed for most people in the last half of the twentieth century, it tends to be forgotten that in earlier years life was all of a piece for many people. For the Sidwells, the scheduling of school classes in their home was not a novelty but a return to what they had known in the first years of their marriage when they lived only three blocks from the school and walked back and forth to their classes.

On February 2, 1934, Frances Haldeman-Sidwell had a severe heart attack. "We knew she would not be with us long," her husband commented afterwards. In keeping with medical custom of that day, efforts were made to confine her to bed for an extended period, he added, but for one with so many interests, who had always entered so fully into life's activities, it seemed impossible for her to accept invalidism. These comments are extracted from a half-dozen slips of paper on which Sidwell penciled an account of his wife's last

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hours, apparently to refer to when he announced her death at the Friends Meeting.

Saturday evening [April 14] after she had had an uncomfortable day she insisted that I should keep my engagement at the Federal Schoolmen's Club where I had a part on the program. I wanted to stay with her, but she wanted me to go. On my return about 11 o'clock, she was waiting for me and eager to learn about the meeting. As I helped her settle down in her bed for the night, she seemed comfortable when I left her. Sunday morning I purposely kept away from her room until nearly 9 o'clock in order that she not be awakened, and then when I tiptoed in I found she had passed from life, evidently in her sleep without pain and without a struggle she had passed through the gate of death to life. I was faced with that great mystery that birth leads to death and that death leads to life. I realized too from her example that life's greatest joy comes from full participation in the activities of life. Any desire I may have had to withdraw from active work to leisure left me. My life would continue active that I would wear out rather than rust out. That my greatest satisfaction would be to continue in my school work and that in this work I would welcome all the help and cooperation from pupils, patrons, alumni and the Society necessary to place the school on a permanent foundation.

PUTTING THE SCHOOL on that permanent foundation became the major preoccupation of the remaining two years that Thomas Sidwell lived. Finances were still grim. Since the preceding year, teachers' contracts had stated the prospective salary not in dollars but in "units," whose dollar value was determined only after all tuition had been received and the school's fixed expenses had been paid. In practice this amounted in 1933-34 to teacher pay cuts of forty-five percent from what they had been in 1931-32. But knowing that he no longer needed to worry about leaving an estate to support a widow, Sidwell began to struggle to find a way to ensure the school's survival.

He confessed at a teachers' meeting in the fall of 1934 that he was exhausted by the strain of his efforts to stave off bankruptcy. Repeatedly he had had to find new sources of credit when suspicious or failing bankers refused to renew his loans as they fell due. His papers are filled with column after column of figures in which he totted up what he believed to be the values of his properties and sought to find his ways to keep them financed. "Will not say what

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had had an uncomfortable engagement at the Federal the program. I wanted to On my return about 11 to learn about the meeting. or the night, she seemed ing I purposely kept away r that she not be awakened, passed from life, evidently i struggle she had passed ed with that great mystery eads to life. I realized too mes from full participation ave had to withdraw from ould continue active that I at my greatest satisfaction k and that in this work I tion from pupils, patrons, the school on a permanent

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it has cost mentally and financially," he observed in notes he prepared for his talk to the teachers. "I have had to mortgage farms and everything and call on personal friends and the past five years have made an old man of me. But we have upheld the Friends standards of academic work. We have provided for the continuous growth and development of the suburban school. We have held all of school property, renewed all loans and at last incorporated. The property is still held by me and will be until part or all of it is transferred to a Board of Trustees. I wish to prevent its being said that when I could no longer carry debt-burdened property I sought relief by transferring it."

