

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. draft	Speech draft (5 pages)	08/07/1992	Personal Misfile
002. fax	To Melanne Verveer re: event (1 page)	08/01/1992	Personal Misfile
003. draft	Talking Points (6 pages)	08/04/1992	Personal Misfile
004. list	HRC Special Invitation Breakfast (partial) (2 pages)	08/01/1996	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 20019

FOLDER TITLE:

American Bar Association

2013-0534-S

ry1541

RESTRICTION CODES

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

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

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

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

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

RR. Document will be reviewed upon request.

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

ABA

Women remain the primary caretakers of the world's children and elderly. Today, families throughout the world rely on women for emotional support and increasingly for outside income. In a time when the pressures of consumption and technology place burdens on family life in virtually every country on the planet, women will be relied on even more to sustain and protect the family unit. And investing in those women will ensure that they have at least an even chance of being able to do that.

However different we may be, there is far more that unites us than divides us. We share common future. And we are here to find common ground so that we may help bring new dignity and respect to women and girls all over the world - and in so doing, bring new strength and stability to families as well.

What we are learning around the world is that if women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish.

And when families flourish, communities and nations will flourish.

The great challenge is to give voice to women everywhere whose experiences go unnoticed, whose words go unheard.

Women comprise more than half the world's population. Women are 70 percent of the world's poor, and two-thirds of those who are not taught to read or write.

I believe that on the eve of a new millennium, it is time to break our silence. It is time for us to say here in Beijing, and the world to hear, that it is no longer acceptable to discuss women's rights as separate from human rights.

Women must enjoy the right to participate fully in the social and political lives of their countries if we want freedom and democracy to thrive and endure.

By gathering in Beijing, we are focusing world attention on issues that matter most in the lives of women and their families: access to education, health care, jobs and credit, the chance to enjoy basic legal and human rights and participate fully in the political life of their countries.

Now it is the time to act on behalf of women everywhere. If we take bold steps to better the lives of women, we will be

file ABA

FOREWARD TO AMERICAN BAR ASSOCIATION PUBLICATION

I am delighted to be a part of this important project to document the progress our world has made in strengthening the rights of women and their families. The publication of this book presents all of us with the opportunity to listen to the voices of the past, to reflect on the principles that guide us today and to recognize the tasks that still lay before us.

Today, women contribute to our society in more places and in more ways than ever before: in the home, on the job, in their communities, as mothers, wives, sisters, daughters, teachers, workers, citizens and leaders. Women remain the primary caretakers of the world's children and elderly. Their families rely on them for emotional support and increasingly, for outside income. Yet, in many places throughout the world, women continue to be denied basic human rights and opportunities to fulfill their God-given potentials.

We all have a stake in ensuring that women around the globe are given the chance to thrive -- that they have access to education, credit, and health care, that they lead lives free from violence, that they are allowed to participate fully in the political lives of their countries and to influence the decisions that affect their lives. The fortunes of nations are inextricably tied to the fortunes of women. It is this simple: where women flourish, their families flourish. And where families flourish, communities and nations flourish. Issues affecting women and their families are not "soft" issues to be relegated to the sidelines of serious debate; rather, they are among the hardest and most important issues we face.

If we are to meet the great challenge of giving voice to women everywhere -- especially to women whose contributions still go unnoticed and whose ideas often go unheard -- then we must learn from those who came before us. This collection of international declarations and conventions chronicles the development of women's international human rights over the past three centuries. It is a testament to the will of women to rise above obstacles, to challenge the status quo, and to enrich and further the rights of their contemporaries and their descendants.

It is my hope that this volume will inspire, enlighten, and assist all students, teachers, grassroots human rights activists, and non-governmental organizations working to chart a just and humane course for the future.

Hillary Rodham Clinton

undone -
for more people

I am delighted to be a part of this important project to ^{make more accessible} document the progress our world has made in strengthening the rights of women and their families. The publication of this book presents all of us with the opportunity to listen to the voices of the past, to reflect on the principles that guide us today and to recognize the tasks that still lay before us.

Today, women contribute to our society in more places and in more ways than ever before: In the home, on the job, in their communities, as mothers, wives, sisters, daughters, teachers, workers, citizens and leaders. With every family in every country burdened by the pressures of the global economy, a consumer culture, and the new Information Age, women have become even more essential to the task of sustaining and protecting families. Women remain the primary caretakers of the world's children and elderly. Their families rely on them for emotional support and increasingly, for outside income. Yet, in many places throughout the world, women continue to be denied basic human rights and opportunities to fulfill their God-given potentials.

We all have a stake in ensuring that women around the globe are given the chance to thrive -- that they have access to education, credit, and health care, that they lead lives free from violence, that they are allowed to participate fully in the political lives of their countries and to influence the decisions that affect their lives. The fortunes of nations are

inextricably tied to the fortunes of women. It is this simple: where women flourish, their families flourish. And where families flourish, communities and nations flourish. Issues affecting women and their families are not "soft" issues to be relegated to the sidelines of serious debate; rather, they are among the hardest and most important issues we face.

If we are to meet the great challenge of giving voice to women everywhere -- especially to women whose contributions still go unnoticed and whose ideas often go unheard -- then we must learn from those who came before us. We can only build on past progress if we understand it. This collection of international declarations and conventions chronicles the development of women's international human rights over the past three centuries. It is a testament to the will of women to rise above obstacles, to challenge the status quo, and to enrich and further the rights of their contemporaries and their descendants.

It is my hope that this volume will inspire, enlighten, and assist all students, teachers, grassroots human rights activists, and non-governmental organizations working to chart a just and humane course for the future.

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[I am delighted to ^{be a part of} ~~share in the publication of~~ this important project to ~~work, which documents~~ the progress we have made in strengthening the ^{rights of} ~~world's~~ women and ^{their} families. ^{around the world} [The approach of a new millenium is an appropriate time to reflect on the historic achievements women have made and the critical importance of investing in women.] The publication of this book presents all of us with the opportunity

see H

Today, women contribute to society in more ways than ever before: in the home, on the job, in their communities, as mothers, wives, sisters, daughters, teachers, workers, citizens and leaders. With every family in every country burdened by the pressures of the global economy, ~~the mass media~~, a consumer culture and the new Information Age, women are more essential than ever in sustaining and protecting the family unit. Women remain the primary caretakers of the world's children and elderly. ~~They are relied on by~~ ^{rely on them} their families for emotional support and increasingly ^{women} for outside income. ~~yet they~~ ^{yet} continue to be denied ^{basic human} their rights and opportunities in ~~many~~ ^{throughout} places around the world.

see H

^{the given the} We all have a stake in ensuring that women around the globe thrive -- that they have access to education, credit, and health care, that they lead lives free from violence, that they are allowed to participate fully in the political lives of their countries and ^{to} influence the decisions that affect their lives. ^{will not} The fortunes of nations are inextricably tied to the fortunes of women. It is this simple: where women flourish, their families

flourish. And where families flourish, communities flourish and nations reap the benefits. ^{functions} ~~It is time for us all to recognize, that the~~ issues affecting women and their families are not "soft" issues to be relegated to the sidelines of serious debate; rather, they are among the hardest and most important issues we face.

If we are to meet the great challenge of giving voice to women everywhere -- women whose contributions still go unnoticed and whose ^{ideas} ~~words~~ often go unheard -- then we must learn from those who came before us. We can only build on past progress if we understand it. This publication of international declarations and conventions chronicles the development of women's international human rights over the past three centuries and, as such, is a critical tool for students, teachers, grassroots human rights workers and non-governmental organizations working to chart a course for the future. ^{what follows in the next pages} ~~The documents in this collection of this volume is a testament to the will of women throughout the world illuminate the past struggles of women, show us the progress we have made, and shed light on areas where we have not done enough.~~ ^{to rise above obstacles, challenge the status quo & further the rights of and enrich the lives of women.}

It is my hope that this book will be used by generations of ~~interested~~ ^{inquisitive} students who ~~want to know~~ how, when and where women's rights have come to life.

as inspiration
affirmation
and a prod to
accomplish
more.

taking bold steps to better the lives of children and families too.

Let us heed the call so that we can create a world in which every woman is treated with respect and dignity.

We must also recognize that women will never gain full dignity until their human rights are respected and protected.

All must value the lives of women + girls ~~for~~ economic + political progress around the globe

Evolution of
women's
progress



~~This book is a~~ what follows through the pages of this book is a testament to the will of women throughout the world to ~~rise~~ rise above obstacles stretch the limits, challenge the status quo + further the rights + lives of women.

These passages exemplify the responsibility

We all have ~~a responsibility~~ to make sure that

the voices that go unheard will be heard. A responsibility for making sure that women, their children, their families, have the opportunities for health care + education, for jobs + political participation, for lives free of violence, for basic legal protections, + ~~for~~ for internationally recognized human rights no matter where they are or where they live.

What follows are words that broke the silence -

And actions will follow
these words.

Jane Shapiro
Lucinda Lowe

FL
DC

for
→ 624-0854
626-5421

c/o Walter
Swan

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4499

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3000



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March 5, 1996

Hillary Rodham Clinton
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20005

Dear Mrs. Clinton:

As one of its followup initiatives to the Fourth World Conference on Women, the American Bar Association is preparing a book on the International Human Rights of Women for publication this summer. Designed to make the documentary sources of women's international human rights readily available to those who might otherwise be denied access, the book is a compilation of approximately forty international declarations and conventions chronicling the development of women's international human rights over the past three centuries. I am writing to you on behalf of the ABA to request that you consider authoring the foreword to this book.

We believe that this book will be unique among those published in the aftermath of the Fourth World Conference on Women, for a number of reasons. The lion's share of the book will consist of either the full text or selected excerpts of international human rights documents, from the 1791 Declaration of the Rights of Woman and the Female Citizen, by Olympe de Gouche (one of the first women guillotined in the French Revolution), through the Platform for Action developed at the Fourth World Conference on Women last September. The book will also contain two substantive chapters: one providing a legal analysis of the development of women's international human rights through these documents; and the other, a historical (non-legal) analysis of the evolution of those rights. These chapters will examine the development of women's human rights from an objective point of view; our only agenda

MV-

5/24

This seems like a good
idea. Do we have a
decision on this yet?

T

Due by end of
July

Publish date?

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Hillary Rodham Clinton
March 5, 1996
Page 2

in publishing this book is legal literacy -- educating women about the sources of their international human rights. We have attached a preliminary table of contents for the book for your information.

It is our hope that this book will be a valuable resource for students -- undergraduates as well as law students -- teachers, grass roots human rights workers and non-governmental organizations pursuing the human rights of women. To that end, we have decided to set the price for this book significantly lower than that of similar ABA publications aimed at practitioners. In addition, we will seek to have the book translated into a number of different languages, so that the source documents of women's human rights will be accessible to women around the world.

The need for a book such as this is great. As we have discovered, many of the source documents of women's human rights are currently accessible only to a privileged few with access to extensive library, technological and personnel resources.

The Beijing Conference showed the importance of your work on behalf of women and girls, not only to women in the United States, but around the world. Standing in line in Beijing to hear the panel in which you participated on microenterprise, for example, I was struck by the presence of at least as many African, Asian and Latin American women as North American women. Women's rights are human rights, as the Conference confirmed, and international law has played and will continue to play an important role in the advancement of those rights.

We can think of no person more fitting to carry this message than you, and would be deeply honored if you would agree to author the foreword. We would provide any assistance in the preparation of the forward that you might require.

Please feel free to contact me if you have any questions.

Very truly yours,

Lucinda A. Low
Lucinda A. Low *CL*



MILLER & CHEVALIER

CHARTERED

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TO: <u>Katie Button</u>	FROM: <u>Carol E. Lockwood</u>
<u>Office of the First Lady</u>	<u>American Bar Association</u>
_____	DATE: <u>June 14, 1996</u>
_____	PHONE: <u>(202) 626-1485</u>

TRANSMITTAL CONSISTS OF THIS COVER PAGE, PLUS 5 PAGES

COMMENTS

Attached please find a copy of our status chart for the documents we currently anticipate including in the ABA book. I have not had an opportunity to update our table of contents recently, so this represents our most current list. Also, please forgive any misspelling of your name on this fax -- I haven't seen it in print, so I had to guess.

CONFIDENTIALITY NOTE

This facsimile message contains a confidential communication subject to protection under the attorney-client privilege and/or the attorney work-product doctrine. The message is intended solely for the use of the individual or entity to whom it is addressed and should not be read by anyone other than the intended recipient. In the event of a transmission error, please notify us immediately by collect telephone call at the number shown above. Thank you.

MAC FAX ROOM: Please return this fax
to the desk of Carol E. Lockwood after transmission.

Time Sent

Time Confirmed

Operator

DETACH PRIOR TO TRANSMISSION

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Receiving Telecopy Phone Number:		<u>(202) 456-6244</u>
Confirmation Phone Number:		<u>(202) 456-6266</u>
Time Delivered to Service Dept.:		_____

Core Human Rights Documents: Women's Human Rights

#	Title	Cite	Found	Prepped	Sent	Scanned	Proofed	Pages
1	Letter from Abigail Adams to John Adams	Adams Family Correspondence, L.H. Butterfield, Editor, The Belknap Press of Harvard University Press, Cambridge, Mass., 1963	X	X	X	X	X	2
2	Declarations of the Rights of Woman and the Female Citizen, Olympe de Gouche, 1791 (001)	Darlene Gay Levy, et al., <u>Women in Revolutionary France</u> (1979), pp. 89-92; John A. Maxwell and James Friedberg, <u>Human Rights in Western Civilization, 1600-Present</u> (2nd ed., 1994), pp. 34-36.	X	X	X	X	X	4
3	Seneca Falls Declaration on Women's Rights, 1848 (002)	Reprinted in Jeanne Hersch, ed., <u>Birthright of Man</u> (UNESCO, 1969), pp. 137-39.	X	X	X	X	X	2
4	Declaration of Principles, adopted by the Convention on National American Woman Suffrage Association, 1904. (003)	Reprinted in Ida Husted Harper, ed., <u>The History of Woman Suffrage</u> , Vol. V, pp. 742-43 (1922, reprinted 1969).	X	X	X	X	X	3
5	International Labour Conference Convention No. 3 Concerning the Employment of Women Before and After Childbirth, Nov. 29, 1919		X	X	X	X	X	
6	Rights of Women, Resolution of the 5th International Conference of American States, 1923. (006)	Reprinted in James Brown Scott, <u>The International Conference of American States, 1899-1928</u> , pp. 244-45.	X	X	X	X	X	1
7	Inter-American Commission of Women. Resolution of the Sixth Conference of American States, 1928. (007)	<u>Idem</u> , p. 408. <u>See also</u> , <u>id.</u> pp. 324, 494-99 for documents relating to the implementation of the 1923 and 1928 resolutions.	X					
8	Charter of the United Nations, June 26, 1945 (008)	59 Stat. 1031, T.I.A.S. No. 993, 3 Bevans 1153 (1945)	X	X	X	X	X	3

Core Human Rights Documents: Women's Human Rights

#	Title	Cite	Found	Prepped	Sent	Scanned	Proofed	Pages
9	American Declaration of the Rights and Duties of Man, 1948 (009)	OAS Res. 30 OEA/Serv.L./V./I.4, Rev. 65	X	X	X	X	X	7
10	Universal Declaration of Human Rights, December 10, 1948 (010)	UN G.A. Res. 217A (III), U.N. GAOR Res. 71, U.N. Doc. A/810 (1948)	X	X	X	X	X	9
11	Geneva Convention Relative to the Protection of Civilian Persons in Time of War, August 12, 1949 (011)	6 U.S.T. 3516, T.I.A.S. No. 3365, 75 U.N.T.S. 287 (1949)	X	X	X	X		
12	Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others (with Final Protocol), opened for signature March 21, 1950 (012)	96 U.N.T.S. 271	X	X	X	X	X	10
13	Convention for the Protection of Human Rights and Fundamental Freedoms, opened for signature November 4, 1950 (013)	213 U.N.T.S. 222	X	X	X	X	X	21
14	International Labour Conference Convention No. 100 Concerning Equal Remuneration for Men and Women Workers for Work of Equal Value, June 29, 1951		X	X	X	X	X	
15	International Labour Conference Convention No. 103 Concerning Maternity Protection, June 28, 1952		X	X	X	X	X	
16	Convention on the Political Rights of Women, March 31, 1953 (016)	27 U.S.T. 1909	X	X	X	X	X	5
17	Convention on the Nationality of Married Women, February 20, 1957 (017)		X	X	X	X	X	6
18	International Labour Conference Convention No. 111 Concerning Discrimination in Respect of Employment and Occupation, June 4, 1958		X	X	X	X	X	

Core Human Rights Documents: Women's Human Rights

#	Title	Cite	Found	Prepped	Sent	Scanned	Proofed	Pages
19	UNESCO Convention Against Discrimination in Education, December 14, 1960 (019)	429 U.N.T.S. 93 (1960)	X	X	X	X	X	8
20	European Social Charter, October 18, 1961	529 U.N.T.S. 7659 (1961)	X	X	X	X		
21	Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, November 7, 1962 (020)		X	X	X	X	X	5
22	International Labour Conference Convention No. 122 Concerning Employment Policy, June 17, 1964		X	X	X	X	X	
23	International Covenant on Economic, Social and Cultural Rights, December 16, 1966 (022)	Annex to G.A. Res. 2200, U.N. GAOR 21st Sess., Supp. No. 16, U.N. Doc. A/6316 (1967)	X	X	X	X	X	12
24	International Covenant on Civil and Political Rights and Optional Protocol to the International Covenant on Civil and Political Rights, December 16, 1966 (023)	G.A. Res. 2200, U.N. GAOR, 21st Sess., Supp. No. 16, U.N. Doc. A/6316 (1967)	X	X	X	X	X	25
25	American Convention on Human Rights, November 22, 1969 (024)	9 I.L.M. 673	X	X	X	X	X	25
26	International Labour Conference Convention No. 142 Concerning Vocational Guidance and Vocational Training in the Development of Human Resources, June 23, 1975		X	X	X	X	X	
27	Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), December 18, 1979 (026)	G.A. Res. 34/180 (XXXIV), U.N. GAOR, 34th Sess., Supp. No. 46, U.N. Doc. A/34/46 (1979)	X	X	X	X	X	18
28	Organization of African Unity: Banjul Charter on Human and People's Rights, January 19, 1981 (027)	21 I.L.M. 58	X	X	X	X	X	17

Core Human Rights Documents: Women's Human Rights

#	Title	Cite	Found	Prepped	Sent	Scanned	Proofed	Pages
29	International Labour Conference Convention No. 156 Concerning Equal Opportunities and Equal Treatment for Men and Women Workers: Workers with Family Responsibilities, June 3, 1981		X	X	X	X	X	
30	International Labour Conference Convention No. 158 Concerning Termination of Employment at the Initiative of the Employer		X	X	X	X	X	
31	United Nations: Draft Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, March 9, 1984 (030)	23 I.L.M. 1027; December 10, 1984, 24 I.L.M. 535	X	X	X	X	X	13
32	The Nairobi Forward-Looking Strategies for the Advancement of Women, December 13, 1985 (031)	G.A. Res. 40/108, U.N. GAOR	X	X	X	X	X	102
33	Organization of American States: Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights, November 14, 1988 (032)	28 I.L.M. 156 (1989)	X	X	X	X	X	16
34	Convention on the Rights of the Child, November 29, 1989 (033)		X	X	X	X	X	23
35	International Labour Conference Convention No. 171 Concerning Night Work, June 26, 1990		X	X	X	X	X	
36	Conference on Security and Co-operation in Europe: Document of the Moscow Meeting on the Human Dimension, Emphasizing Respect for Human Rights, Pluralistic Democracy, the Rule of Law, and Procedures for Fact-Finding, October 3, 1991 (035)	30 I.L.M. 1670 (1991)	X	X	X	X	X	22
37	General Assembly Resolution and Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities	32 I.L.M. 911 (1993)	X	X	X	X	X	

Core Human Rights Documents: Women's Human Rights

#	Title	Cite	Found	Prepped	Sent	Scanned	Proofed	Pages
38	United Nations World Conference on Human Rights: Vienna Declaration and Programme of Action, June 25, 1993 (036)	32 I.L.M. 1661 (1993)	X	X	X	X	X	27
39	United Nations: General Assembly Resolution 48/104 Containing the Declaration on the Elimination of Violence Against Women, February 23, 1994 (037)	33 I.L.M. 1049 (1994)	X	X	X	X	X	9
40	Organization of American States: Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women "Convention of Belem Do Para," June 9, 1994 (038)	33 I.L.M. 1534 (1994)	X	X	X	X	X	10
41	Report of the International Conference on Population and Development, Cairo, September 13, 1994 (039)		X	X	X	X	X	83
42	United Nations Social Summit, (Copenhagen Conference) March 6-13, 1995 (040)		X	X	X	X	X	141
43	Platform for Action of the Fourth World Conference on Women, September 1995	(offline)	X	X	X	X	X	
44	Draft Optional Protocol to CEDAW (043)	(not yet drafted)						
45	1907 Hague Convention (004)							
46	Resolutions of the Human Rights Committee of the United Nations (042)							
47	Terms of Reference for the Special Rapporteur on Violence Against Women (041)							
48	League of Nations Activities Relating to Women	Denys P. Meyers, <u>Handbook of the League of Nations</u> (1935), pp. 62-63, 228-31, 263-64, 267-68.	X					

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. draft	Speech draft (5 pages)	08/07/1992	Personal Misfile

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 20019

FOLDER TITLE:

American Bar Association

2013-0534-S
ry1541

RESTRICTION CODES

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

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

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Bill's Bus

Bill Clinton's first campaign trip was a 1,000-mile trip on a bus through the heart of the country. Bill on a magic bus isn't a bad idea. Buses have a special place in the American mind. A bus is big and imposing, and you never quite know who or what might be rolling into town on it.