The Sidwell Friends School, Inc. came into being on December 12, 1934, when a representative of Marsh and Rogers, its law firm, filed the articles of incorporation and the required fee of \$25.95 with the recorder of deeds of the District of Columbia. The incorporators were Sidwell; his niece Sarah Myers Bennett, a former teacher; and three others who would loom large in the school's future: J. Austin Stone, an alumnus, and two school parents, Elsie Palmer Brown and Margaret Wister Meigs. Brown's acquaintance with Sidwell went back more than fifty years to when she was pupil and he was teacher at Baltimore Friends School; her husband, T. Janney Brown, was also Sidwell's friend and insurance agent. The five, and two members of the faculty—Alberta Wilson and Helen L. Zartman—were named founding trustees of the corporation.

But as Sidwell noted in his announcement to the teachers, the corporation as yet had no property. What portion of Thomas Sidwell's property it would get, and how it would get it, remained to be determined. Perhaps despairing that the resolution would be sufficient or that he would come into the leadership of the school in the foreseeable future, Wilmot Jones resigned as associate principal in the spring of 1935 to become head of Wilmington Friends School in Delaware. He was succeeded by Albert E. Rogers, age thirty-eight, who had been teaching at Moorestown Friends in Moorestown, New Jersey, for the previous eight years and before that had taught Latin at the William Penn Charter School in Philadelphia.

The next fall, the 1935-36 academic year opened with some indications that the pressures of the Depression were easing. Enrollment was up and Sidwell felt able to restore a portion of the earlier cut in faculty salaries. Towards the end of January Sidwell put down on paper the beginnings of a plan: He would bequeath

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to the corporation at his death the property on both sides of Wisconsin Avenue along with the school's equipment; his farms in Frederick and Carroll Counties he would will to his brother and to his nieces and nephews, and the property on I Street he would leave to be divided among the senior teachers and servants. Although in his note, which is dated January 28, 1936, Sidwell pronounced his "strength sufficient to continue the school as it is" for the time being, within no more than two or three weeks he was stricken with what proved to be his final illness. A new will was drafted in mid-March with the assistance of Helen Zartman, and a somewhat revised version of it was finally signed on March 28.

On April 11 Thomas Sidwell died, bequeathing to the Board of Trustees and to the senior teachers a challenge: The Sidwell Friends School was theirs, if they could make a go of it. Otherwise, his final will provided, the trustees might at the end of three years' time sell off the property and divide the proceeds among the teachers. Reserved out of his estate as bequests to his relatives were only the two small farms and two lots on I Street no longer used by the school.

Nine days later patrons and friends of the school were informed that the challenge had been accepted:

"The School," they were informed, "will continue under the leadership of Albert E. Rogers, in whom Mr. Sidwell had the assurance he had found a worthy successor, devoted to the School's higher standards. To the leadership of Mr. Rogers and to the interests of patrons and pupils the Trustees and the Faculty pledge their loyalty and their determination to follow the path along which Mr. Sidwell had led the way—to maintain "a School that strives in a quiet way to develop in its pupils a high regard for ideals of simplicity, sincerity, and friendliness."

The letter was signed, "J. Austin Stone, president of the Board of Trustees."

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2 Beginnings

HAD THOMAS SIDWELL LIVED in a more demonstrative age or been more given to the dramatic gesture, he might have directed that when his body was laid to rest next to Frances Haldeman-Sidwell's in Washington's fashionable Rock Creek Cemetery, his heart be buried in Johnsville, Maryland, the tiny Frederick County town where he was born on May 16, 1859, the youngest of three children. The principal had built his adult career entirely around city life and urban pursuits, but his emotional ties to the countryside and to his rural origins remained ever strong—a bit too strong to suit his strong-minded wife, who sometimes complained about his oft-told stories of his youth. He and Frances visited the home place nearly every summer, staying with his brother, Dr. Frank Sidwell, who had taken over their father's medical practice after Dr. Reuben Sidwell died in 1887. When Thomas Sidwell began investing in real estate, he bought several Maryland farms as well as city property in Washington. On occasion he defended his purchase of a dairy farm in Montgomery County as a source of inexpensive milk for the school, but those who saw him tromping around that farm—and even more so, his farms near Johnsville—could see that there remained a lot of the country boy in the dignified and urbane school head.

Like many people, though, Thomas Sidwell had a tendency to invent his past, or at least slightly shade the facts, to suit what he fancied were the needs of the moment, and these inventions sometimes served to mask details more interesting and revealing than the surface story. Thus, when the principal listed himself in the school catalogue (beginning with the 1908-09 edition) as "Thomas W. Sidwell, A.M. (University of Pennsylvania)," he neglected to note that the degree was honorary. In fact he had no earned degree at all and had ended his formal education just after his seventeenth

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birthday, having completed two years at New Windsor "College." The course of instruction he completed there, he confessed a half-century later, had less content than was offered in the high school that he by then headed. Nor was he a birthright Quaker as many thought, though historically the Sidwells were a Quaker family. Reuben Sidwell had abandoned the Friendly persuasion shortly after his marriage to Sarah Ann Smith, a Methodist, having "suffered," as he once explained, "too many hard benches" in his youth. The doctor put no other observance in its place, and at his death was buried in the Johnsville Methodist churchyard. Thomas Sidwell was accepted into membership of the Baltimore Monthly Meeting by convincement—that is, by adult acceptance of Quaker tenets—in 1886, three years after the establishment of his nominally Quaker school.

His identification with farm life, moreover, was partly acquired in later years, for Tommy Sidwell's boyhood was not on the farm but in a town—a very small town, to be sure—as the doctor's son. The Sidwell house still stands, a rambling log and shingle structure in the center of Johnsville, across the road from one of the town's two stores. Such actual farm experience as young Tommy had was concentrated in two years during his middle teens when he lived eight miles away in New Windsor with his sister Alice Myers and her farmer husband and helped out on their farm while he was attending New Windsor College.

It is difficult to imagine in this world of instant communication—of live television by satellite, of telephones, superhighways and jet airplanes—the intense isolation of small American towns in the early and middle nineteenth century. For communities located away from navigable waterways or well-traveled post roads, travel was painful and slow, and the delivery of freight was a sometime thing. Typically what was for sale in local stores was either locally produced or was hauled by the merchant with his own horse and wagon every month or two (if the roads were passable) from the nearest port or, increasingly at midcentury, railway depot.

Yet for good or ill the outside world had a way of intruding. Some of Tommy Sidwell's earliest memories were of the Civil War, for two of its bloodiest battles were fought within half a day's ride of his house. The Battle of the Antietam (more than 20,000 casualties) was fought thirty miles west of Johnsville in 1862, when Tommy was three, and the Battle of Gettysburg (more than 50,000

casualties) expected in war years. Confederates years Sidwell to her side.

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orld had a way of intruding. ories were of the Civil War, ight within half a day's ride um (more than 20,000 cas- of Johnsville in 1862, when ttrysburg (more than 50,000

Beginnings

casualties) twenty-five miles north in 1863, when he was four. The expected Battle of Johnsville never happened, but throughout the war years stray soldiers, many of them deserters, both Federals and Confederates, drifted through the countryside thereabouts. In later years Sidwell recalled that his mother sometimes strapped a pistol to her side to protect herself from possible marauders.

And then the war ended and Dr. Sidwell did an extraordinary thing: he abandoned the medical practice that he had been building up for more than fifteen years and moved his family to Oscaloosa, Iowa. Horace Greeley's famous advice in the post-Civil War era to "Go west, young man," may have been right for some, but for Reuben Sidwell it was calamitous. Three years later the Sidwells were back in Johnsville, where the doctor busied himself soothing the wounded feelings of his neglected patients, and Sarah Sidwell followed after, pressing them for payment of neglected bills that her husband tended to be too diffident to mention.