One of our favorite buses was Ken Kesey's bus, the one in Tom Wolfe's account of its cross-country trip, "The Electric Kool-Aid Acid Test." Kesey had a phrase he kept muttering to his bus mates, the Merry Pranksters: "You're either on the bus, or you're off the bus."

We'd love to know, in the spirit of Ken Kesey, who's on Bill Clinton's bus and who's off it. Who among the Democrats' many, many Merry Pranksters would actually ride with Bill through the White House gates to run (or try to run) the government of the United States?

Bill himself is of course the driver. He sounds as if he knows where he's going, and he has to hope the voters will follow him. Aware that they are mad as hell, he said in his New York acceptance speech that he wants a "leaner" government and a government that "expands opportunity, not bureaucracy."

But peer inside Bill's bus and you see free-market economic adviser Robert Reich sitting on the right and "progressive" economic adviser Derek Shearer on the left. Derek Shearer, a longtime friend, says Bill "absolutely believes in the power of government" and is a "progressive."

Lying on the floor between these two is a Clinton economic agenda that centers on "investment" in the nation's infrastructure — bridges, roads, bullet trains and the like. The most enthusiastic supporters of this proposal are the nation's big-city mayors, who've been screaming nonstop since the Reagan and Bush presidencies cut off the revenue flows into their treasuries. They're on Bill's bus, especially after he told the Conference of Mayors that he would be "driving funds into your cities." A "leaner" government? You can make a case for infrastruc-

ture investment per se, but by definition all the money for it passes through and sustains Big Government.

The two notable Clinton revenue proposals behind this "investment" so far are some sort of tax on incomes above \$200,000 and a "transfer tax." The so-called transfer tax is the Beltway-bred proposal that Ways and Means Chairman Dan Rostenkowski is flogging to somehow tax foreign companies' U.S.-based profits.

Before buying a ticket on Bill's bus, middle-class voters, the Reagan Democrats, must convince themselves that the Clinton tax program will stop here, that three years from now there won't be new "investment" taxes imposed on a public that already sends \$1 trillion of revenue to Washington every year.

Hillary's on the bus. We sampled Hillary's cookies, which were being handed out at the Democratic convention; they were good. But we persist in associating Hillary Clinton with the litigation explosion, whose costs businesses across the U.S. cite as their number one concern. Any survey of the record reveals that the Children's Defense Fund has been a heavy user of the federal court system to try to establish or expand policies once reserved for the legislative process. Would President Clinton's judicial appointees liberalize the boundaries of advocacy litigation, which now clogs the courts and relentlessly imposes cost burdens on defendant governments (taxpayers) and businesses (consumers)?

Someone should ask Senator Gore the same question. He, after all, is the friend of the Sierra Club, the Wilderness Society, the greenhouse-warming crowd, the ozone-hole crowd, the CAFE crowd and the rest of an environmental movement whose instinct to impose legislative and litigated costs on the economy makes the Children's Defense Fund look like a nursery school exercise. In an interview scheduled on C-SPAN over the weekend, Senator Gore said that "in many cases the market sends distorted signals" and in those cases we may need "requirements." A seat for the Nader empire on Bill's bus?

Finally, there's a group of men who seem to be trying to make themselves invisible in the back of Bill's bus. Why it's our old friend the Congress. The Governor of Arkansas, if he doesn't run out of gas before he gets to Pennsylvania Avenue, will always have the Democratic Congress among his companions to "make government work."

George Mitchell (the emotional hater of capital gains) will still be running the Senate. Tom Foley (overseer of the House Post Office) will run the House, assisted by Majority Leader Richard Gephardt (protectionism works), with the U.S.'s noncompetitive banking industry still in the hands of Banking Committee Chairman Don Riegle and all appointments to the Clinton judiciary cleared through Teddy Kennedy's office.

By all reports, the Bill Clinton "New Covenant and We Are the Change Tour" is a lot of fun. But Bill's bus is carrying a lot of heavy baggage. We wonder whether it can make it to November without every one of its tires going flat.

as a traditional special-interest Democrat. ... Even some [Dems] wonder about the return of the pander bear." Tsongas adviser Ted Van Dyk: "Bill has a real opportunity to show leadership on a whole host of issues. ... I'm afraid right now he's going in the opposite direction" (7/31).

BROADENING HIS BASE: A "beaming" Clinton held up a recent edition of the Weekly World News tabloid with a photo of him shaking hands with an ex-Perot, ex-Bush supporting alien: "I want you to know I'm broadening my base." Explaining the alien's "change of heart," Clinton said "he has now locked up the alien vote": "I promised to keep the space station open." Clinton "hinted that there might be a job in Washington for the alien": "I told you I was going to have the most inclusive administration" (Ball, AP/PHILA. INQUIRER, 7/31). "To prove he had been successful" after a day of seeking Perot supporters, Clinton pointed to the tabloid alien and added, "This guy was a Perot backer" (DALLAS MORNING NEWS, 7/31).

GATHERING NO MOSS: Gossipist Liz Smith reports ROLLING STONE's Jan Wenner, Hunter S. Thompson, P.J. O'Rourke and Bill Greider will conduct a four-way interview with Clinton for a "big" ROLLING STONE cover (Balto. SUN, 7/31).

CASEY UP AT BAT: In a W.S. JOURNAL op-ed called "What I Would Have Told the Democrats," pro-life Gov. Bob Casey (D-PA) reiterated his disapproval of the FOCA and writes, "The [Dem Party] always claimed to be the voice of the powerless and the voiceless. I cannot understand why [Dems] do not embrace unborn children as its natural constituency" (7/31).

 **HILLARY TO PRESENT ABA AWARD TO HILL:** "Much to the dismay of conservatives close" to Justice Clarence Thomas, "the bastion of the nation's legal establishment" has asked Hillary Clinton to give a special award to Univ/OK law professor Anita Hill, honoring her for her "special place in history." Clinton, the first commissioner for the ABA's Commis. on Women in the Profession, will keynote the 8/9 awards luncheon. Thomas' friend/Free Congress Foundation's Tom Jipping: "The ABA giving Anita Hill and award like this only shows them to be the liberal interest group that they are." Thomas was invited to speak at the convention by another ABA division but declined the invitation (Phelps, N.Y. NEWSDAY, 7/31).

***8 GORE: AL AND TIPPER CONTROL THE INTERVIEW ON ABC'S "PTL"**

ABC's "PrimeTime Live" featured Al and Tipper Gore interviewed in Carthage, TN, by Diane Sawyer. After saying that Clinton was "the best prepared person ever to run for president," Sawyer asked if Clinton was better prepared than even he. Gore: "Yes, yes." Tipper, when asked by Sawyer what she thought about Gennifer Flowers, fired back: "Personally, I think that was an inappropriate question." Sawyer, a little later: "Marijuana, how much of it? What are we talking about here?" Tipper again rebuffed her: "Oh, please. We discussed that in 1988." Al also had a few pre-emptive moves. When Sawyer raised the hypothetical abortion question about a pregnant daughter that Larry King posed to Quayle, Gore said they wouldn't answer that question. Sawyer brought up the '88 joke about Gore. Gore told it: "How do you

voter confidence in a president who seems to have no new ideas" (7/30). Bush on his plan he introduced on 1/29, the State of the Union: "For 183 days, the Congress has dillied and dallied with this plan, while we could be creating new jobs" ("MacNeil/Lehrer," PBS, 7/30). Bush: "When we look at our economy, we should resist the urge to exaggerate our problems. ... The Dream Team of workers can be found right here in America" (CNN, 7/30). CBS' Connie Chung: "Many economists predict the job outlook may not improve before election day" (7/30).

"ABORTION-RIGHTS TOUR GETS OFF TO POOR START": That's the Louisville COURIER-JOURNAL header over Al Cross' review of the Republicans for Choice rally in KY. The "continuous chants" of more than 60 pro-life protesters, who outnumbered pro-choicers by at least 2 to 1, "drowned out the messages of local candidates and Republicans for Choice." The group stopped in Louisville also to highlight the candidacy of pro-choice state Rep. Susan Stokes (R), running in KY 03 (7/31). Sec/Labor Lynn Martin, on if she'll bring up abortion in her convention nominating speech of Bush: "I don't know. ... It's not a speech about me, it's a speech about nominating the President of the United States. ... It does say a lot about George Bush that he doesn't have litmus tests for people in his cabinet" (CNN, 7/30).

ALSO: Many reports noted the Bush Admin.'s 48-hour reprieve from an appellate court's overturn of Admin. policy on returning Haitian immigrants, and the decision to ask the Supreme Court to overturn the ruling (mult., 7/31). W.S. JOURNAL's Fialka profiles Rep. Henry B. Gonzales' (D-TX) "long, lonely" probe of the BNL-Iraq situation, which "now appears to be the Bush administration's worst foreign policy blunder" (7/31).

*7 CLINTON: TRADING PLACES ON TRADE

Under header, "Clinton switches, now against trade pact," NEWHOUSE NEWS' Benson writes, "After months of voicing strong support for a free trade agreement with Mexico, Bill Clinton is suddenly criticizing the president's proposal. ... In a shift that draws applause from organized labor," Clinton is accusing the WH of taking "a dive" on enviro safeguards and wage standards designed to keep U.S. jobs from leaving the country although "as recently as a month ago Clinton was urging labor supporters to rethink their position." Clinton "seemed to be positioning himself to oppose" the WH's amendment to the North American free Trade Agreement (NAFTA). Clinton: "Based on everything we read, this treaty has a whole lot of things in there for people who want to invest money and nothing on labor practices and the environment" (San Antonio LIGHT, 7/30). W.S. JOURNAL's Gigot writes, "Clinton, who claims to be a free-trader, suddenly had a chance to enhance his image as a non-traditional Democrat." Clinton is "gambling he can win electoral votes in [MI and IL], without paying a price anywhere else. ... If he keeps this up, [Clinton could be] the man who takes a dive in the polls ... Assuming the Bush campaign doesn't remain comatose forever, Mr. Clinton could regret his plunge into Gephardt-ism." GOPers see "several advantages" if Clinton "hews to the Gephardt line. They'll be able to link [him] to Congress" and they'll "tar him

The Democrats have found God!
From Jesse Jackson, who called the Virgin Mary a "single mother" (perhaps because Mr. Jackson is not acquainted with the Father), to Bill Clinton and Al Gore, Democrats are wrapping themselves in the Bible and religious themes.

In the campaign of 1980 (and again in 1984), when some Republicans and some conservative ministers brought religion and quotations from the Bible into the public arena in support of certain policies, many Democrats declared such behavior a threat to the First Amendment and to pluralism. They said that in order to keep religion pure and the state protected from intrusion by "fundamentalists," the two institutions needed to be kept separate.

What a difference a decade makes as Democrats who were viewed as being opposed to such themes kept losing the White House and Republicans who embraced these themes won elections.

The real difference between Republicans then and Democrats now is that the Republicans, using the Bible to defend the unborn and to criticize the gay rights movement, were on more solid ground than these latter-day "converts."

At least Republicans, when they quoted the Bible, got it right. The press, which jumps on Vice President Dan Quayle when he misspells a word or thinks he has misquoted Mark Twain, ignores Bill Clinton when he misquotes the Bible and Al Gore when he overstates or misstates what the Bible says. Perhaps more reporters are familiar with Mark Twain than Moses. Perhaps they think Matthew, Mark, Luke and John are the first names of some of our Olympic athletes.

In his acceptance speech at the Democratic National Convention, Mr. Clinton spoke of a "new covenant" he wanted to make with the American people. According to the

Cal Thomas is a nationally syndicated columnist.

Democrats discover religion

Revell Bible Dictionary, "Covenants are essentially formal announcements by God of his purposes and intentions. Most define how God's people are to relate to him." A covenant also depends largely on the character of the one making it. God's is beyond question. Mr. Clinton's is in some doubt.

In his acceptance speech, Mr. Gore said, "In the words of the Bible, 'Do not lose heart. This nation will be renewed.'" No such verse appears in the Bible.

Mr. Clinton quoted the Bible as saying, "Our eyes have not seen, nor our ears heard, nor our minds imagined, what we can build." The only verse that comes close to what he said is 1 Corinthians 2:9: "But as it is written, eye hath not seen, nor ear heard, neither have entered into the heart of man, the things which God hath prepared for them that love Him." Different words with decidedly different meanings.

In his best-selling book "Earth in the Balance," Mr. Gore writes that when Cain killed Abel, as recorded in Genesis, and his "blood cried out from the ground," this was the first instance of "pollution." Theologian Carl Henry says it is, rather, an indication of the horror God felt from the "violation of human dignity and worth contained in the image of God in which Abel was made."

It is a violation Mr. Gore and Mr. Clinton are prepared to tolerate and promote when it comes to the unborn, whose worth is also established in several Bible verses, which the two ignore in their selective and sometimes inaccurate proof texting. They also see nothing wrong with homosexual practice, which is frequently condemned in the same Bible they look to for instruction on the environment and covenant-making. Do they believe it all, or is theirs a cafeteria theology that takes only those items that please their palates and advance their careers?

Mr. Henry says that Mr. Clinton and Mr. Gore are "invoking a generic



Do Clinton & Gore believe it all, or is theirs a cafeteria theology that takes only those items that please their palates and advance their careers?

deity" and advocating a "distorted pluralism which pleads for the taking in of every god concept, but is hostile to the true biblical heritage and is inauthentic."

Why is this important to anyone

but theologians and the devout? Because a flawed or a false theology can influence the political direction of a person and a nation. "As a man thinks in his heart, so is he" (Proverbs 23:7). If a candidate, or a president and vice president, claim to believe and order their lives according to Scripture, but misinterpret, misunderstand or misapply biblical instructions, disaster can result.

The Bible is full of such instances in which leaders did precisely that. If the Democrats are going to invoke religious ideas, they should read the source for those ideas more carefully. Otherwise, they risk having the verdict of Isaiah 28:15 pronounced on them: "For we have made falsehood our refuge and we have concealed ourselves with deception."

WT
7/26/92

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002. fax	To Melanne Verveer re: event (1 page)	08/01/1992	Personal Misfile

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Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 20019

FOLDER TITLE:

American Bar Association

2013-0534-S
ry1541

RESTRICTION CODES

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

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

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Melanne Verveer
OA/Box Number: 20019

FOLDER TITLE:

American Bar Association

2013-0534-S
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Hillary, Anita & Bill

The Clinton-Gore buscapade is cutting a moderate image from welfare to the Balkans, so we couldn't help but notice Hillary Clinton's San Francisco detour. Yesterday the potential First Lady performed a symbolic laying of hands on Anita Hill.

Mrs. Clinton gave the keynote speech at an American Bar Association luncheon honoring the Oklahoma law professor whose unproven harassment accusations nearly cost Clarence Thomas a seat on the Supreme Court. Ms. Hill was one of six women being honored for "professional excellence" by the ABA's Commission on Women in the Profession. Mrs. Clinton is herself a lawyer and a former chair of that commission. Its director, Elaine Weiss, tells us the Clinton campaign was long aware that Ms. Hill would be honored at the lunch.

If the ABA wants to endorse one side of what was a national soap opera, we suppose that's only further proof of the bar's political drift. But why in the world is Mrs. Clinton

choosing sides? Is she accusing a Supreme Court Justice of perjury? Perhaps she could explain her thinking to Georgia's Democratic Senators Sam Nunn and Wyche Fowler, both of whom voted to confirm Justice Thomas.

At the time of the famous Senate hearings, even most women said they believed Mr. Thomas over Ms. Hill. Just last week an MTV poll of 18-to-29-year-olds found that 42% believed Mr. Thomas, while only 32% believed Ms. Hill. Is Mrs. Clinton trying to lend her credibility to persuade the majority that it's wrong?

Perhaps Mrs. Clinton is finally declaring her true colors in the nation's judicial and culture wars. Her own writings, celebrated by such liberals as Garry Wills, have clearly marked her as a liberal legal activist of some achievement. Yet once her views became known during the primaries, the Clinton campaign rather implausibly repackaged her as a baker of chocolate chip cookies.

This isn't fair to Mrs. Clinton, or for that matter to voters. The issue isn't what she does but what she believes, especially if she's going to influence a Clinton presidency. According to the New York Times, Mrs. Clinton helped to screen judicial nomina-

tions for her husband in Arkansas. Ranking campaign staffer Betsey Wright has told us that one of Mrs. Clinton's closest legal advisers is Judith Lichtman of the Women's Legal Defense Fund. Ms. Lichtman was among the leaders of those opposing Justice Thomas and was aware of Ms. Hill's accusations before they were leaked. Is this who will be vetting President Clinton's judicial nominees?