Tommy had started school in Oscaloosa. His teacher described the eight-year-old scholar as "too pert," to which, so one family story went, his father replied that he wanted "a pert boy." It was said that when the teacher attempted to keep him after school, Tommy would make his escape through one of the schoolroom windows. When the Sidwells returned to Johnsville, there was no public school. Dr. Sidwell arranged for Tommy and his brother Frank, three years his senior, to take classes with a local teacher called Repp who was mainly known for his elegant penmanship, a handwriting so refined that he was able to supplement his income by drawing up legal documents and other important papers for his neighbors. Young Sidwell emulated his teacher's forte, developing a Spencerian hand that distinguished his written communication for the rest of his life. Not without vanity, Tommy was later to compare his penmanship favorably with his wife's intellectual scrawl; Frances countered with the argument that her handwriting showed more "character."

Repp's one-room school was conducted on Lancastrian principles, a term that meant that the older pupils instructed the younger. The Sidwell boys were among Repp's brighter pupils, and Sidwell family tradition later had it that the teacher often was reluctant to offer solutions to his own arithmetic problems without first checking the accuracy of his calculations with one of the young Sidwells. In any case the boys soon exhausted what Repp had to offer, and in

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January 6, 1993, Wednesday, Final Edition

SECTION: FIRST SECTION; PAGE A1

LENGTH: 1097 words

HEADLINE: Chelsea Bound For Private School;
 Clintons' Choice Angers Some Education Advocates

SERIES: Occasional

BYLINE: Sari Horwitz, Washington Post Staff Writer

BODY:

The Clinton family dashed the hopes of many public school advocates yesterday by announcing that daughter Chelsea will attend Sidwell Friends, a highly respected private school in Washington.

"As parents," the family said in a statement, "we believe this decision is best for our daughter at this time in her life, based on our changing circumstances." Clinton spokesman George Stephanopoulos said the Clintons were especially attracted to the Quaker school's challenging academic standards and its requirement that all students be involved in community service.

Stephanopoulos said the Clintons' choice was not a rejection of the District's public schools. Bill and Hillary Clinton are known as strong proponents of public education, and Chelsea, 12, has been attending eighth grade at a public junior high in Little Rock, Ark.

The family's decision had been awaited with great interest by several public and private schools that were considered to be in the running for a prestigious addition to their student roster. The choice took on symbolic importance to city school officials who hoped their beleaguered education system would win an endorsement and to parents who must consider similar issues in choosing schools for their children.

The 178 D.C. public schools have taken a particular beating in the last year with the release of five separate critical reports. One called the school system "unstable and mismanaged" and said curriculum planning is poor. A federal report highlighted D.C. schools as among those with the highest dropout rates in the country.

The District's 17 high schools had six National Merit Scholarship semifinalists last year. At all grade levels, reading skills on the Comprehensive Test of Basic Skills were below the national norm last spring; and from eighth through 12th grades, scores in math, science and social studies also were below the national norm.

Public school officials wrote to the Clintons urging them to consider a local public school and expressing their willingness to work with the family to overcome any special problems the new president's daughter would face.

The Washington Post, January 6, 1993

Sidwell Friends is the only school that Chelsea visited before the Clintons' decision was announced. She will begin attending Sidwell after the Jan. 20 inauguration.

Reactions yesterday from public school advocates locally and nationally ranged from acceptance to anger.

The director of a leading public education organization criticized the Clintons' decision, calling it "an opportunity missed."

"It's an unfortunate vote of no confidence in urban public schools," said Michael Casserly, interim executive director of the Council of Great City Schools, a coalition of 45 of the nation's largest urban public school systems.

"For national leaders who are so cognizant of the symbolism of their decision, it seems that this choice would have been a good opportunity to send a signal to the public school community that the president was anxious to work with them on the broadest and the most personal level."

For other education leaders, the decision has little to do with Clinton's views on public education.

"I would not even begin to second-guess what they did to try to do the best thing for their daughter," said Keith Geiger, president of the National Education Association.

"I do separate their decision on where Chelsea goes to school from a decision on whether one supports public tax dollars going to support private and parochial schools," Geiger said.

D.C. Superintendent Franklin L. Smith, school board President R. David Hall and some other school board members said they respect the Clintons' choice to do what is best for their daughter and said their choice does not reflect poorly on the D.C. schools.

But other board members and parents of D.C. public school students expressed deep disappointment.

"This is not an acceptable decision," said Delabian Rice-Thurston, executive director of Parents United, the city's largest parents advocacy group. "It goes against all the things Clinton said in support of public schools."

"My son at Deal Junior High is getting a good education in D.C. public schools," she said. "I don't think I'll vote for Clinton next time around."

School board member Sandra Butler-Truesdale (Ward 4) said: "It would have boosted the morale of educators in this city. It would have made such a big difference in the way education is delivered. I wish he had chosen a public school like Jimmy Carter did."

Amy Carter was the last child of a president to go to a D.C. public school and the first to do so in 71 years. Vice President Quayle's two sons attend Gonzaga College High School, an independent Catholic school. His daughter goes to National Cathedral School for girls.

The Washington Post, January 6, 1993

Gary Geiger, principal of Francis School, the public junior high nearest the White House, said his students had been excited about the possibility that Chelsea would attend their school.

"We're just disappointed," Geiger said. "That's all. Let's let it die."

Chelsea toured the sprawling Sidwell Friends campus with her mother and a Secret Service detail on Sunday. The campus, near the Tenleytown Metro stop, has three athletic fields, eight tennis courts, two gymnasiums and a six-lane track.

Tuition is \$ 10,400 for the middle school, which Chelsea will attend. The middle school has 324 students. The entire school, kindergarten through 12th grade, has 1,030 students. Seventeen percent of them are black, 7 percent are Asian and 3 percent are Latino.

Sidwell parents interviewed yesterday lavished praise on their school, which they and their children described as open, diverse, spirited, highly selective and low-profile. They also gave high marks to the athletic program for girls.

"There is so much at Sidwell that you don't find elsewhere," said JoAnn Coleman, whose daughter is a senior. "I was amazed at what they offered. For example, they have a wonderful program in Chinese. Last year, my daughter took a course on the Vietnam War."

"I just can't speak enough about how great a place it is," said Coleman's daughter, Casey, 17, editor of the yearbook, president of Model U.N. and president of the Athletic Association. "The teachers are amazing. And you have the freedom at Sidwell to speak your mind."

The Clintons said they also were attracted by the requirement in Sidwell's upper school that all students perform a minimum of 30 hours of community service, a requirement similar to that at other local public and private high schools.

Staff writer Dan Balz contributed to this report.

GRAPHIC: MAP, TWP

LANGUAGE: ENGLISH

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January 15, 1993, Friday, Final Edition

SECTION: STYLE; PAGE B1; MEDIA NOTES

LENGTH: 788 words

HEADLINE: They're Being True to Their School

SERIES: Occasional

BYLINE: Howard Kurtz, Washington Post Staff Writer

BODY:

Journalists usually strive to separate their personal lives from their work, but that has proved all but impossible on the great Sidwell Friends controversy.

The pundits who have been chewing over President-elect Clinton's decision to send his daughter, Chelsea, to the \$ 10,000-a-year private school seem to fall into two camps: Sidwell parents and non-Sidwell parents. And Sidwell parents invariably portray Clinton's move in sympathetic terms.

Newsweek reporter Howard Fineman, whose daughter is in kindergarten at Sidwell, went a step further. At the Renaissance Weekend extravaganza, he lobbied the Clintons to choose Sidwell for their daughter.

The airwaves, meanwhile, have been filled with disclaimers. On the "MacNeil/Lehrer NewsHour," commentator Mark Shields, who defended Clinton's decision, said: "Let me just tell you about Friends. I don't pretend to be objective. I have a daughter who graduated from that school." He insisted Sidwell is "not a parking lot full of BMWs" and is "27 percent minority."

Co-anchor Jim Lehrer quickly added: "I also had three daughters who went to school there, and Judy [Woodruff]'s children go there as well, just for the record."