The sandbag-Thomas crowd, we should add, hasn't gone into hiding. It's been busy harassing Edward Carnes, President Bush's nominee to the federal 11th Circuit of the Court of Appeals. Thirty-one state attorneys general, including 19 Democrats, have signed a letter endorsing Mr. Carnes as a "distinguished" and "highly qualified attorney" who "has displayed a fine sense of principled fairness." Morris Dees, director of the Southern Poverty Law Center and founder of the Klanwatch civil rights group, says Mr. Carnes "is a person of integrity, competence and outstanding character." Alabama's two Democratic Senators, even the notoriously malleable Howell Heflin, support him.

Nonetheless, Mr. Carnes is being held hostage by the Senate because he's enforced the death penalty for murder. As the head of Alabama's Capital Litigation Unit, Mr. Carnes had no choice but to enforce the law. But to George Mitchell's Senate Democrats, enforcing the law is apparently a sin if the law violates liberal orthodoxy. The Senate Judiciary Committee approved Mr. Carnes on a 10 to 4 vote in May, but Mr. Mitchell has been delaying a vote by the full Senate ever since.

Mr. Mitchell is obviously playing for time with the expectation of a Clinton presidency. There are currently 122 vacancies on the federal bench, yet the Senate is stalling on 73 Bush nominees. Mr. Carnes has been in the dock for months. We wonder if Mr. Clinton, who likes to boast that he's enforced the death penalty in Arkansas, agrees with this kind of tactic.

Mr. Clinton talks of a "new mainstream," but the activists associated with his wife's judicial views are way upstream. If the Democratic nominee agrees with them, it'd be nice if he told us before November 3.



Hillary Clinton



Anita Hill

WSJ
8/10/92

FOR IMMEDIATE RELEASE
Sunday, August 9, 1992

Contact: Lisa Caputo
Joyce Kravitz
(501) 399-3940

Remarks of
Hillary Rodham Clinton
to the
American Bar Association
August 9, 1992
San Francisco, California

Presidents D'Alemberte and McWilliams, Chair Amron, Commission members, distinguished honorees, ABA colleagues and dear friends.

I want you to know what a deep personal privilege and pleasure it is for me to speak to you today. Coming here is coming home. Five years ago, the ABA created the Commission and President Robert MacCrate called to ask me to be its first chair. When we held our first national hearings, we came away deeply disturbed to learn firsthand of both the persistent discrimination and serious barriers to balancing professional demands and personal obligations that continue to confront women in the legal profession.

How many of you recall the testimony of the district attorney who had been asked to face the courtroom while the presiding judge proclaimed: "Can you believe this pretty little thing is a prosecutor?" Or the other stories often related in private or anonymously about the verbal and physical abuse that women in our profession often encountered in court, at work from fellow professionals and even clients.

How shocking it seemed then. And how important it was to get the message out that this kind of behavior cannot be tolerated. But that was before today's honored guest transformed consciousness and changed history with her courageous testimony. All women who care about equality of opportunity -- about integrity and morality in the workplace -- are in Professor Anita Hill's debt, and I am pleased to share this platform with today.

As women and as lawyers, we must never again shy from raising our voices against sexual harassment -- or against the persistent and often illegal discrimination that still limits opportunities for pay and promotion -- and against the glass ceiling that is often translucent, but never transparent.

Through my work on this commission, and, indeed during the past year I have spent many, many days traveling around this

country listening to women. What has impressed and troubled me most are the overwhelming obstacles so many women must hurdle, as we try, with the support of the men in both our professional and personal lives, to balance our careers and our family obligations. We're all in this together, after all, men and women, husbands and wives, parents and children.

I think of today's honorees -- all of whom exemplify the spirit behind my favorite lines from my new favorite movie, "A League of Their Own." Explaining why she's leaving baseball, the catcher played by Geena Davis says "It just got too hard." Coach Tom Hanks replies, "It is supposed to be hard. If it wasn't hard, everyone would do it -- the hard is what makes it great."

And each of these women:

Margaret Behm, lawyer and political activist who placed women's interests on the front burner in Tennessee, wife and mother of a five year-old and three year-old.

Judge Betty Fletcher, already a wife and mother of four, including one of my husband's fellow Rhodes Scholars, when she first went to law school, a pioneer among women lawyers and a mentor to so many since, who understands the tough trade-offs women still confront.

Dean and Professor Herma Hill Kay, a brilliant academician whose work on sex-based discrimination set the curve, who became a mother to her husband's three sons.

Justice Leah Sears-Collins, a pathbreaker for women--appointed to the Georgia Court at age 36, wife and mother of a nine year-old son and five year-old daughter who like to do cartwheels in her courtroom.

And Representative Patsy Mink who became a lawyer after she was denied admission to medical school because she was a woman, and then went on to help author and enact the Higher Education Act's landmark Title IX amendments.

Each of these women, behind their eloquence, their accomplishments and their achievements, knows it's hard. They know you have to keep going because it is hard. And I hope they serve as examples to many of you in this audience about why it's worth it to keep going when it doesn't look possible.

Today we honor women of privilege and accomplishment, women who have much to be proud of and who make us proud. But we also honor all women who are struggling to do their jobs well and still make time for their families. Women who want to work as best as they can and still have time to help the kids with their homework. Women who want to pitch in and help out in their communities and

who want to be a friend to their friends. And maybe most of all, women who sometimes want nothing more than just an afternoon off.

These women are everywhere. They are in this room. They are talented women juggling responsibilities. But I have also met thousands of other women -- single and married -- who are often just as committed as any of our honorees, but far less fortunate. Women struggling to make ends meet; women existing on shrinking welfare payments with no available jobs in sight; women living on fixed incomes; women caring for sick children or aging parents; women who lack adequate health insurance; women unsure even of a future for themselves.

These women, all women, must constantly make choices, but we also need better choices to make. It is no wonder that the cause of choice has become a clarion cry for American women of all ages, from all walks of life and, yes, in both political parties. We need to respect and enhance the choices available to all women.

In this so-called "Year of the Woman," there are serious issues at stake.

Women like us who earn a handsome living in the legal profession need choices.

Women who work in their homes or who earn hourly wages in offices or in factories need choices too.

And women and children living in poverty need choices most of all.

And that is why I believe each of us here today has a special obligation. However complicated -- or successful -- our own lives -- however tough the personal struggle to balance it all -- I urge you to commit some of your time, your skills and your talents to improving our public life and protecting the future of this nation by bringing about fundamental changes in our public policies.

I encourage each and every one of you this year to become an active agent of political and social change, particularly on behalf of children and families, in order to reconcile the way our government and businesses work with the reality of how Americans actually lead their lives today. As my husband has said over and over, it is not enough to promote family values, we must value families. We must find a new way -- beyond traditional policies. Family values alone won't feed a hungry child, and material security alone cannot provide a moral compass.

The National Conference of Catholic Bishops stated it right in their recent pastoral that "our children's future is shaped both by the values of their parents and the policies of our nation."

It is time that we as women and as lawyers commit ourselves to the idea that we will not rest until public policy recognizes and accommodates women's needs and priorities. Today is not the time for a policy address, but this audience knows as well as I what kinds of changes I am talking about.

We must start by changing our profession's priorities. The law, the lawyers and the judges protecting our families deserve at least the respect now given to the law, the lawyers and the judges protecting our corporate boardroom.

Legal workplaces need to adapt to the changing demographics -- women are a significant percentage of lawyers, and our profession cannot afford to lose their talents and contributions. The Commission led the way with its ground-breaking proposals for policies on parental leave, alternative work schedules and child care.

This profession, and every profession, needs employer-based child care, flex-time and job-sharing, parental leave, employer commitment to alternative work strategies. Beyond our own profession, though, we need to address the larger issues of social and economic justice that face this country.

How can we accept for one more year facts like these:

Every 8 seconds of the school day, an American child drops out;

Every 13 seconds, an American child is abused or neglected;

Every 26 seconds, an American child runs away from home;

About every minute, an American teenager has a baby;

Every 7 minutes, an American child is arrested for a drug offense;

Every 30 minutes an American child is arrested for drunken driving;

Every 53 minutes in our rich land, an American child dies from poverty;

Every 3 hours, a child is murdered.

This country should not go on for one more day let alone one more year without taking these facts and seeing the faces behind each of these statistics. And how can we do that? We can start by matching our actions with our rhetoric.

This country needs to give dignity to work, to make every job in America pay a decent, living wage. We need tougher enforcement of child-support payments, so that women and children are not left on their own.

We need a tax system that protects workers and families with children -- and even permits mothers to have real choices as to whether they can stay home for all or part of their children's formative years. And we need to ensure a decent system of

affordable child care for all working parents.

We need a real national commitment to education and job training. We should fully fund Head Start and provide after-school programs for latch-key children. We need college loans that can be paid back via the option of public service.

We need to provide a system of quality, affordable and accessible health care to all Americans. And yes, we need sex education and family planning services and to protect a woman's right to choose.

These goals are not beyond our reach. Effective models for reforming public policy -- for reinventing workplaces and government to reflect people's needs are already underway in businesses and states all over this country. We must learn from these models, expand upon them, ensure that they are made to work.

"Get a grip, Hillary," some of you may be saying. "How can I be expected to do well at my job, nurture love in my life, and still find time to give back to my community -- and get politically involved? A balanced life?" you say. "Some days it's hard even to imagine one." I know that.

But hang in there. Women all over this country are doing it. They're in this room. I've seen them. I've talked to them. They're my friends. They may pack a briefcase or pack a lunch for their kids. They may drive to work, or they may take the subway or the bus. They may dash off to the airport, or to the PTA meeting or spend their time caring for an elderly parent.

None of these women need lectures from Washington about values. They don't need to hear about an idealized world that never was as righteous or carefree as some would like us to think. They just need a helping hand.

As we celebrate our accomplishments as women lawyers -- and chart the direction for further changes in our profession -- let us also commit ourselves to ensuring that government extends a helping hand. This is our year in politics. All of us as women and as lawyers must add our voices. We cannot be silent. We cannot be indifferent.

Only by recognizing the truth of my friend Marian Edelman's saying that "service is the rent we pay for living" -- only then will we truly realize our dreams for ourselves and our families.

It has been wonderful to be with you today. The work of this commission has lit a torch that I hope all of you will continue to keep aflame.

Thank you all very much.

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I am delighted to be a part of this important project to document the progress our world has made in strengthening the rights of women and their families. The publication of this book presents all of us with the opportunity to listen to the voices of the past, to reflect on the principles that guide us today and to recognize the tasks that still lay before us.

Today, women contribute to our society in more places and in more ways than ever before: In the home, on the job, in their communities, as mothers, wives, sisters, daughters, teachers, workers, citizens and leaders. With every family in every country burdened by the pressures of the global economy, a consumer culture, and the new Information Age, women have become even more essential to the task of sustaining and protecting families. Women remain the primary caretakers of the world's children and elderly. Their families rely on them for emotional support and increasingly, for outside income. Yet, in many places throughout the world, women continue to be denied basic human rights and opportunities to fulfill their God-given potentials.

We all have a stake in ensuring that women around the globe are given the chance to thrive -- that they have access to education, credit, and health care, that they lead lives free from violence, that they are allowed to participate fully in the political lives of their countries and to influence the decisions that affect their lives. The fortunes of nations are

inextricably tied to the fortunes of women. It is this simple: where women flourish, their families flourish. And where families flourish, communities and nations flourish. Issues affecting women and their families are not "soft" issues to be relegated to the sidelines of serious debate; rather, they are among the hardest and most important issues we face.

If we are to meet the great challenge of giving voice to women everywhere -- especially to women whose contributions still go unnoticed and whose ideas often go unheard -- then we must learn from those who came before us. We can only build on past progress if we understand it. This collection of international declarations and conventions chronicles the development of women's international human rights over the past three centuries. It is a testament to the will of women to rise above obstacles, to challenge the status quo, and to enrich and further the rights of their contemporaries and their descendants.

It is my hope that this volume will inspire, enlighten, and assist all students, teachers, grassroots human rights activists, and non-governmental organizations working to chart a just and humane course for the future.

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Monday, July 6, 1992

Clinton's Judicial Record Is

Generally Praised

BY THOM WEIDLICH

National Law Journal Staff Reporter

IF THE PUNDITS who branded Bill Clinton "Slick Willy" had looked at nothing but his judicial appointments, they would have been forced to apply quite a different moniker: **Mr. Clean**.

CAMPAIGN

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In two dozen interviews with lawyers, law professors and other observers in Arkansas, a consensus emerged that the people Governor Clinton has tapped for judgeships have been qualified, effective and generally representative of the state's population.

The governor-cum-presidential-aspirant has been criticized for his willingness to appoint political friends — but even then, except in one highly publicized case, they've been qualified political friends, according to observers. Also, he's reached out to select blacks, which, depending on where one stands, is either a cynical political move or an attempt to end the state's horrible history of racism.

And some say that his clean record stems not so much from honesty but disinterest. If no Clinton legacy can be found on the courts, it's because he doesn't want one. "I haven't seen anything that suggests to me that there's a big judicial litmus test," says a Little Rock attorney, a Clinton detractor, who insisted on anonymity. "It's more political. He doesn't believe in anything except what the polls tell him."

But the way he's handled this part of his gubernatorial duties gives little hint of what kind of people he would designate for the federal bench were he to become president — notwithstanding his recent championing of New York Gov. Mario M. Cuomo for the U.S. Supreme Court.

Changing Their Spots

Judges in Arkansas are elected. The

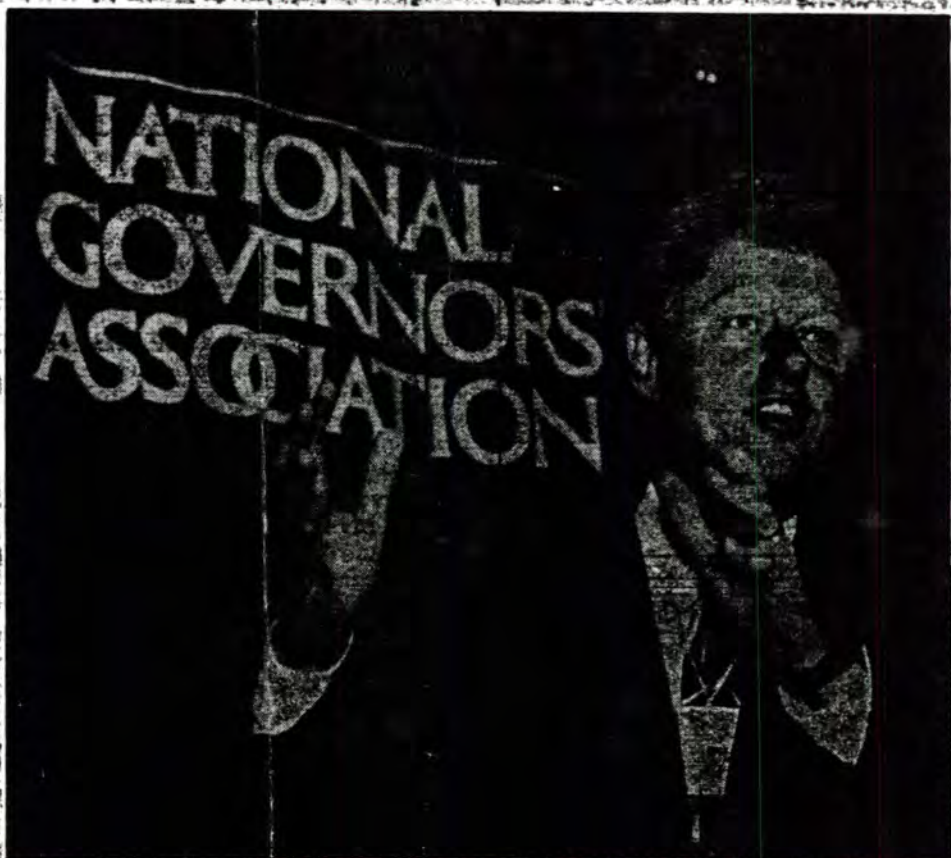
governor appoints one only when there is a newly created position or a vacancy due to early retirement, death or some other special circumstance.

"Generally speaking, the quality of his judicial appointments has been very good, particularly his appointments to the state Supreme Court," says Jeffrey M. Rosenzweig, chair of the criminal law section of the Arkansas Bar Association.

Under state law, appointed judges

ed. "A large number of his appointees have run unopposed for judgeships," says John R. Pagan, a state senator and law professor at the University of Arkansas at Little Rock School of Law. "What that shows is that the bar is satisfied with them."

Because the state's records are unclear, and because he's been governor for so long, it is difficult to determine exactly how many judges Governor Clinton has appointed. But of 58 of his



GOOD MARKS While observers give Gov. Bill Clinton mainly good marks for his judicial choices, little can be gleaned from them in the way of philosophy.

cannot run for the benches on which they have been sitting. They will sometimes criss-cross and run for each other's spots, or suppress their robed desires until the next election.

Governor Clinton's chosen have done a good job of getting themselves elect-

picks. 27 are currently sitting on a court in Arkansas.

In addition to this kind of influence, Governor Clinton has had two opportunities to have an even greater impact. In 1979 he appointed the newly created Court of Appeals. Three of his six

AP/Wide World Photos

Monday, July 6, 1992

choices for that court were Steele Hay and David Newbern, both of whom now sit as elected judges on the state Supreme Court, and George Howard Jr., currently a federal judge in Arkansas.

The second opportunity for mass appointments came in 1989, when the state Supreme Court declared the juvenile court system, then run by the counties, unconstitutional. The decision resulted in Governor Clinton appointing about 20 judges to the new juvenile courts.

'Fantastic' Record

That the governor's picks have been generally qualified doesn't mean he's been averse to tapping political cronies. "Governors don't appoint political enemies to the bench," notes Mr. Rosenzweig. For instance, in 1990 he sent Otis H. Turner and Dale Price to the Supreme Court. The choice of former Justice Price, who served until Dec. 31, 1990, was seen as opportune; some accused the governor of trying to curry favor with Mr. Price's law partner, recently retired state Sen. Max Howell.

There is general agreement that Governor Clinton has gone out of his way to choose women and minorities. "He's done a good job of appointing women," says Wanda B. Stephens, president of the state chapter of the National Organization for Women.

"I think he has a fantastic track record in terms of appointing African-Americans to all boards, commissions, judgeships," says Sheila F. Campbell, president of the W. Harold Flowers Law Society, an organization of black attorneys in Arkansas. The group is named after the now-deceased civil rights leader whom, incidentally, Governor Clinton appointed to the Court of Appeals in 1980.

But Governor Clinton hasn't picked all saints. For example, while sitting on the municipal bench in Pocahontas, one Clinton appointee was suspended from practicing law for mishandling a wrongful-death suit.

And then there is Beth Gladden Coulson. The only Clinton choice to raise more than a few Arkansan eyebrows was Ms. Coulson's December 1986 appointment to the Court of Appeals.

Ms. Coulson's only judicial experience was as a municipal judge in Perryville, and many considered her to be unqualified for the higher court. Some suggest that the governor was under pressure to appoint a woman; others say that her husband, Michael B. Coulson, president of Coulson Oil Co., had been a major Clinton contributor.

Ms. Coulson caused a bit of a storm when it was discovered that, five months after her appointment, she still had not resigned from a workers' compensation case she had been handling before she arrived on the court. She even wrote a letter on court stationery for her client; decisions of the Arkansas Workers' Compensation Commission are appealed directly to the Court of Appeals. Her client was the owner of a Shell service station that was leased from Coulson Oil. While still on the bench in 1988 she ran for chancery court but was beaten handily.

"In 10 years if you get one like that it's not so bad," says Morton Gitelman of the University of Arkansas, Fayetteville, Leflar Law Center.

Governor Clinton's approach to appointing judges may be practical, but it doesn't reveal any judicial theory he might bring to D.C. "He was a law professor and must have some ideas about the role of courts in society, but he doesn't express them," says Mr. Pagan. "It's not like Bush or Reagan, where you can say they're trying to push the courts in a certain direction."

"I have heard lawyers here say that while they differ with him on a number of issues," he continues, "they would much rather have him as president because he would be appointing judges."

FAX TRANSMITTAL

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From Elaine Weiss, Associate Executive Director for Administration

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ELAINE WEISS
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AMERICAN BAR ASSOCIATION

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MEMORANDUM

To: Melanne Verveer **By Facsimile**

From: Elaine Weiss *EW*

Re: HRC Visit to Orlando

Date: July 17, 1996

- 1.) Friday, August 2, 1996 Young Lawyer Event
 - Per our discussion, I received talking points from SMU speech. I will review in order to help develop ABA speech for HRC.
- 2.) Friday, August 2, 1996, Possible Legal Services Reception
 - If the First Lady's schedule permits, I strongly urge you to accept invitation to have HRC be guest-of-honor at brief reception from ABA Legal Services corner of the world. It will greatly help our ability to control guest list for Saturday breakfast event if some VIPS can be included in this event on Friday.
- 3.) Saturday, August 3, 1996, Private Breakfast
 - I have touched base with Marna Tucker and Roberta. Event planning underway. Everyone is very excited.
 - By the way, we've got a block of hotel rooms (including suite) reserved for y'all. Someone in your office needs to let us know total number of rooms you'll need for First lady, staff, Secret Service, etc. (definitely sooner than later).
 - We will need to run some names by you in developing final list of invitees. Right now, it looks like approximately 50 folks, both boys and girls. To say that this is a "list in formation" is an understatement.

EW:tnj

weiss.mem

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Preliminary Announcement

Second World Congress on Family Law and the Rights of Children & Youth

held in association with the

1997 Annual Conference of the Association of Family and Conciliation Courts

June 3-7, 1997

San Francisco
Hyatt Regency Hotel



"Children exist in the world as well as in the family. Nothing is more important to our shared future than the well-being of children." From *It Takes a Village—And Other Lessons Children Teach Us*

First Lady Hillary Rodham Clinton
Honorary Chair, Second World Congress

The First World Congress, held in Sydney, Australia in 1993, attracted more than 800 delegates from over 50 countries. The Second World Congress will build on this very successful and outcome-oriented event. Over 100 sessions, featuring experts from around the world, will address a variety of critical issues facing children and families.

- Children in a Violent World
- Family Law, Family Forms & Family Functions
- The Effects of Poverty
- Health Issues for Families & Children
- The Impact of Culture and Education

The Association of Family & Conciliation Courts (AFCC) is an international and interdisciplinary organization of judges, lawyers, counselors, mediators, custody evaluators, academics, parent educators, policy makers and others interested in family law and domestic relations.

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Melanne Verveer

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HILLARY CLINTON: AN ADVOCATE FOR AMERICA'S FAMILIES AND CHILDREN

Hillary Clinton's life and work bespeaks a strong commitment to families and to the community. For more than 20 years, she has worked -- as a wife, mother, volunteer and lawyer -- to improve education, strengthen families, and promote health care for children. She will continue to be a voice for children and families when Bill Clinton is elected President of the United States.

- Hillary Clinton cares deeply about her own family and America's children. She believes that we must invest in our children's education and health if we want a promising future. As First Lady, Hillary Clinton would continue to talk to people around the country and be a voice for mothers, children and families.

Improving the Quality of Education: Hillary Clinton is an active parent in the Little Rock School District, working to improve the quality of education. She chaired the Arkansas Education Standards Committee, which recommended changes to strengthen the accreditation standards for the state's public schools and contributed to the success of Governor Clinton's educational reform measures. As a result of these reforms, students are scoring better on tests and graduating from high school and attending college in record numbers. The accreditation standards Hillary Clinton helped develop have become a model for states around the nation.

Reducing Infant Mortality: Hillary Clinton served on the Southern Governor's Association Task Force on Infant Mortality. In Arkansas, she helped establish the first neo-natal nursery in the state at Arkansas Children's Hospital, and now serves on the Hospital's Board of Trustees.

Outstanding Mother and Advocate: In 1984, Mrs. Clinton was named the Young Mother of the Year in Arkansas. She has been recognized by the National Law Journal, the University of Arkansas, and the National Women's Economic Alliance for her work to improve the quality of life for families and children in America. She has also been acknowledged for her efforts to protect

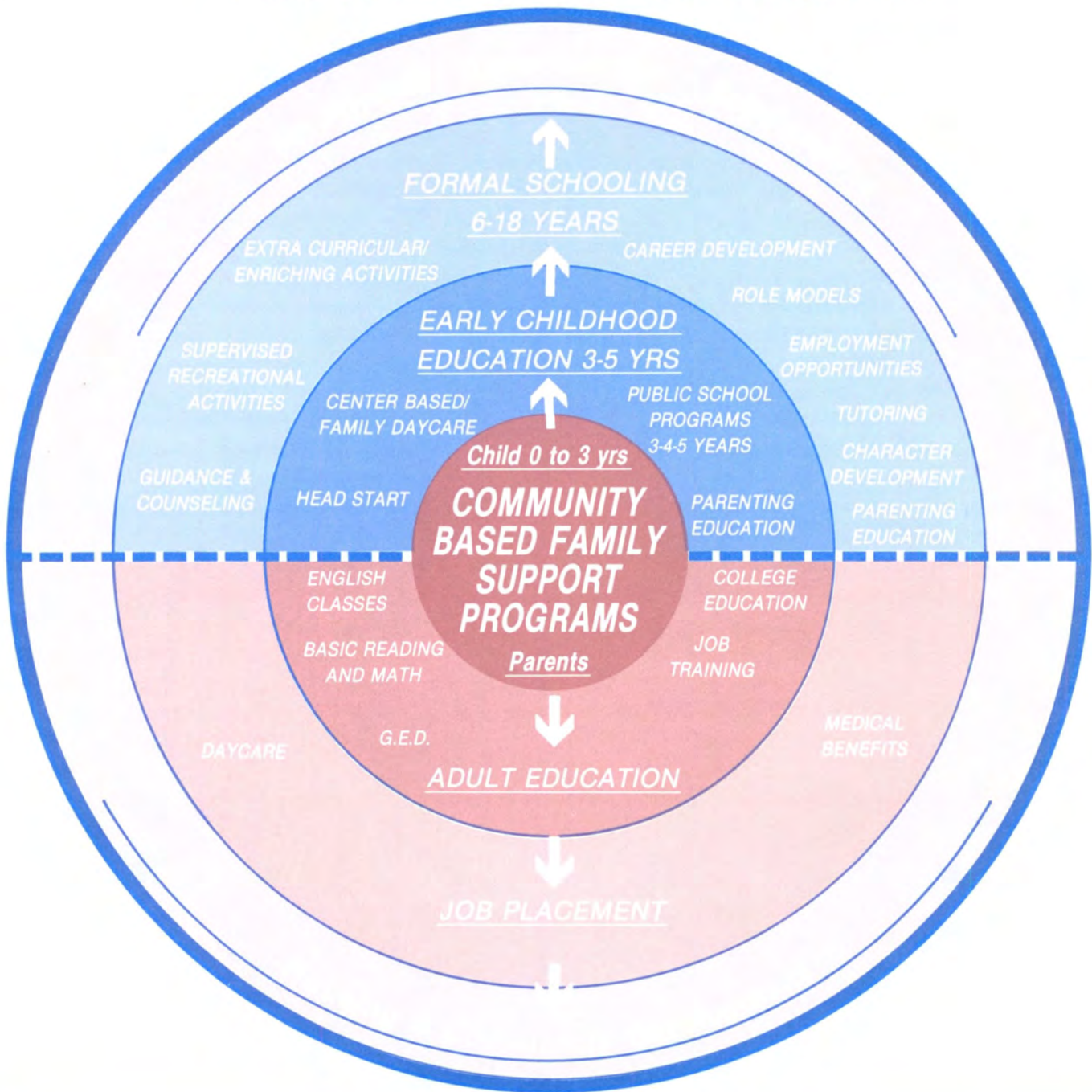
children from abuse and neglect.

Promoting Children and Family Interests: In 1977, Hillary Clinton founded Arkansas' Advocates for Children and Families, an organization that promotes responsible parenting, and health and education for Arkansas' children. She also joined the Board of Directors of the Children's Defense Fund (CDF) in 1976, and chaired the Board from 1986 until earlier this year. CDF advocates on behalf of American children and their families. The organization has a special interest in the needs of poor children.

Helping Disadvantaged Parents Prepare their Children for School: Hillary Clinton brought the Home Instruction Program for Pre-school Youth to Arkansas. This program trains disadvantaged parents to teach their pre-school children the skills they will need to succeed in school. It encourages parents to take an active role in the education of their children.

- In her book, *First Teachers*, Barbara Bush praises Hillary Clinton's Home Instruction Program for Pre-School Youth. Mrs. Bush told *USA Today*, August 14, 1992, that she had heard about Hillary Clinton's work on literacy and was so impressed that she invited her to talk about it at a White House tea.
- Hillary Clinton raised the issue of infant mortality with President Bush. He wrote to thank her for making him aware of gravity of the problem -- the dimensions of which he found surprising.
- What Hillary Clinton has stood for over the course of the last 20 years, and what she and Bill Clinton still believe, is common sense: children need to grow up in a strong and loving family. Her work on behalf of children has always rested on the premise that families must flourish for children to thrive.

FAMILY INTERVENTION MODEL FOR HARD TO REACH FAMILIES



INTERVENTION MUST:

1. Begin in the Home
2. Be Community Based
3. Be Comprehensive in Scope
4. Be Preventive in Nature
5. Have Child (0 to 3) as the Entry Point
6. Provide Sequential Services to Child and Parents

AVANCE

Family Support and Education Program

301 South Frio, Suite 310

San Antonio, Texas 78207

(210) 270-4630

FAX: (210) 270-4612



OVERVIEW

AVANCE (A-van-cey) Family Support and Education Program is a private, non-profit organization whose main purpose is to strengthen and support families. "AVANCE" is a Spanish word meaning "to advance" or "to progress." Established in 1973, it is one of the first family support and education programs in the United States and one of the first comprehensive, community-based, family support programs to target at-risk and Latino populations. Originally conceptualized at Cornell University by graduate students of Dr. Urie Bronfenbrenner, the first AVANCE Mother-Infant Program was begun in Dallas in 1972. In 1973, Gloria G. Rodriguez began the AVANCE services in San Antonio with funding from the Zale Foundation. The replication in Houston occurred with money from Kraft/General Foods in 1988. The W.K. Kellogg Foundation funded the services in 1993 for the South Texas Rio Grande Valley. Currently, the AVANCE National office is supported by a Funding Consortium consisting of the Carnegie Corporation of New York, The Ford Foundation, The Conrad N. Hilton Foundation, The Rockefeller Foundation, and The Mott Foundation.

DIRECT SERVICE DELIVERY MODEL

The AVANCE Model begins with parents and their infants and young children. It reaches out to create strong families by offering parent education, social support, adult basic and higher education, early childhood education, youth programs, personal development, and community empowerment. Services are inter-related, family-centered and preventive in nature. The AVANCE model is integrated into all aspects of home, school, and community life. AVANCE services are offered in family resource centers and host sites. In 1994-95, over 6,000 adults and children received AVANCE services.

NATIONAL OFFICE

Located in San Antonio, Texas, The National Office operation consists of:

- Research and Evaluation
- Dissemination of Program Information
- Production of Agency Materials
- Training and Technical Assistance
- Curriculum and Program Development
- Program Replication and Expansion
- Public Policy Development
- Public Relations
- Fund Development and Financial Management
- Area Chapters

To date, AVANCE information has been disseminated in over 40 states and different parts of the world, curriculum has been sold in 15 states, and training has reached individuals from 24 states. Currently, national replication plans are unfolding.

PROGRAMS

- **Parent Child Education Program**
Includes nine-month intensive parent education classes, toy-making, community resource awareness, home visits and home teaching, early childhood education, and transportation.
- **Early Head Start Program**
Includes parenting courses, health and nutrition information, medical services, counseling, crisis intervention, adult literacy training, youth development and job skills training, job placement, housing assistance, and substance abuse treatment.
- **Fatherhood and Couples Classes**
Supporting component designed to enhance the parental role of the father and marriage strengthening by providing parenting information, social support, and positive social outlets.
- **Even Start**
National demonstration models of a family-centered program focused on family literacy and parenting education and based in neighborhood elementary schools.

RESEARCH AND EVALUATION

An evaluation was conducted jointly by researchers at the University of Houston and AVANCE with a grant from the Carnegie Corporation from 1987 to 1991. The basic evaluation design was a comparison of program and non-program groups with pre-and post-testing at two sites and two annual cohorts of subjects.

The participants were Mexican American women with an average age of 24, 2.5 children, a ninth grade education; about 60 percent were married or in a live-in relationship. The evaluation found that the program had a substantial effect on the ability of mothers to provide an educationally sound and emotionally nurturing environment for their children. It also had strong effects on child rearing attitudes and knowledge of parenting behavior and an awareness of community resources. The mothers understood, accepted, and actively pursued their role as the first teacher of their children. Many more program than control mothers enrolled in classes to obtain a high school equivalency certificate or to acquire college credits.

The evaluation concludes that AVANCE parents have the necessary skills to provide an educationally stimulating environment and provide emotional support, they value education for themselves and their children, and they have a knowledge base for effective rearing of children. In a survey of the first class of mothers in 1973, 91% of the mothers had dropped out of school. In 1991, their status was:

- 94% of Children had either completed High School, received their GED or were still attending High School
- 43% of Children who graduated were attending college
- 57% of Mothers who had dropped out, returned to complete their GED
- 64% of Mothers who completed High School or GED had attended College or a Technical Program

COMMUNITY AND PARTICIPANTS

AVANCE works in both urban and rural communities predominantly composed of low-income Mexican American families and targets families with children under age four in its core program. AVANCE serves a population characterized by:

- Several generations of living in poverty
- An 80 percent high school drop-out rate among parents
- A high degree of stress and isolation
- Lack of knowledge of child growth and development
- Significantly high potential for child abuse and neglect
- Lack of saleable job skills

AVANCE serves single and two-parent families and voluntary and court-mandated participants. Potential participants are introduced to the program by word-of-mouth and a semiannual door-to-door neighborhood outreach campaign. AVANCE is community-based and open to all families residing within the designated boundary lines.

STAFF

Among the three AVANCE area chapters (San Antonio, Houston, Rio Grande Valley) and the national office there are 200 staff. Approximately 75 percent of AVANCE's staff are graduates of the program. All staff are bilingual. The AVANCE graduates act as role models for new parents. They are encouraged to continue to develop their job skills and to "advance" further in their careers.

• Adult Literacy and Higher Education

Basic literacy, GED, and English as a Second Language (ESL) courses, college-level courses, childcare, transportation, advocacy, referral services, college scholarships, placement, and registration assistance.

• Child Abuse and Neglect Intervention

Comprehensive in-home support and case management services for court-referred families in need of intensive assistance.

• Youth Development and Delinquency Prevention Program

Youth activities, personal and social development classes, tutoring, scout programs, recreational and enrichment activities.

GOALS

- To help parents and children realize their fullest potential; strengthen families; prevent child abuse and neglect, and educational programs in young children; and stabilize the economic conditions of the families
- To conduct research on the conditions and factors associated with poverty and other social/economic problems in high-risk communities
- To evaluate the effectiveness of service delivery
- To operate a National Training Center to share and disseminate information, material, and curricula to service providers and policymakers interested in supporting at-risk Latino families.

AVANCE FAMILY SUPPORT AND EDUCATION PROGRAM

Avance is a grass-roots, community-based organization that has provided education, pride, hope and opportunity for parents, families and children in the poorest neighborhoods throughout Texas. For more than two decades, Avance has been the leader in parenting education, early childhood and family support. Avance teaches parents, who have children three years and younger, that they are their first and most important teachers and that the foundation for education begins at home.

The first point of entry into an Avance program is the nine-month three-hour weekly parenting classes for mothers. The mothers learn about the cognitive, physical, emotional and social needs of children. They learn about language development, childhood illnesses, nutrition, self esteem, age-appropriate behavior and discipline. Also, mothers make educational toys used for the purpose of teaching the prereadiness concepts and skills necessary for school. Each toy has a possibility sheet with different teaching strategies that the mothers can use with their children. The mothers' social support network is build as 15-20 mothers from the same neighborhood come together weekly to share common concerns and stimulating experiences. In addition, the center-base program has community resource speakers, field trips to the library, zoo, circus, holiday celebrations and a graduation ceremony.

Avance was one of the first agencies to provide family support and educational services to the fathers in 1988. The goal of the fatherhood parenting classes is to reinforce and strengthen the parenting skills that are being learned by the mothers. Fathers also learn techniques for controlling anger and violence and acquire appropriate communication skills to strengthen spousal or partner relationships.

In collaboration with other social, health, educational agencies, Avance provides additional comprehensive services to the family. Parents can attend classes in English, literacy, adult basic and higher education, personal development, job training and leadership and community development. The children are encouraged, after the 0-3 Avance Parenting Program, to attend Head Start, Hippy or the school's early childhood program. As the child grows older, he can participate in tutoring, Boys Scouts, recreation, mentoring activities and later is encouraged and assisted to attend college.

Avance serves more than 6,000 individuals, parents and children every year in more than 50 family centers in San Antonio, Houston, the Rio Grande Valley. Avance chapters are scheduled to open in Dallas and Corpus Christi in 1996 and in El Paso and Laredo in 1997. Avance parents are predominately Hispanic, single heads of household, on public assistance, speak limited English and approximately three-fourths have dropped out of school. Unique aspects of Avance are its longevity, research data, bilingual curriculum, and that it hires the graduates from the same community who know the culture, can empathize and can serve as role models.



GLORIA G. RODRIGUEZ, Ph.D.

Founder, President and C.E.O.