On CNN's "Capital Gang," Albert Hunt, Washington bureau chief of the Wall Street Journal (and Woodruff's husband), told viewers that "my two sons go to Sidwell Friends." Hunt said this week that the Chelsea flap "is simply a private matter. It's perfectly legitimate to criticize Bill Clinton on education, but don't drag his 12-year-old kid into it."

On "Inside Washington," columnist Carl Rowan defended Sidwell as being racially diverse. "And let me in total honesty tell you, I know about this school because I've got three grandchildren there," he said.

Newsweek's Eleanor Clift has led the non-Sidwell brigade. She said on the "McLaughlin Group" that "there are some good [public] schools here" and that Clinton was acting like a "limousine liberal."

Clift's three children have attended Woodrow Wilson High School in Northwest Washington.

The Washington Post, January 15, 1993

"I think journalists can't really go after Clinton for being a hypocrite when they've got their own kids in private schools," Clift said in an interview. "In many ways we are a world apart."

As for buttonholing Clinton, Fineman said: "I will admit that both my wife and I shamelessly lobbied Bill Clinton and Hillary Clinton at separate moments, singing the praises of Sidwell. ... Was I using the opportunity of being at Renaissance Weekend to try to do something for Sidwell? Yes, I plead guilty to doing that. But I don't think it compromised me journalistically."

Sidwell parents at The Washington Post include Publisher Donald Graham, Managing Editor Robert Kaiser and Assistant Managing Editor Bob Woodward. The New York Times last week listed Graham, Hunt, Woodruff and ABC's David Brinkley as media heavyweights whose offspring have attended Sidwell. The Times somehow managed to omit its own deputy bureau chief, Philip Taubman (now deputy national editor), and Kathy Sulzberger (daughter of Times Co. Chairman Arthur Ochs Sulzberger), whose children attend the school and who sits on the Sidwell board.

Coming next week: Reporters who cover Attorney General nominee Zoe Baird and have illegal aliens as babysitters.

Golfing Buddies

The question of whether some media types are getting too cozy with Bill Clinton is perhaps best examined on the golf course.

Richard Kaplan, executive producer of ABC's "PrimeTime Live," played golf with the president-elect in Little Rock last weekend. He also took in a movie with Bill and Hillary.

Not coincidentally, Kaplan snagged Clinton for an appearance on "PrimeTime Live" last night, his first post-election TV interview. Kaplan has known Clinton for years; they spent one night playing cards during the New York primary.

Kaplan did not return phone calls, but ABC spokeswoman Rena Terracuso said he "is spending as much time as possible with the Clintons so he can get their input for the show. It's social and business mixed together." She acknowledged, however, that no camera crew was present during the 18 holes of golf.

President Bush often took reporters jogging or fishing or played horseshoes with them, but golf seems to be the preferred invitation for Clinton. Time columnist Michael Kramer played a round with Clinton last month; he says he was working on the magazine's Man of the Year story. "I'm not a golfing buddy of his," Kramer says. "There were things we wanted to go over for the article."

Correction of the Month

"The appearance of hair on the head of Charlie Brown in the comic strip Peanuts Monday and yesterday was the result of unauthorized altering of the strip." -- Newsday, Dec. 30

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January 19, 1993, Tuesday, Final Edition

SECTION: METRO; PAGE B1

LENGTH: 1249 words

HEADLINE: The Great Education Debate;
Clintons' Choice of Sidwell Remains a Hot Topic

SERIES: Occasional

BYLINE: Sari Horwitz, Mary Jordan, Washington Post Staff Writers

BODY:

Hillary Clinton and Laura Anthony are former college classmates, women who came of age in the '60s and are devoted to children in the '90s. But this month, the two split -- as many otherwise like-minded people did across the country -- on one of the most important decisions parents make: where to send their children to school.

Clinton decided to enroll her 12-year-old at Sidwell Friends School, an expensive, private school in the Tenleytown area of Northwest Washington.

Anthony chose instead for her 12-year-old Alice Deal Junior High, the more diverse public school a mile away.

"Deal is a real microcosm of the nation," said Anthony, an aide to a D.C. school board member. "There are kids from all income levels and all nationalities."

More than a week after the Clintons announced Chelsea would be going to Sidwell, the debate continues about their decision to go private. Some argue it makes Clinton, a public education advocate, a hypocrite. They say the Democrat turned his back on one of the best schools in the city, one even George Bush visited last year to commend.

Others say this whole matter is nobody's business.

In interviews last week, District parents and local and national leaders said the reason the Chelsea school issue stays alive -- even former president Jimmy Carter weighed in, saying he was "disappointed" -- is that never before has there been such concern over the nation's public school system.

The cost of private school -- Sidwell Friends's tuition is more than \$ 10,000 -- takes it out of reach of millions of Americans. Nationally, less than 12 percent of the 46 million schoolchildren attend private schools.

But in the nation's cities, where the concern about public school quality and violence is greatest, many parents are particularly upset and torn about the decision of public versus private. Many simply leave for the suburbs and send their children to public schools there, and others send their children to the rising number of private schools in many inner cities.

The Washington Post, January 19, 1993

Clearly, many District parents who can afford it opt out of the public schools: Although 30 percent of the District's population is white, only 4 percent of the schoolchildren are. Also, many of the city's Catholic schools are filled with non-Catholic, middle-class black students seeking to escape what their parents see as bad or unsafe public schools.

"The reason everyone is talking about this," said Peter Relic, president of the National Association of Independent Schools, is that there is unprecedented concern about the inadequacy of the public schools.

For some, the Clintons' decision assuaged the liberal guilt some parents feel at abandoning the public schools.

"I do think this makes it easier for other people to follow a similar path," said Michael Casserly, the interim executive director of the Council of the Great City Schools, which represents the largest urban school systems. "I think it makes it easier for people [who can afford private schools] to not become involved in public schools."

Likewise, many public school advocates have argued that because so many of those in positions of power enroll their children in private schools -- from Mayor Sharon Pratt Kelly and Jesse L. Jackson to the media and business elite -- they don't feel or act with urgency to improve public schools.

A Washington Post survey also found last year that not a single federal official charged with making education policy had enrolled his or her child in a D.C. public school.

Outgoing Secretary Lamar Alexander said Chelsea Clinton will be taking the spot at Sidwell that his son, Will, is just leaving. Ironically, he said, the Democrat "helps make the point" of Republicans who support private school "choice," the plan to give parents government assistance for private school tuition. Clinton has opposed the plan, saying it would drain badly needed money from public schools.

There is often no contest between the facilities and resources of urban public schools and the best private schools. Sidwell, for instance, offers smaller classes, teachers with more advanced degrees, and better athletic facilities than Deal. Sidwell enrolls preschoolers through high school seniors and is split into two campuses, one in Bethesda and the other in the District, which Chelsea will attend. Deal is exclusively for seventh-, eighth- and ninth-graders.

Deal is the most diverse junior high school in the city: Half the students are black, 23 percent white, 20 percent Latino and 5 percent Asian.

Sidwell is 73 percent white, 17 percent black, 7 percent Asian and 3 percent Latino.

The Quaker school also has the luxury of less bureaucracy and The public versus private school decision is the source of much "middle-class angst. Parents are really torn about this."

-- Michael Tubbs

The Washington Post, January 19, 1993

more control of its curriculum. Sidwell, for instance, has decided emphasis on teaching values and includes a weekly "silent Meeting for Worship." Unlike Deal, where parents worry about city budget cuts and the unexpected furloughing of teachers, Sidwell has far more money for students' overnight trips and extracurricular activities.

"In a private school, there is a lot of nurturing," said Karen Fleisher, a District mother who has sent children to both public and private schools. "It really depends on the child and what they need."