AVANCE FAMILY SUPPORT AND EDUCATION PROGRAM

Gloria G. Rodriguez is founder, national president and chief executive officer of the Avance Family Support and Education Program. Since its establishment in 1973, Avance has become a nationally recognized model and pioneer not only for parent education/family support/fatherhood programs, but also for programs in the promotion of mental health and the prevention of poverty, child abuse and neglect, crime, delinquency and school drop out. Avance has sites in San Antonio, Houston, McAllen, Brownsville and in two colonias in the Rio Grande Valley.

Avance has been visited by Prince Charles, Barbara Bush, First Lady Araceli Salinas de Gotari, Governor Ann Richards and the Reverend Jesse Jackson. Avance was included in Hillary Rodham Clinton's book entitled, It Takes A Village and Other Lessons Children Teach Us, and Barbara Bush's book entitled, First Teachers, as one of ten outstanding and pioneering programs in family literacy. Avance was also included in the Inspector General's Report entitled, "Services Integration for Families and Children in Crisis." Avance has been featured in the New York Times, Business Week, Atlantic Monthly, Parade Magazine, ABC World News Tonight, U.S. News and World Report, Good Morning America, Univision, MacNeil Lehrer NewsHour and Telemundo. It has been featured in national and international documentaries including "Scared Silent," "Creative Solutions to Today's Social Problems," and the "The World of Abnormal Psychology: An Ounce of Prevention."

Dr. Rodriguez has been recognized both locally and nationally and has been invited to speak and present testimony throughout the country. She is the recipient of the first "Attitude Award" for changing public attitudes toward Family Support Services presented by Life Time Nationally Televised Syndicated Program. She was inducted into the San Antonio and the Texas Hall of Fame and is included at the U.T. Barker Center of Texas History. She received the National Hispanic Employee Association Breaking Barriers Award for Professional Achievement, the National Association of Elementary School Principals Outstanding Leadership Award, April 1995, the Matt Garcia Public Service Award from MALDEF in 1994, the Temple Award for Creative Altruism from the National Institute of Noetic Science in 1993 and the Woman of the Year Award from the San Antonio Light in 1981. She was featured in Hispanic Business Magazine as one of the 100 most influential National Hispanic Women and was included in "Notable Hispanic American Women" in 1993. She was also selected to the San Antonio Leadership Program, Leadership Texas, Leadership America and the National Hispana Leadership Institute.

GLORIA G. RODRIGUEZ, Ph.D.

She was a delegate to the White House Conference on Families, and by presidential appointment, served as a part of the United States Delegation to the United Nations International Commission on the Status of Women and the Commission on Education Excellence for Hispanic Americans. She was selected to participate in a two week Child Care/Family Policy Study of France in 1989 by the French American Foundation. She has been invited to speak at state and national conferences, foundation, university, business, government and elected officials and leaders throughout the country and at congressional and presidential hearings. In addition, she has spoken at the National Municipal League of Cities, the Forum of Public Affairs at the J.F. Kennedy School of Government, the Smithsonian, the Aspen Institute and at the Summer Institute of the Council of Chief State School Officers. She has served as a consultant to the Federal Government, Parent's Magazine, Whittle Communication's La Familia De Hoy Magazine, Mr. Roger's Corporation, The Work Family Institute, the Harvard Family Research Project, Georgetown University and the Yale Bush Center.

She was on the founding Board of the National Family Resource Coalition, and currently serves on the Parent Action Board, the National Council on Families in America Board, the Carnegie Task Force on Meeting the Needs of Young Children, and the Board of Christian Children's Fund. She serves as an Advisory Board member on the GEMS Television Board and co-chaired the San Antonio 2000, Ready to Learn Task Force. She served on the Texas Health and Human Services Coordinating Council and was appointed to Governor Ann Richards' Transition Team in Early Childhood Education, she also served as chairperson of the Governor's Head Start Collaboration Task Force.

Dr. Rodriguez has her Ph.D. in Early Childhood Education from the University of Texas at Austin. She is married to Salvador C. Rodriguez and has three children.

AVANCE RESEARCH ACTIVITIES

Evaluation of the Parent Child Education Program

An extensive scientific evaluation funded by the **Carnegie Corporation** of New York has provided strong evidence supporting the effectiveness of the Avance Parent Child Education Program. Two annual cohorts were followed for 2 years at 2 program sites. Control groups which were randomly assigned at 1 site and matched at the second site were also employed. Upon completion of the program and then again one year later, data was collected concerning maternal knowledge, behavior, attitudes and continuing education with both groups. Group comparisons revealed the following findings.

Population Characteristics

The high risk population which Avance serves resides in economically impoverished neighborhoods. The participating families are characterized by:

- Hispanic Ethnicity
- School Dropout
- Elevated Depressed Mood
- Economic Poverty
- Single Parenthood
- Participation in Public Assistance Programs

Major Findings

Avance program mothers were observed to:

- Provide a more organized, stimulating & responsive home environment
- Provide more developmentally appropriate toys
- Be more positive in interacting with child
- Initiated more social interactions with child
- Use more contingent praise with child
- Spend more time teaching child
- Talk more with child
- Use more developmentally appropriate speech with child
- Be more encouraging of child verbalizations

Program mother-child dyadic interaction was marked by:

- Enhanced mutual enjoyment of the activity
- Mutual responsivity & turn-taking
- Participation in joint rather than parallel activities

Avance program mothers reported:

- More nurturing attitudes towards child
- More opposition to physical punishment
- Enhanced view of self as child's teacher
- Increased sense of parental efficacy
- Increased parental knowledge and skills
- Increased knowledge & use of community resources
- Increased knowledge of contraceptive methods

Continuing Education:

- Upon graduation from the parent education program, significantly more program participants elected to continue their education by enrolling in continuing education classes

Seventeen Year Reunion Survey

In 1991, Avance held a 17 year reunion of its first graduating class. Of the 31 women who graduated that first year, 23 were located and gathered together for a ceremony. Those 23 women were joined in their attendance to the Avance program by 32 children. The following educational information was compiled for these 23 women and their children. In 1973, 91% of the mothers had dropped out of school. As can be seen, the program served as a catalyst for these families to continue their education. **In 1991:**

- 94% of Children who attended Avance had either completed High School, received their GED or were still attending High School
- 43% of Children who graduated were attending college
- 57% of Mothers who had dropped out, returned to complete their GED
- 64% of Mothers who completed High School or GED had attended College or a Technical Program

Contact Dr. Todd B. Walker, Director of Research and Evaluation, for additional information (210-270-4630).

AVANCE-HASBRO NATIONAL FAMILY RESOURCE CENTER

CURRICULUM BY UNITS - 1995

The following lessons each contain an Educator's Guide, a Lesson Narrative, set of Transparency masters, and masters for Handouts.

ENGLISH CURRICULUM

Unit: Overview in Parenting

1. Key Concepts in Parenting
2. Foundations
3. The Foundation for Learning
4. Do Parents Make a Difference?

Unit: Physical Needs of the Young Child

5. Physical Needs/Growth and Development: An Overview
6. Safety and Supervision
7. Childhood Trauma and First Aid
8. Infant and Childhood Cleanliness

Unit: Children's Behavior

9. What is Behavior?
10. Discipline - Birth to 3 Years
11. How a Child's Temperament Affects Behavior
12. Other Factors Affecting Behavior
13. Child Maltreatment
14. Redirecting Children's Anger

Unit: Cognitive and Language Development

15. What Every Parent Should Know About Learning
16. Learning Basic Concepts
17. Parents and Language Development
18. Language Stimulation

Unit: Childhood Illnesses

19. Childhood Illnesses (Part 1)
20. Childhood Illnesses (Part 2)

Unit: Emotional Needs

21. Meeting Emotional Needs

Unit: Social Needs

22. Learning Social Behavior

Unit: Nutrition and the Young Child

23. Nutrition: The Basis for Growth and Well Being
24. Good Health and Nutrition
25. Shopping and Eating Wisely

Unit: Self Awareness/Goal Setting

26. What Now? A Lesson in Goals for the Future

Unit: Prenatal Care

27. You are Pregnant

Unit: Infant Needs

28. The Newborn

- English version of lesson is still being worked on.

The following lessons in Spanish each contain an Educator's Guide, A Lesson Narrative, a set of transparency masters, and masters for Handouts.

SPANISH CURRICULUM

Unidad: Panorama de la Crianza

1. Conceptos Claves
2. Los Cimientos
3. Los Cimientos del Aprendizaje
4. Tienen los Padres una Influencia Decisiva?

Unidad: Las Necesidades Físicas de los Niños

5. Crecimiento y Desarrollo
6. Seguridad y Supervisión
7. Primeros Auxilios y Traumas de la Niñez
8. La Limpieza de los Bebés y de los Niños

Unidad: La Conducta de los Niños

9. ¿Qué Es Conducta?
10. La Disciplina: Desde el Nacimiento Hasta los Tres Años
- * 11. Otros Factores Que Afectan la Conducta
- * 12. Como el Temperamento de un Niño Afecta Su Conducta
- * 13. El Maltrato a los Niños
- 14.

Unidad: Desarrollo Cognoscitivo y de Lenguaje

15. Lo que Todos los Padres Deben Saber Acerca del Aprendizaje
16. Aprendiendo Conceptos Básicos
17. Los Padres y el Desarrollo de Lenguaje
- * 18. La Estimulación del Lenguaje

Unidad: Enfermedades de la Niñez

- * 19. Enfermedades de la Niñez: Primera Parte
- * 20. Enfermedades de la Niñez: Segunda Parte

Unidad: Las Necesidades Emocionales

- * 21. Satisfaciendo las Necesidades Emocionales

Unidad: Las Necesidades Sociales

- * 22. Aprendiendo Conducta Social

Unidad: Nutrición Para el Niño Pequeño

23. Nutrición: La Base para el Crecimiento y el Bienestar
- * 24. Buena Salud y Nutrición
- * 25. Comprando y Comiendo Inteligentemente

Unidad: Consciencia de Uno Mismo/Formación de Metas

- * 26. ¿Y Ahora Qué? Una Lección Sobre Metas para el Futuro

Unidad: Cuidado Prenatal

- * 27. Usted Esta Embarazada: Un Panorama

Unidad: Las Necesidades Infantiles

- * 28. El Recién Nacido

* Only transparencies have been translated into Spanish.

The New York Times

Founded in 1851

ADOLPH S. OCHS, *Publisher 1896-1935*
 ARTHUR HAYS SULZBERGER, *Publisher 1935-1961*
 ORVIL E. DRYFOOS, *Publisher 1961-1963*

ARTHUR OCHS SULZBERGER, *Publisher*

MAX FRANKEL, *Executive Editor*

ARTHUR GELB, *Managing Editor*

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J.A. RIGGS JR., *Sr. V.P., Operations*

HOWARD BISHOW, *V.P., Employee Relations*

JOHN M. O'BRIEN, *V.P., Controller*

ELISE J. ROSS, *V.P., Systems*

Rescue the Future, at Birth

"Social dynamite" is one way to define poor children who lack education and sound parental supervision. "Overwhelmed" is a way to define poor mothers who lack education and self-esteem. How to help the children and the mothers is a question that can overwhelm, too — so much that it may induce paralysis even among the most well meaning.

To look at a parent-child educational program in San Antonio called Avance, however, is to get an answer. You start when the baby is born.

In 1970 a schoolteacher named Gloria Rodriguez, herself a child of the San Antonio barrios, was given her first class of first-graders. Young as they were, the school system had more or less given up on them: they'd been labeled "retarded," "slow" or, even more finally, "uneducable."

Because they were all Hispanics Mrs. Rodriguez assumed that their problems lay in never having had a bilingual teacher before. Not so: the children were as deficient in Spanish as they were in English. And although Mrs. Rodriguez readied all but five for the second grade, it was clear even then that they would never really catch up. Their education had to begin when their lives began, with their parents as teachers. That's true for all children, but these parents didn't know how to do the job.

Many poor San Antonio mothers know how now because Dallas's Zale Foundation set up a site for an Avance program in a housing project in 1973; and because Mrs. Rodriguez went from door to door



Avance poster by Jesse Trevino.

recruiting students. She is now Avance-San Antonio's executive director. Fifty women attended the first Avance class. Currently Avance, which will soon open at a fourth site, serves 1,300 families every year.

What does Avance teach? Simple things that parents are not born knowing. Avance mothers are taught how to nurture and educate and discipline. They learn, for instance, the necessity of responding to children's questions and of being consistently caring.

Meanwhile their children, anywhere from a few weeks to three years old, are nearby getting physical care and intellectual stimulation. They play simple

games and make simple playthings.

If, at the end of the nine-month program, the children are better equipped for school, so too are their mothers. Most have only eighth-grade educations; many will return to school, through Avance, for equivalency diplomas, perhaps college.

Millions of affluent Americans are the descendants of people who were just as poor and just as helpless as the mothers in Avance. Still, getting out of poverty may have been a little easier in the days when almost anyone could get a job laying bricks or hammering nails. Avance has worked for 14 years to put poor San Antonio children on the right path. It demonstrates that Americans everywhere can do more than denounce welfare mothers or lament juvenile delinquents. America can give poor children a Fair Chance, and their parents a second one.

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The Editorial Notebook

Teach a Child's First Teacher

The next 10 years, says Gov. Mario Cuomo of New York, should be the "decade of the child." That's right in principle. It's also effective in practice, especially for very young children, as is evident from successful, even inspiring, experiments around the country.

There is a desperate need to expand access of poor and disadvantaged children to Head Start or pre-kindergarten classes for 4-year-olds. But by the time they are enrolled, it may already be too late. Early childhood development is the key, starting even before birth. That's the goal of Avance, a 14-year-old organization for low-income Hispanic mothers in San Antonio, Tex. It conducts weekly three-hour classes in or near housing projects for young mothers in how to be a parent.

One hour is spent making toys. About a dozen mothers sit around a U-shaped table assembling hobbyhorses out of broomsticks, socks, yarn and spangles. It's an exercise that inspires creativity while teaching mothers what kinds of toys are appropriate, and necessary.

For the next hour, an instructor teaches basic skills like stimulation, discipline and socialization. The essential lesson, especially for mothers who received little encouragement, is a child's need for early, positive reinforcement.

Then an hour is spent learning how to use the library, preparing nutritious recipes, or evaluating videotapes of mothers dealing with their children at home. While they learn, their children are cared for by paid parent staff aides and volunteers in on-site facilities.

Sometimes, the parenting skills to be taught are dictated by the condition of a child. When an Avance staffer

Intervening Early Helps Two Children

noted that one 6-week-old boy had matted hair, scaly scalp, an apparent eye infection and a listless expression, she promptly bathed him and arranged to counsel the mother about cleanliness and medical attention.

The mothers find it hard to cope with their poverty, ignorance and low self-esteem and are mostly grateful for the help. Rita San Miguel, now 32, is the center manager at Avance's site in the Mirasol public housing project. She came to the program as a 17-year-old unwed mother and high school dropout. She was living in the Mirasol project when Gloria Rodriguez, Avance-San Antonio's executive director, recruited her in a door-to-door campaign.

"I didn't have any parenting skills," Mrs. San Miguel admits. "I was only taking care of his physical needs. I didn't know anything about his cognitive, social or emotional needs. I never even thought that I was his first teacher. I was a child myself. In Avance, I learned that I needed to read to my child and I began labeling everything. Soon, I was able to teach him many skills and that guided me to value myself as a person."

Eventually, Mrs. San Miguel obtained her high school equivalency degree, learned to drive and now attends community college. She hopes to become a teacher. Even more important, she waited for nine years, and a stable marriage, before having a second child.

Not all of the Avance mothers fare as well. But as Mrs. San Miguel says proudly, "I'm a good role model." If more programs like Avance can produce more role models like Mrs. San Miguel, the nation's children, and future, will be well served.

DIANE CAMPER



Janet Ramos, 20 years old, during a class at Avance, a program in San Antonio for low-income Mexican-American mothers.

Program in Texas Helps Hispanic Mothers Discover Their Children and Themselves

By TAMAR LEWIN
Special to The New York Times

SAN ANTONIO — Teaching mothers how to teach their children is the goal of Avance, a program here for low-income Mexican-American women with children under 4.

Judy Flores, whose Avance class meets upstairs in the barracks-like Mirasol housing project, says she needed the classes to learn how to handle her kids. "They used to just run around, run around," said Mrs. Flores, a 19-year-old with two small sons. "I didn't know what to do with them."

Avance taught her to pay more attention to her boys. "Before, I'd just give them their food," she said. "Now I know to say, 'Here's your bowl, here's your spoon.' I started reading them books, and I was surprised — they're interested in every little thing."

While Mrs. Flores and 11 other women industriously cut out drawings to glue into picture books for their children, giggling as they admire each other's handiwork, their children are playing downstairs in three bright rooms — for infants, for crawlers, and for toddlers.

Spanish for 'Forward'

The weekly Avance classes, which run for nine months, start with an hour of toy-making, during which the students get to know each other, and the staff has a chance to talk about how children learn through play. Then comes two hours of more formal lessons in child development, safety and nutrition.

Avance (the Spanish word for forward, pronounced ah-VAHN-say) also provides monthly home visits to assess the interaction between mother and child, and several field trips — to the library, the rodeo, the shopping mall. Each mother must also volunteer to

Interaction through play and talk is stressed.

help with child care periodically, an opportunity for reinforcing the classroom lessons.

Importance of Talking

Through it all, teachers stress the importance of talking to children, praising them, helping them to notice and understand the world around them. It is a crucial message: in the child-care areas at Avance, the children talk very little, and their language skills lag far behind those of most middle-class children.

Poor language skills are common in children born to poor parents with little education, even without the complication of a second tongue. And child development experts say poor language skills may signal lifelong problems, not only in learning to read and write, but in developing the sense of trust and mattering in the world that children get in part from finding that when they talk, someone responds.

Changing Mothers, Too

"Children who don't talk tend to become more and more passive as they watch the world," said Dr. Serena Weider of the Regional Center for Infants and Young Children in Rockville, Md.

As with similar programs, Avance aims to help mothers as well as children. "Avance

has helped me be a better mother, but it also made me see that I need to know more things," said Mrs. Flores. "The more I learn, the more I can teach my kids."

When she was in school, Mrs. Flores said, she hung out with a crowd that was more interested in having fun than in learning. And when she started Avance, she said, her husband was jealous and worried that there would be men and women in class together.

Sally Garcia, a 26-year-old graduate of the program who now works as a cook at Avance in the mornings and attends high-school classes in the afternoon, said her husband, too, has been concerned about her new interests.

"I'm going to graduate, in a cap and gown, and I want to go to college," said Mrs. Garcia, whose husband is a seasonal worker. "My husband doesn't like it, he's already told me. He doesn't want me to be a businesswoman, all dressed up, with a dress and shoes. He's worried I'll be better than him, and he'll be left on the bottom."

Avance is now seeking money for activities, like auto mechanics classes, that would involve fathers.

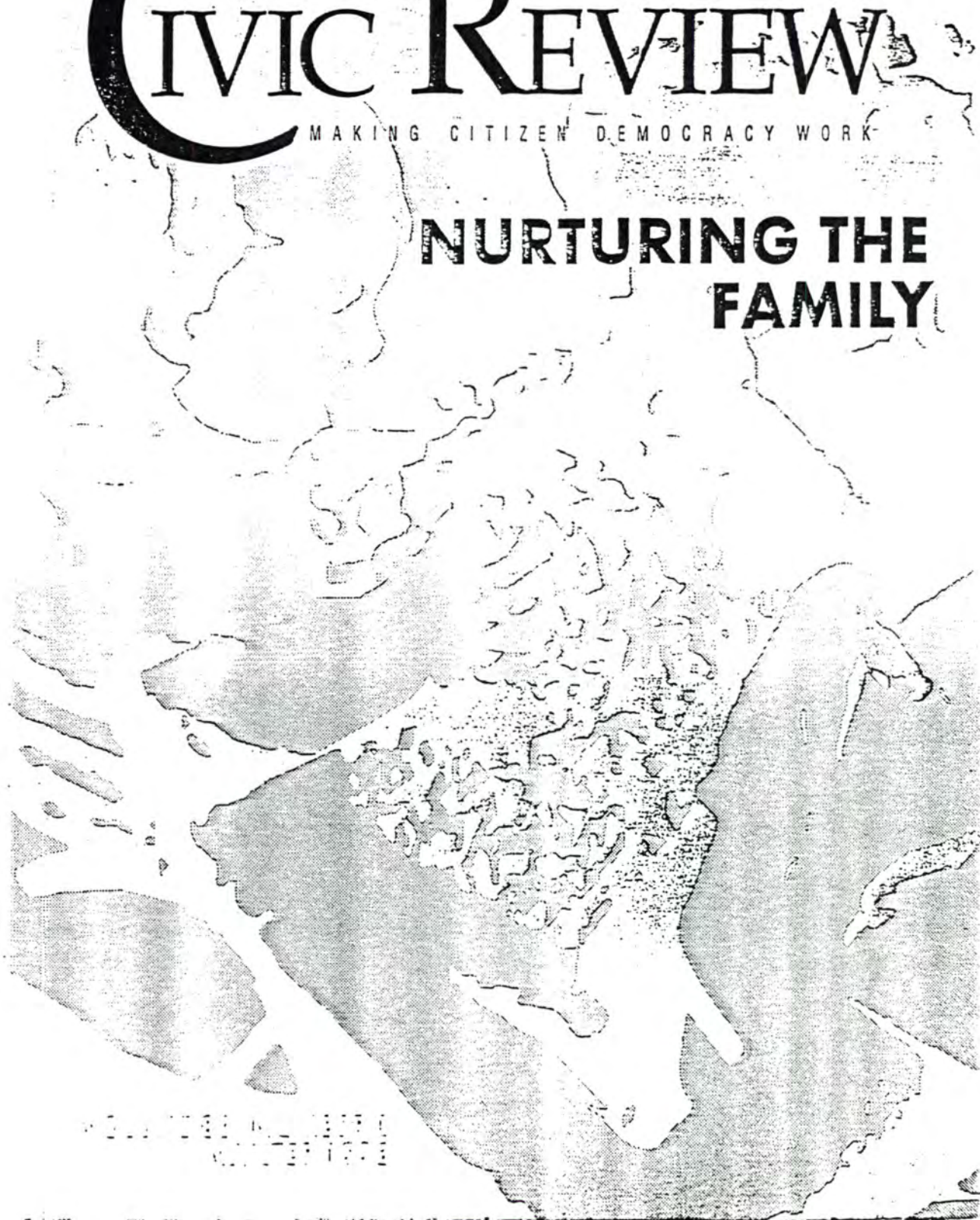
Meanwhile, the program is just beginning research into exactly what impact it has on the mothers and children who take part. But people like Sally Garcia provide real, if not quantifiable, evidence of change in the lives Avance touches.

"I was raised pretty different from what we're taught here," she said. "If I did something good, my parents never told me, only if I did something bad. I still have a hard time talking to my father. Maybe if he had known what we learn in Avance, I wouldn't have run away from home in the ninth grade."

NATIONAL CIVIC REVIEW

MAKING CITIZEN DEMOCRACY WORK

NURTURING THE FAMILY



A MODEL FOR STRENGTHENING THE ECONOMIC AND SOCIAL VIABILITY OF THE FAMILY

Governments should support and encourage — not duplicate, replace or compete with — community-based family support programs. Investments in parenting, literacy and job training are the key to reversing welfare dependency, reducing urban violence and creating a more adaptable, competitive work force.

GLORIA G. RODRIGUEZ

Parents are primarily responsible for the physical, social, emotional, and intellectual development of their children. But government has a major public responsibility in supporting parents, building parental competence and strengthening the economic and social viability of the family. The Avance Family Support and Educational Program is a nonprofit organization that has been providing support and education services to low-income families since 1972. Avance strives to strengthen the family unit, enhance parenting skills to help ensure the optimal

development of children, promote educational success, and foster the personal and economic success of parents. Avance is a viable intervention model that has been proved empirically to work at changing attitudes, knowledge and behavior, while reversing trends of low educational attainment in the space of a single generation.

Avance was launched in Dallas, Texas in 1972 with a \$100,000 grant from the Zale Corporation. Two doctoral students of Dr. Urie Bronfenbrenner at Cornell University submitted the initial three-year proposal. Unfortunately, the Avance pro-

gram in Dallas closed down when the first funding cycle ended. The Dallas program was replicated in San Antonio, Texas in 1973 under the directorship of Dr. Gloria G. Rodriguez (the author) in 1973, serving 31 families in the city's Mirasol Housing Project. The program has grown substantially since then. Avance's 1992-93 budget was \$3,232,000. As of 1993, Avance's area chapters are located in San Antonio, Houston and Brownsville, Texas. It also has certified affiliates in Caguas and Barceloneta, Puerto Rico. In addition, Avance operates the Avance/Hasbro National Family Resource Center, providing training, technical assistance and curriculum development and dissemination services. It also has a research department responsible for program evaluation, management of information systems, and special research projects.

The San Antonio operation expanded its services in 1992 to serve a total of 2,021 individuals residing in six housing projects, and attending eight schools and two community centers. In that year, the budget for Avance's San Antonio operations totaled \$1,800,000. Sources of revenue included money from the city's general fund, contributions from United Way, corporations and foundations, large multi-year federal grants, and proceeds from fund-raising activities.

Avance was replicated in Houston, Texas in 1988 with a two-year grant from the Kraft General Foods Corporation (Maxwell House

Division) in the amount of \$250,000 annually. In 1992 the Houston operation served 2,600 individuals with an \$800,000 budget consisting of funds from the City of Houston, United Way, corporations and foundations, state and federal sources, and organizational fundraisers.

The Avance Rio Grande Area Chapter was originally funded with a planning grant from the Levi Strauss Foundation, the Christian Children's fund, and direct and in-kind grants from local corporations, churches and the State Department of Human Resources. Avance is currently in the process of negotiating a substantial grant from the Kellogg Foundation to provide services in the "colonias" of the Rio Grande.

Between 1987 and 1993, the Carnegie Corporation of New York has awarded Avance over one million dollars to evaluate the Avance program. The Avance/Hasbro National Family Resource Center was established with an \$800,000 grant from the Hasbro Children's Foundation to provide training and technical assistance and complete the Avance curriculum.

Vetelba, Inc. of Puerto Rico was one of many organizations from across the country that attended Avance's 2-1/2-day training institute. Vetelba received JTPA (Job Training Partnership Act) funds to provide job training services to low-income adults. They wanted to link the Avance family literacy com-

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STRENGTHENING THE ECONOMIC AND SOCIAL VIABILITY OF THE FAMILY

ponent (the program's core parenting/adult literacy program) with their existing job training services to make their program more comprehensive by focusing on two generations. In 1992, with a grant from the Office of Maternal and Child Health, Veteiba became Avance's first certified affiliate program. Avance has also received a planning grant from the Carnegie Corporation to develop a five-year growth plan to expand and enhance its comprehensive services to more high-risk families.

The Avance Approach

Services to the poor have traditionally been fragmented and bureaucratic, providing too little, too late. Great concern has been placed on the cost per unit and the number of people served, not on outcomes. Either the child or the parent was targeted, addressing a specific problem, such as child abuse, teen pregnancy, drug abuse and addiction, juvenile delinquency, etc. Funding was categorical. Low-income individuals were not treated with dignity and respect. This could be attributed to the fact that those providing services were overworked, underpaid and undertrained. It could also be attributed to attitudes and beliefs that certain people could not change. Limited resources were concentrated on those who needed the services least, and high-risk families and neighborhoods were not targeted. Services were also inaccessible or not affordable. There was a mentality that cli-

ents should navigate the bureaucratic, fragmented maze to obtain the services they needed. When people were unable to do so, myths emerged that low-income people were unwilling to improve their circumstances and lazy. Too many service providers were stationed behind desks, reflecting a belief that clients "should come and get the services." The social, and cultural affiliation of service providers were also very different from those of clients, typically inserting a language or culture barrier.

AVANCE IS
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HIS PHYSICAL,
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DEVELOPMENT.

Avance has gradually adopted a unique approach to service delivery. The program is family-focused. The child is seen in the context of the family as well as the environment that affects his development. Avance is concerned with outcomes affecting the whole child: his physical, social, emotional, cognitive, and spiritual development. Avance believes in *preventing* the problems of low-income/high-risk families by beginning to intervene in the family when the target child is under the age of two

—preferably when he is in the womb. The child serves as the "hook," the point of entry whereby all family members are reached. The program is also neighborhood-based, providing supports to families in federally subsidized housing projects and low-income communities.

Avance's main goal is to provide essential information on becoming an effective parent and helping parents understand

their critical role as the child's first and most important teacher. Parents attend a three-hour weekly program for nine months located in their neighborhood. The group size ranges from 15 to 20 women with children under the age of two years. During the first hour of the weekly program, parents are exposed to information on child growth and development from the Avance bilingual parent education curriculum, presented in a culturally sensitive manner. Class participation is also encouraged, inviting parents to bring their own experiences to the lesson. Parents make educational toys during the second hour. The toys are used as a means to stimulate language development and teach concepts and skills necessary for school readiness. Parents receive a "possibility sheet" with instructions on stimulating language development and learning by using the 30 toys that are made during the nine-month program.

Avance addresses the fragmentation of the social services system by linking needed services to program participants. During the third hour people from various health, mental health, nutrition, housing, social service, and educational organizations are invited to inform parents about the services they provide. Health and nutritional services are provided to all participating families.

Parents are visited once a week in the home to observe and record parent-child

AVANCE
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TO PROGRAM
PARTICIPANTS.

educational interaction. The parent is videotaped while playing with the child with the toy made at the Avance center. These visits are an opportunity to communicate with parents directly on particular problems they may be facing. Referrals to various agencies are made to help alleviate any stress that could impede effective parenting.

While mothers attend the parenting classes, their preschool children are supervised at Avance Day Care Centers, which feature learning programs for infants, crawlers and toddlers.

Fathers attend their own parenting support group which is also held once a week in a different location. While mothers make educational toys, fathers are involved in organizing scouting troops for the older children. Avance fathers also receive training that enables them to become better parents of their young children. In addition, the men learn to communicate more effectively with their spouses and deal constructively with anger. Many fathers are upset at being left out of social services traditionally offered to low-income mothers. They resent the negative effects on men of the welfare system. These feelings compound their frustration with not being able to provide for their families due to lack of education, skills or good-paying jobs with benefits. Avance helps fathers as well as mothers to further their education and obtain jobs through its continuum of services (see model, p. 11).

STRENGTHENING THE ECONOMIC AND SOCIAL VIABILITY OF THE FAMILY

The core program is a nine-month parenting program that *families* attend. The parents and children subsequently follow their designated paths. Parents enter the Avance literacy program, which offers opportunities to learn English, obtain a high-school equivalency degree, or pursue college. Avance has worked with existing organizations to make relevant continuing education services more accessible to program participants. Avance has brought the instructors from these organizations to the people that needed their services most, while providing essential transportation and child care services. Federal JTPA and JOBS (Job Opportunities and Basic Skills) program funds are used for this purpose. Thus, Avance links captive, motivated individuals with needed services—providing the additional supports of child care and transportation—to build parenting and work skills as parents progress toward greater self-sufficiency and pride.

Parents are encouraged to enroll their children in the Head Start Program or an early childhood program after the nine-month parenting program. Avance has also located itself in numerous elementary schools where it offers parent education focusing on the older child and the parent's responsibilities and rights in the schools. For older children, the program also offers tutoring classes, scouting activities, mentoring and counseling, and scholarships to a state-sponsored school for any Avance child completing his

high school education. Avance siblings and parents are also qualified to receive college assistance with books and tuition. JOBS, JTPA and additional public and private sector funds are needed if Avance parents and/or children wish to pursue a job-training track rather than attend college. Transportation, child care and a social support network are critical to the transition out of welfare dependency. Moreover, the business community must be involved and ready to make jobs available to people after training, which must be oriented toward employment with decent wages and benefits.

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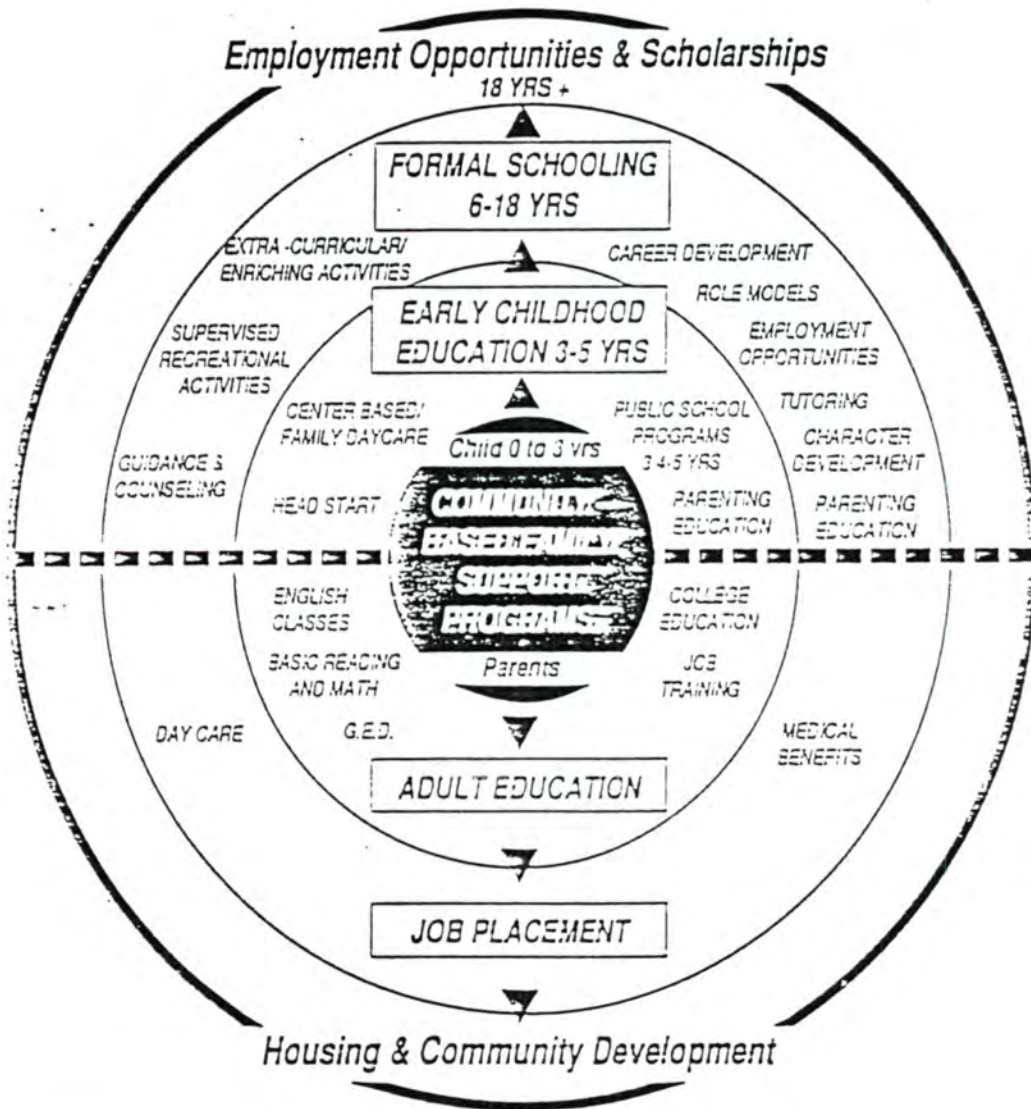
Avance Research Activities
Carnegie Evaluation of the Parent-Child Education Program. An extensive scientific evaluation funded by the Carnegie Corporation of New York has provided strong evidence supporting the effectiveness of the Avance Parent-Child Education Program. Two parent-child "teams" were followed each year for two years at two

program sites. Control groups, randomly assigned at one site and matched at the second site, were also employed. Upon completion of the program and then again one year later, data were collected concerning maternal behavior, attitudes and continuing education among both groups. The findings of the study are summarized below.

Avance program mothers were observed to:

- Provide a more organized, stimulating and responsive home environment;

Avance Family Intervention Model for Hard-to-Reach Families



INTERVENTION MUST:

1. Begin in the Home
2. Be Community-Based
3. Be Comprehensive in Scope
4. Be Preventive in Nature
5. Have Child (0 to 3) as the Entry Point
6. Provide Sequential Services to Child and Parents



STRENGTHENING THE ECONOMIC AND SOCIAL VIABILITY OF THE FAMILY

- Provide more developmentally appropriate toys;
- Be more positive in interacting with the child;

- Initiate more social interactions with the child;

- Use more contingent praise with the child;

- Spend more time teaching the child;

- Talk more with the child;

- Use more developmentally appropriate speech with the child; and

- Be more encouraging of the child's verbalizations.

Avance program mothers reported:

- More nurturing attitudes toward the child;

- More opposition to physical punishment;

- Enhanced view of self as the child's teacher;

- Increased sense of parental efficacy;

- Increased parental knowledge and skills;

- Increased knowledge and use of community resources; and

- Increased knowledge of contraceptive methods.

Program mother-child dyadic interaction was marked by:

- Enhanced mutual enjoyment of the activity;

- Mutual responsiveness and turn-taking; and

- Participation in joint rather than

...AVANCE LINKS
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WITH NEEDED
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PROVIDING THE
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— TO BUILD
PARENTING AND
WORK SKILLS...

parallel activities.

Regarding continuing education:

- Upon graduation from the parent-education program, twice as many program participants elected to continue their education by enrolling in continuing education classes than did the control group.

Seventeen-Year Reunion Survey. In 1991, Avance held a 17-year reunion of its first graduating class. Of the 31 women who graduated that first year, 23 were located and gathered together for a ceremony. Those 23 women were joined in their attendance of the Avance program

by 32 children. Information on the attendees' educational attainment was compiled. Ninety-one percent of the mothers entering the Avance program in 1973 had dropped out of school. The data collected at the reunion indicate the program served as a catalyst for these families to continue their education. As of 1991:

- 94 percent of children who attended Avance had either completed high school, received a GED or were still attending high school;

- 43 percent of children who graduated were attending college;

- 57 percent of mothers who had dropped out secured a GED; and

- 64 percent of mothers had attended college or a technical program.