Her older son, Ruben, attended the private Georgetown Day School and is now a freshman at Wesleyan University in Connecticut, and "he felt it really prepared him for college."

But she said Ruben felt he missed out on the diversity of Deal, where his younger brother, Lucas, was student body president last year.

"We liked the feeling of Deal," said Fleisher, a Maryland public school librarian. "There are kids from all over Washington going to school together and getting along."

Fleisher said, "There is not a perfect choice You give up something at each school."

Michael Tubbs, a Capitol Hill real estate agent, said the school decision is the source of much "middle-class angst. Parents are really torn about this."

Tubbs said he sees a pattern as he talks to middle-class families, both black and white. They move into an integrated neighborhood such as Capitol Hill and want to expose their children to a broad range of students.

But as the child gets older, they often give up on the virtue of diversity when they weigh the academic rigor and test scores of the neighborhood public school.

Still, there are islands of excellence within the urban school systems.

But even at Deal, which has a strong principal, highly involved parents, and the best junior high test scores in the city, parents often feel defensive when talking to friends who choose the private route.

"Deal gets a bum rap," said Betsy Chotin, director of staff development at the Washington Lawyers Committee for Civil Rights and mother of a Deal graduate. "I have to explain it a lot, which frustrates me."

Bill Clinton, who during the campaign touted the fact that his daughter attended an integrated public school in Little Rock, said this week about the switch to private school: "I did what I thought was best for my daughter."

Hillary Clinton elaborated that if her husband had been coming to Washington for "any other position" than president, their decision might have been different.

Her old college classmate, Laura Anthony, said she wished it were. But she added, "I'm glad for the debate this has stirred up."

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January 7, 1993, Thursday, Final Edition

SECTION: OPINION EDITORIAL; PAGE A30

LENGTH: 438 words

HEADLINE: Chelsea Clinton Goes to School

SERIES: Occasional

BODY:

THE ANNOUNCEMENT that the Clintons' daughter, Chelsea, will attend private school in the District was instantly construed as a vote of no confidence in public schools generally and in those of the District in particular. The ballot's in, many seemed to be saying. The Clintons privately rejected the very public schools they so passionately profess allegiance to. Some in the press corps, attempting to deconstruct a terse statement on the decision to send the young girl to Sidwell Friends, spent the better part of Tuesday's briefing asking: How truly committed to public education can the president-elect possibly be?

We don't think this event is or was about Mr. Clinton's educational policy. A few public and private schools were canvassed by the Clinton family. Their objective was to find the place where Chelsea Clinton -- soon to be a heavily protected, watched, covered and otherwise affected presidential child -- might have the best chance of maintaining at least a degree of privacy and normality in her daily school life. Presidential actions are regularly read for symbolism. But this wasn't a decision about where to play golf; it was a decision about schooling a 12-year-old child who for the next four years must live, at best, in highly unusual, not to say abnormal circumstances. There were fierce attempts to pry all sorts of embedded messages from the explicit one: "As parents we believe this decision is best for our daughter at this time . . . ," said the Clintons. Mr. Clinton, so often accused of bending like a reed with the prevailing political winds on this question clearly put politics aside. No doubt his daughter, just coming out of Little Rock's public schools, had something to say about what kind of high school she'd like to attend.

The rap, of course, is that the Clintons are exercising a choice other parents cannot exercise. That's the wicked truth. The Clintons, like other families of means, can choose among houses and doctors and schools and much else. The poor are more limited in their choices, which is all the more reason, as spokesman George Stephanopoulos pointed out, to make sure the country's public schools receive the federal government's scarce resources. That's what "choice," as a political issue, is about: the diversion of public funds to private and parochial schools, which Mr. Clinton opposes. He favors instead working toward greater equality and expansion of educational opportunity in the public schools. This is a legitimate issue that deserves public debate, but it is separate from the very special circumstances affecting a White House child.