(One additional parent who participated in

Avance's first program year was located in 1992; she had received her GED, was working, and her son was attending college.)

Avance's Achievements

The Avance program is one of the oldest and largest family-support and education programs in the nation, and one of few such programs that has been evaluated formally. The program offers viable solutions to many of the social and economic problems plaguing this nation's cities. Avance provides periodic training institutes for individuals and organizations wishing to observe the program model and learn more about its unique strategies and philosophy. As president of Avance, the author speaks throughout the county and is involved in numerous local, state and national initiatives related to promoting policies that strengthen and support families.

Avance has been featured three times in *The New York Times*, twice in *Business Week*, in *The Atlantic Monthly*, and on ABC World News Tonight and Good Morning America. Avance has been visited by Prince Charles of Wales, twice by former First Lady Barbara Bush, and by the First Lady of Mexico, Mrs. Salinas de Gortari. Avance was also cited as one of ten national model programs for family literacy in *First Teachers*, a book published by the Barbara Bush Foundation for Family Literacy, and as a Collaborative Model Program by the Inspector General's Office. Avance was part of the national

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documentary entitled "Scared Silent: Exposing and Ending Child Abuse" for its successes in preventing child abuse and neglect. The program was also featured in an international documentary entitled "The Creative Spirit" for its creative solutions to some of our thorniest social problems.

Important Program Characteristics

Avance was built on the existing knowledge base of early childhood and parent education. It evolved to become a more preventive, comprehensive, integrative, and continuous system of service delivery for all family members. Early on, the program struggled with funding agency personnel charged with evaluating Avance's effectiveness; they evidently did not understand or trust the program's non-traditional approach. Avance held steadfastly to those elements of its program that it considered most important. Less concerned with the number of people served, the cost per unit or existing categorical funding, Avance has emphasized enduring change and effecting positive outcomes.

Avance embraces the philosophy that people can change, that they need opportunities to help themselves and their families, and that they should be treated with dignity and respect. Support services must be both accessible and affordable. For that reason, the Avance centers are located in very low-income neighborhoods. Services are supplied at no cost to participating

STRENGTHENING THE ECONOMIC AND SOCIAL VIABILITY OF THE FAMILY

families, except for their in-kind contributions related to making toys and volunteering in the day care centers.

A significant element of Avance's program is the practice of hiring those individuals from the community who graduated from the parenting program. Program graduates are encouraged and assisted in obtaining a high school education and pursuing college. They have thus become community role models, projecting a successful image of good parenting and commitment to education and worthwhile employment.

Helping parents to raise their children through parent education has been the core of Avance's program. The program establishes relationships and builds trust with people who are predominantly single, on welfare, who dropped out of school, and typically exhibit depressive symptoms. These are the individuals who traditionally have been neglected by most municipal services. The strength they bring to the program, however, is their love for their children and their desire to see them succeed. This has been their initial motivation to attend the nine-month parenting program. That participation positions Avance as the lead agency in their lives and the window through which participants and their families access other existing health, mental health, nutritional, social, educational, literacy, and job training services.

Conclusion

Policies must be adopted at the federal, state and local levels to enable and encourage inter-agency collaboration in low-income communities. Existing nonprofit initiatives with proven records of success at reaching high-risk families should be supported, enhanced and expanded. Competent and dedicated individuals who want to launch nonprofit family centers should be encouraged to receive training from existing programs and assisted in forming 501(c)(3) nonprofit organizations to provide needed services to the most vulnerable families in their communities.

PROGRAM
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Municipal government has a very important role to play in supporting families, but it should not be in the business of delivering family support services directly. Municipal governments should not duplicate, compete with or eliminate existing nonprofit organizations. When transferred from the nonprofit sector, such services become too fragmented and bureaucratic.

Municipal governments should assist with funding, in-kind support, program evaluation, and the promotion of collaborative partnerships. They have an important role in rallying the community to create a common vision for helping those members of the community that need services most. They should take the lead in mobilizing the resources necessary to address issues of poverty, neighborhood by neighborhood.

AVANCE: A RESPONSE THAT WORKS

In San Antonio, Texas, babies and their families have been making news — from *The New York Times* to newspapers in Texas and in between and beyond — in a program that is taking action to turn crisis into progress. Twenty-one years ago, a young first-grade teacher was appalled that the schools and the community had given up on so many Hispanic children. Gloria G. Rodriguez, a member of the Carnegie Task Force on Meeting the Needs of Young Children, was herself a child of the poor barrios. She decided that to give these youngsters a fair chance, their nurture and education had to start at the very beginning of their lives. Parents would have to be trained to be their babies' first teachers.

With the help of the Zale Foundation in Dallas and a determined door-to-door search in a housing project to recruit mothers and fathers, Rodriguez, now its president and chief executive officer, founded Avance. In 1973, she began her campaign with fifty mothers; today, with help from local communities and other foundations, including Carnegie Corporation, Avance operates forty-six centers and has expanded to Houston and the Rio Grande Valley.

Each year, Avance serves 5,000 individuals, largely in the Mexican American community but increasingly also reaching out to poor African Americans. It educates parents, primarily mothers, even before their babies are born. It teaches them the fundamentals of caring — health, nutrition, cleanliness, and patience. More than anything, it teaches self-esteem, encouraging poor, often destitute, women to dream. Many of its trained staff members are themselves Avance graduates.

Gloria Gonzales, the manager of the Avance center at San Antonio's Mirasol housing project, recalls that, sixteen years ago, she was an Avance client. She studied for, and got, her high school diploma, and went on to college, majoring in child development. Her own two daughters are now twenty and twenty-nine years old.

"Avance told me to dream," she says, "and everything I dreamed came true for me and my children."

Another center manager, Rita San Miguel, came to Avance as a teenage unwed mother without parenting skills. She

knows now that she was a child trying to raise a child. Avance taught her how to read to the toddler and help him develop his skills, along with her own. Then, she waited for nine years before having a second child in a stable marriage.

Directly or implicitly, the parents (working fathers are urged to attend classes at night) are taught values, ranging from respecting each other and their children to those cited in talks by representatives of such organizations as Planned Parenthood to discourage unwanted pregnancies.

"If children don't get values from their families," says Rodriguez, "they get it from the gang or the media."

At the Lincoln Courts (housing project) Center, two- to three-year-olds are proudly showing off their home-made policemen's hats. They pretend they are cops working out of a home-made police station, and they talk with their teacher-volunteer about a policeman's duties and how the officers can be the children's friends. At previous sessions they had been letter carriers or fire-fighters or even doctors working out of a toy hospital. Some toddlers sit in the library area looking at picture books.

A seven-month-old is asleep in a crib while his mother, a former school dropout, attends college. At latest count, 60 percent of the mothers who started in the Avance program have gone on to get their high school equivalency diplomas. Eighty percent of the staff are Avance graduates.

Typically, in the Avance program, the mothers or mothers-to-be of babies and toddlers meet for three-hour sessions at centers in housing projects or schools. They learn, says Rodriguez, about child growth and development, and about children's physical, emotional, social, and cognitive needs. Their average age is twenty-three. At horseshoe-shaped tables, they make toys for their children — dolls, books, hobby horses. Round pillows, with one side showing a sad face and the other side a happy one, are the mothers' and children's favorites.

Making their children's toys is also a way to learn how to play. "These women," says one of the supervisors, "could not teach their children how to play because they never played when they were children."

Toy making gets the women to talk to each other, moving them out of their isolation. While they often did not even know their neighbors in the housing projects, they now see themselves as part of a community.

In other classes, the women may listen to a lesson about discipline or nutrition or a baby's need to be hugged and talked to, or they may be shown how to use a library, how to select books to read to their children or just to look at pictures with them. Mothers without, or with limited, knowledge of English are taught English-as-a-Second-Language.

Sharon Gamble Padia has four children, ages fifteen, nine, two, and seven months. She is currently working toward an Associate of Arts degree in English and Spanish and hopes to become a translator. In Avance, she says, "we learned to sit down with the children, make time for them." Proudly, she adds that all her school-age children are in classes for the gifted.

While a twenty-nine-year-old mother was studying English, Victor, her two-year-old son, happily involved in a play group next door, was already fluent in English. The youngsters often act as interpreters for their parents. "The kids are like little sponges," says a teacher. "They soak up learning."

To check up on the mothers' progress, Avance staff members visit the parents at home at least four times a year.

Whenever possible, the role of the father is stressed. If the men work, special meetings are held for them in the evening. On a recent Tuesday night, a strapping day laborer said he was the father of eleven children but he was studying for his high school equivalency diploma and hoped to make it into college. It would make him a better husband and father.

The Avance course lasts from September until May. At the end, mothers and youngsters don white academic caps and gowns for a formal graduation ceremony. The two- and three-year-olds bring their favorite toys their moms made for them. They sing two songs, one in English and one in Spanish, and get a picture taken in their resplendent academic regalia.

"Maybe one day," says Rodriguez, "they will want another cap-and-gown ceremony at graduation from high school or college." ■

greeted with much enthusiasm. People want to learn to be good parents.

In South Carolina, the Resource Mothers program has been linking pregnant teenagers with experienced mothers who live nearby since the early 1980s. The older women meet with the younger women before and after the baby is born, to teach them basic skills like bathing, changing, and feeding, and also to demonstrate constructive ways of interacting verbally and nonverbally with young children. The teens also receive counseling about the effects of substance abuse during pregnancy and information about child safety and development.

Resource Mothers has already had an impact both in improving the health of babies and in reducing the incidence of child abuse, which is often triggered by parents' not knowing how to cope with the demands of child rearing. The program is supported by state and federal funds for maternal and child health care and by Medicaid.

In San Antonio, Texas, a program called Avance began teaching basic parenting skills to fifty mothers in 1973. By 1994, the program was serving five thousand individuals in the Mexican-American communities in San Antonio, Houston, and the Rio Grande Valley. Operating in public housing projects, elementary schools, and through its own family service centers, Avance not only enlists project graduates to pass on the basic skills they have learned but offers classes in child development, English-language tutoring, and employment training programs as well.

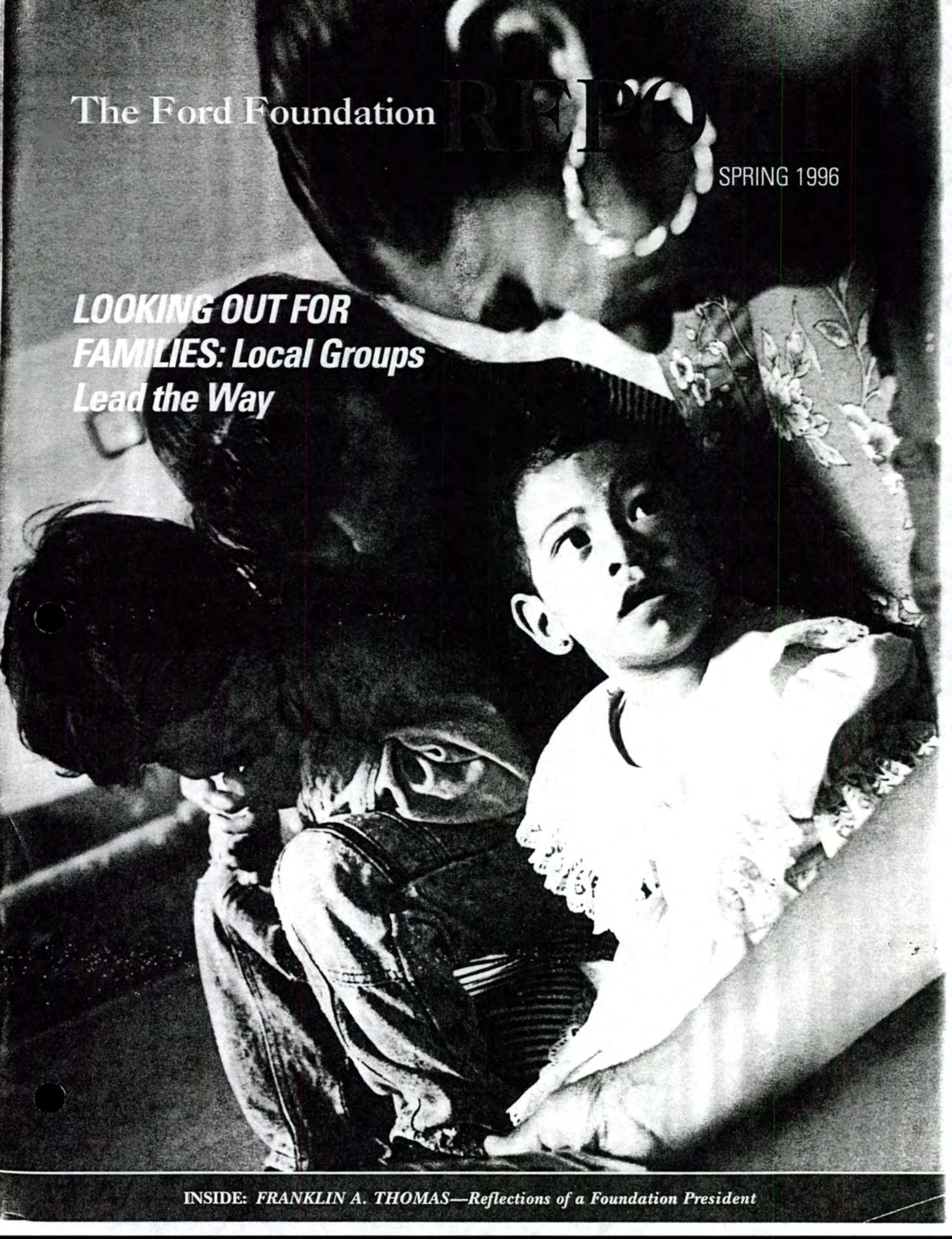
Avance places a special emphasis on helping young fathers connect to and stay involved with their children. It uses home visits to monitor the progress of young fami-

lies, keeping open the lines of communication as infants move into early childhood. The success of the program has been measured in the positive attitudes of the young parents it reaches, who learn that their responsibility as parents includes creating a more nurturing and stimulating environment for children. Avance recently received a state grant to build centers in Dallas, Corpus Christi, El Paso, and Laredo over the next few years.

While programs like Resource Mothers and Avance contribute greatly to the success and good health of parents and their babies, there is much that hospitals can do to ensure that parents go home better equipped to cope with the demands of parenthood in the first place.

On a trip to the Philippines, I visited the Dr. José Fabella Memorial Hospital, in one of the poorest sections of Manila. Over the past decade, the hospital has kept newborns with their mothers, not in a separate nursery. In the maternity ward, dozens of new mothers lie in beds facing their babies. Mothers and their tiny ones learn each other's touch, becoming comfortable together and starting to build a special intimacy.

The doctors and nurses at the hospital spend time at each bedside, patiently teaching mothers how to breast-feed. To my astonishment, I also saw one- and two-day-old infants, mouths pursed, sipping from cups. I learned that the hospital began training mothers who could not breast-feed to use cups once they discovered how difficult it was for poor mothers living in unsanitary conditions to sterilize and clean bottles and nipples. It was much easier and simpler for them to keep a baby's drinking cup clean. With the money saved from closing the nursery, the hospital hired additional staff to teach basic parenting skills.



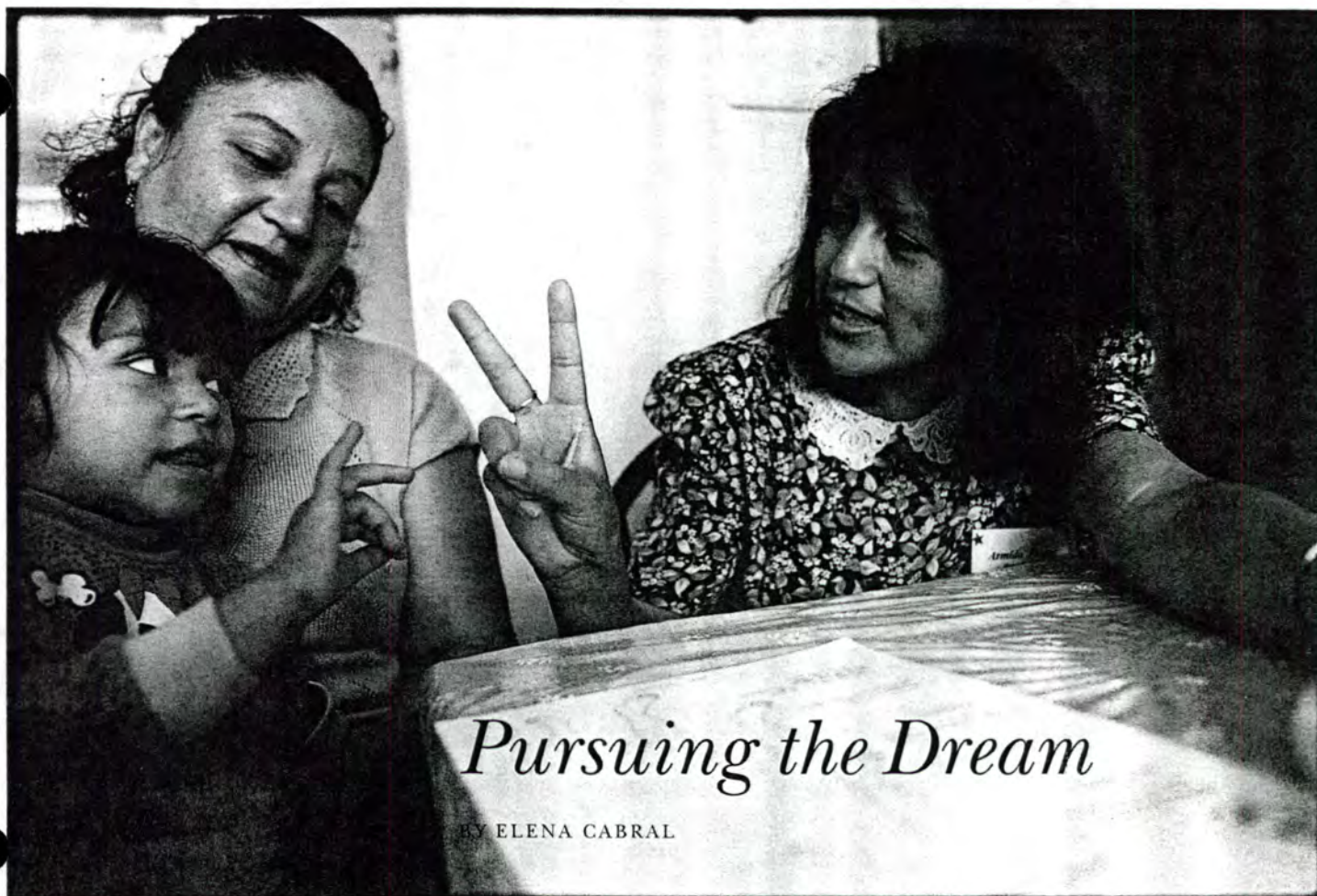
The Ford Foundation

REPORT

SPRING 1996

***LOOKING OUT FOR
FAMILIES: Local Groups
Lead the Way***

INSIDE: FRANKLIN A. THOMAS—Reflections of a Foundation President



Pursuing the Dream

BY ELENA CABRAL

A home visitor from Avance, a family-support and parenting program, is photographed by Stephen Shames as she shows a mother how to teach her child through games.

A photographer follows families on an odyssey of hope

San Antonio, Tex.—Stephen Shames stands directly under a dangling piñata at the center of a crowd of jubilant children and parents, calculating the exact angle from which to photograph the scene about to unfold. The crack of a broomstick against the colorful papier-mâché figurine sets Shames' camera aflutter as bits of candy from the demolished piñata pour down over the children's heads amid shrieks of delight.

The scene is part of a holiday celebration for families at Avance, a community organization that assists low-income parents and their children. For Shames, the image is poignant testimony to a dream being fulfilled, a portrait of mothers, fathers, and children succeeding against the odds.

Shames, 49, an award-winning photojournalist based in Philadelphia, has

photographed subjects ranging from homelessness and drug addiction in the United States to guerrilla activity in the Philippines and violence on the West Bank.

Avance is one of several stops Shames has made along a two-year journey across the United States to document successful community programs serving disadvantaged youth and families.

The programs are the subject of a book and photo exhibit called *Pursuing the Dream*, a joint venture between Shames and the Family Resource Coalition (FRC), a national network of family-support and parent-education groups.

Funded by the Ford Foundation, the Charles Stewart Mott Foundation, Canon U.S.A., and Eastman Kodak, the project is a follow-up to an odyssey that Shames began more than a decade ago.



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Photographer Stephen Shames

In 1984 he was researching child poverty when he met Marian Wright Edelman, president of the Children's Defense Fund (CDF). She cited such appalling statistics as an estimated 12 million children, approximately one out of five young people in America, living in poverty. Today that number has soared to nearly 15 million.

From 1984 to 1989, Shames photographed families in urban ghettos, barrios, homeless shelters, and housing projects. His pictures gave faces and names to Edelman's statistics: a 15-year-old boy shooting heroin on a city rooftop, children sleeping in a car that doubled as their home, a young girl huddled asleep on a motel bed as her parents' quarrel erupts into violence.

Assembled in a book titled *Outside the Dream: Child Poverty in America*, published in 1991 by Aperture and CDF, the photographs earned Shames the prestigious Kodak Crystal Eagle Award for Impact in Photojournalism in 1992. They also gave the photographer a new mission: to break through what he describes as a persistent wall of cynicism and ignorance surrounding many of the nation's families.

"When I talked to people who had seen the photos in *Outside the Dream*," Shames recalls, "over and over I heard the same helpless response: 'It's such a terrible tragedy, but what can you do?' I realized that it's not enough to focus attention on a problem. You have to point people to solutions."

Guided by the Family Resource Coalition, which has a membership of more than 2,000 programs nationwide and a 15-member advisory board, Shames found dozens of groups working in neighborhoods, from Portland, Maine, to Portland, Oregon. Each group takes a different approach to supporting families. Some, like Girls, Inc., of Orange County, Calif., and Friends of



the Children in Portland, Oreg., work directly with at-risk children through mentorship and after-school activities. Such programs have gained national acclaim for helping to deter teen pregnancy, drug use, and violence.

Other programs, like the Denver Family Resource Schools and the Parents and Children Together program of

Both parents and children, like Dorita Martinez and daughter Ashley, received diplomas at an Avance graduation ceremony.

land, Ohio, sponsors programs to strengthen bonds between fathers and their children and between parents.

Avance is one of a broad mixture of

*"I wanted to find a way
to teach parents to be advocates and
role models for their children."*

Honolulu, work to get parents and communities more involved in children's education. For example, they encourage parents to take part in school activities and teach them how to teach reading at home. They also connect families to social services. The Foster Grandparent program in Portland, Maine, offers stipends to low-income seniors who serve as mentors to poor parents. The Institute for Responsible Fatherhood and Family Revitalization, a national initiative that began in Cleve-

land, Ohio, sponsors programs to strengthen bonds between fathers and their children and between parents. Avance is one of a broad mixture of early childhood programs that Shames has photographed. All are dedicated to helping poor parents build the skills and find the support they need to guide their children through the critical first stages of learning.

Founded in 1973, Avance serves more than 6,000 families each year in San Antonio, Houston, and the Lower Rio Grande Valley in Texas, with four more offices opening across the state over the next year.

The group, which takes its name



At Avance, parents learn how to make educational toys. Here Leslie Gutierrez shows her son Rudy a hand puppet she has just made.

from a Spanish word meaning "to advance" or "to progress," is considered a pioneer in parent education and in helping to deter child abuse, youth crime, and school dropout.

Operating in housing projects, community centers, and schools, the program recruits mothers of young children and infants from poor, predominantly Hispanic neighborhoods for intensive nine-month parenting programs. The average age of Avance mothers is 23.

While their children are cared for in on-site nurseries, mothers attend weekly classes where bilingual instructors guide them through the stages of children's social, emotional, physical, and cogni-

tive development. Mothers learn to make educational toys, including dolls and picture books, and discover ways to transform everyday activities into learning experiences. On one day, a guest speaker might give a talk on nutrition or child safety, or a class might tour a local library.

With frequent gatherings and workshops, the centers also offer mothers a place where they can socialize as they learn about available community resources. At home, they receive monthly visits from parent instructors who help them apply new lessons and measure their children's progress.

Many Avance mothers go on to study for General Education Development (G.E.D.) certificates and attend

college classes offered though the centers and local universities. Others enroll in job-training programs at local technical schools.

Gloria Rodriguez, Avance's founder and president, is a former grade school teacher who lived part of her childhood in the barrios of San Antonio and later taught there. Rodriguez says she became frustrated at schools' practice of labeling many poor students as failures or mentally deficient. "These were not slow learners," she says. "They were often bright individuals who were simply lacking basic skills that most of us learned in the home."

Rodriguez, who later earned a Ph.D. in early childhood development, says she realized that if she wanted to see her students succeed, she had to start at the beginning of their education—with their parents. "I wanted to find a way to teach parents

to be advocates and role models for their children," she says, "to help them succeed in their most important role: their children's first teachers."

When Avance began in 1973, 91 percent of the mothers in the program were school dropouts. A 1991 survey of the program's first class found that 50 percent of the mothers had earned G.E.D.s and 64 percent had attended college or a technical training program. Moreover, 94 percent of the children had either completed high school or received a G.E.D. diploma and 43 percent were in college.

Falling incomes, deteriorating neighborhoods, and greater mobility among families have made the challenges to raising children in America greater than ever, says Judy Carter, executive director of the Family Resource Coalition. Traditional support networks of relatives, neighbors, friends, and local institutions are less available to parents today than to previous generations. "The purpose of family-support programs is to recreate and strengthen those networks," Carter says.

In *Pursuing the Dream*, Shames highlights those who are part of this effort. He spent several weeks at a time getting to know the staff and families in community programs and the neighborhoods where they live and work.

It took three visits to San Antonio for Shames to see the full range of Avance's rigorous program, from the first parenting classes in September to mid-May, when both mothers and children don caps and gowns for graduation.

Among those he photographed was Armida Flores, 35, a mother of five and now a teacher in Avance's Home Instruction Program for Pre-school Youngsters (HIPPY).

"He followed me everywhere," says Flores, an immigrant from San Luis Potosi, Mexico. Looking for classes in English as a Second Language a year ago, she found them and much more at Avance.

After completing the program's nine-month parenting course, Flores was teaching her four-year-old son basic learning concepts, like how to name different shapes and colors, before he even started school. She also began volunteer-

SUPPORTING FAMILIES

The Ford Foundation's \$300,000 grant to Avance in 1994 is part of a broader commitment to funding organizations that support families. Other groups receiving grants:

■ **AARP Foundation**, \$273,000, over three years, to assist its Grandparent Information Center, a national resource for those who are primary caregivers of their grandchildren. The funds are being used for outreach to grandparents in urban areas and to develop partnerships with local support groups and community social service agencies.

■ **Families and Work Institute**, \$250,000, for the development of a network of service providers who increase the involvement of fathers in their children's lives.

■ **Home Instruction Program for Preschool Youngsters**, \$48,000, and **Parents as Teachers**, \$46,000, to explore collaborations between these two national programs. The first focuses on paraprofessionals working with families with very young children, the second on older children and home visitors who help parents become their children's first teachers.

■ **Minnesota Early Learning Design (MELD)**, \$75,000, for replication of a peer self-help program serving parents during pregnancy and their children's early years.

■ **Joint Center for Political and Economic Studies**, \$1,101,000, to support efforts by the Institute for Responsible Fatherhood and Family Revitalization to replicate a model responsible fatherhood program in five community-based organizations around the country that provide services to families.

■ **Family Resource Coalition**, grants totaling \$366,000, for the coalition's African-American and Latino caucuses, which assist organizations serving these underserved populations.

ing as a teacher's aide at his Head Start program. Soon Flores was training other Avance mothers. As a HIPPIY instructor she says, "I show mothers how to read to their little ones and play with them so that they are always learning and using their imagination."

The transfer of skills from parent to child is what makes community-based, family-support programs distinct from traditional programs, says Shames. Rather than criticize or lecture parents, he observes, programs like Avance build on their strengths. Working closely with case managers, parents take an active role in setting goals. Many graduates of family-support programs eventually join the staffs as parent educators, day-care helpers, or volunteers.

Avance builds on values that are already ingrained. The notion of extended family or *compadrazgo* ("coparenthood" in Spanish) is nurtured constantly. Families work in groups, share advice, and help each other when problems arise. Avance has also formed a variety of partnerships—with Head Start programs, housing projects, school districts, universities, and other institutions—to help families in communities weakened by lack of opportunity and isolation address such problems as poor housing and job skills and substance abuse.

"What is so good about a program that offers so much is that there are never any excuses for not reaching your goals," says Nora Alejandro, 30, an Avance graduate who went on to earn an associate's degree in child development from San Antonio Community College and become an early-childhood case worker at Avance. "If you need a ride, we will give it to you, if you need someone to watch the kids while you go to class, someone is there. It feels good to do things for yourself and to be able to give something back."

Avance's combination of public and community resources with parental initiative is one reason it was selected in 1989 as one of 24 sites in a five-year, Comprehensive Childhood Development Program (CCDP), a federal demonstration that integrated a range of services to help low-income parents become more self-sufficient.

Preliminary results of CCDP, which ended last year, showed that out of the 105 families in San Antonio who participated in the program, more than half had increased their incomes by almost one-third.

Luz and Irma Martinez are two parents in the program who overcame a number of obstacles. Three years ago, they lost their house when Luz, a roofer, was injured on the job. Avance helped the family get back on its feet by referring it to services that provided housing, disability benefits, assistance with utility bills, and extra food and clothing. Eventually, the couple was able to negotiate a contract with the city's housing authority to run a maintenance service.

Along the way, Luz became a regular at Avance's evening classes for fathers, where he says he learned to communicate better with his wife and children instead of turning his back when things got difficult. Luz was voted Avance's Father of the Year in 1994 and regularly helps organize meetings and social gatherings among the men and their children. Irma Martinez, a homemaker for the elderly, is working toward her G.E.D. at Avance. "My husband and I are like a team now," she says. "We do everything together and everything we have, we share."

For Shames, such families presented a sharp contrast to those he met during his earlier work on *Outside the Dream*. Although many of those he photographed were poor because of events beyond their control—a job loss, a personal tragedy, or a prolonged illness—many had received little or no support from social service agencies. Occasionally, Shames recalls, a family he met would seek help for such immediate problems as physical abuse or lack of housing. "But eventually, battered wives would have no choice but to go back to their husbands, and homeless families would drift back to the streets," he says. "What they lacked were people willing to help them deal with many problems and stick with them over time."

At Avance, parents keep close ties to the program for years, and the benefits they reap are often redirected back into their neighborhoods. As mothers and fathers learn to be better parents, says

Rodriguez, many join local organizations such as Parent Teacher Associations and Neighborhood Watch groups. By their actions, says Rodriguez, Avance parents stand out.

One Avance graduate told Shames that after her teenage son's teachers

helped draw attention to the practice, which was later outlawed by the state legislature.

Shames says that after so many years of documenting the problems of society, he found *Pursuing the Dream* his most difficult undertaking. "The challenge of

and, on a good day, an abundance of natural light—but Shames uses them with the precision and intensity of a surgeon, carefully scrutinizing every gesture, line, and shadow.

Through Shames' lens, the quiet drama of children and parents succeeding can be found in the simplest of scenes: a family reading a book together, a father working on a truck engine with his son, a mother transforming a tin can into a decorative toy as her children look on in awe.

To those who have grown up inside the American dream of a living wage and a fair chance, says Shames, such images may seem "everyday." "But for anyone who has witnessed the obstacles the poor face every day just to get to the point where they can spend some time teaching their kids," he says, "these pictures speak volumes."

The book version of *Pursuing the Dream*, which is due to appear in 1997, will contain detailed descriptions of Avance and other featured programs and an essay by noted editor and author Roger Rosenblatt.

Between 75 to 150 of the photos will appear in a national education campaign and a traveling exhibit. Accompanying brochures will advise on ways to improve local communities.

Shames likens his current project to President Franklin Roosevelt's Farm Security Administration in the 1940s, which used the work of such photographers as Walker Evans, Dorothea Lange, and Arthur Rothstein to illustrate how Americans were coping with the Great Depression. "The FSA pictures really defined an entire era of courageous people fighting the odds to survive," Shames says. "It was the sheer humanity of those images that helped transform attitudes and moved people to action."

Shames' hope is that *Pursuing the Dream* will have the same effect. "When people see these photos," he says, "I want them to understand that there is something we can do as a society to help families do a better job.

"I know there are answers out there," he adds, holding up one of the camera lenses he has used throughout his journey. "I've seen them with my own eyes." ■



Avance encourages the development of children's creativity. Here José and Fernando Vargas act in an Avance-sponsored play.

informed her that he was having trouble in school, she asked for permission to "shadow" her son, sitting in on each of his classes. The experience, she says, helped her to better understand her son's needs and to work more closely with him. "Avance fosters that kind of involvement," says Shames.

Throughout his career, Shames has learned the immense power of photography to move people and create positive change. His 1981 photographic essay on child prostitution in New York City's Times Square, for example, prompted the mayor to take action. The city later revised its police programs to help stop the practice. A *Newsweek* magazine photo by Shames of juvenile offenders in adult jails in several Tennessee counties

this project is to communicate a very different, almost spiritual message," Shames says. "It's a message about redemption, rebirth, and real love."

Of the more than 100,000 photos he has taken so far for this project, the ones that best conveyed that message, he says, were taken when parents and children in family-support programs were out of the classrooms and community centers, putting to work the skills they had acquired.

To capture such moments, Shames says it is essential to build rapport with his subjects. Dressed in blue jeans and sneakers, Shames will engage shy children and leery parents in a game or a conversation, or join them in an outing before setting to work. "I think it's true that you capture people's souls on film," he says. "They really have to trust you to let you into their lives. People open up to me because I let them know right away what I'm doing and why."

His tools are few—a camera slung over each shoulder, deep pockets filled with rolls of film, three or four lenses,

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RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

file ABA

HRC Special Invitation Breakfast
Saturday, August 3, 1996, 9:30 - 11:00 am,
Harry's Safari Bar and Grill, Walt Disney World Dolphin, Lobby Level

Attendees List - Update August 1, 1996 (2:17pm)

Junas

Name	Telephone #	Birthdate	SS#
Acheson, Eleanor D. ("Eldie")	202/514-2061	(b)(6)	(b)(6)
Allen, H. William	501/374-7100		
Allen, Kay W.			
Amron, Cory M. Halle Rittter (Daughter)	202/467-8810		
Anderson, Missy			
Anderson, Phillip S.	501/372-0800		
Barkett, Rosemary	305/536-7355		
Barnett, Martha W.	904/425-5664		
Barnett, Rick Barnett, Sarah (Daughter)			
Baskir, Lawrence	703/697-4807		
Bellows, Laurel G. Bellows, Lindsay (Daughter)	312/332-3340	(b)(6)	(b)(6)
Cooper, N. Lee	205/254-1000		
Cooper, Joy	205/879-8805		
Cooper, Corinne			
Curtin, John J. "Jack" (Former ABA Pres.)			
Curtin, Mary (Wife of Mr. Curtin)			
Daughtrey, Martha Craig	615/736-7678	(b)(6)	(b)(6)
Falsgraf, Janet			
Falsgraf, William W. (Bill) Falsgraf, Natalie (granddaughter)	216/861-7376		
Fenning, Lisa Hill	213/894-3557		

[004]

Name	Telephone #	Birthdate	SS#
Goldsmith, Joy (Wife of Peter)			
Goldsmith, Peter (Barrister Immediae Past Pres.)			
Greenberger, Marcia D.	202/588-5180	(b)(6)	(b)(6)
Griffin, Christopher L.	813/229-3321		
Jones, Elaine R.	212/219-1900		
Kaye, Judith S.	212/661-6787		
Lamm, Carolyn B.	202/872-0013		
MacCrate, Robert (Bob)	212/558-3614		
Marks, Fe Morales	202/622-2610		
Martinez, Judy Perry	504/569-2030		
Mayden, Barbara	615/385-5420		
Ogawa, Diane	505/848-1800		
Ramo, Dr. Barry	504/344-9713		
Ramo, Jennifer			
Ramo, Joshua			
Ramo, Roberta Cooper	505/848-1800	(b)(6)	(b)(6)
Richmond, Alice E.	617/557-9200		
Ring, Renee E.	212/836-7731		
Schafran, Lynn Hecht	212/925-6635		
Schafran, Larry			
Shestack, Jerome	215/977-2290		
Shestack, Marciarose	215/561-5151		
Smith, Samuel S.	305/789-2727		
Smith, Susan			
Studley, Jamienne S.	202/401-6000		
Tacha, Deanell Reece	913/842-8556		
Tucker, Marna S.	202/466-8960		
Weiss, Elaine	312/988-5227		(b)(6)

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THE WHITE HOUSE

WASHINGTON

August 2, 1996

Dear Friends:

I'm delighted to send greetings to everyone gathered for the *Margaret Brent Women Lawyers of Achievement Awards Luncheon*. I wish I could be there with you.

First, let me salute the Commission on Women in the Profession and Laurel Bellows for your leadership in advancing the concerns of women lawyers. This year's report, "Unfinished Barriers," clearly illustrates the need for continuing efforts on the part of all sectors in the legal practice to achieve a better professional environment for women.

I want to congratulate the awardees -- several of you are longtime friends. Congratulations to Lynn Schafran, with whom I served on the Commission. Lynn has worked tirelessly for the cause of true equality for women and we are all in her debt.

Pat Schroeder, who as a trailblazer in the Congress has traveled where no one else has gone and in so doing has achieved much progress, especially for women and children. With her wit, courage and intelligence she has been an inspiration to all of us.

To Rosemary Barkett, who has served our nation with commitment and great distinction on the state bench for years, and now continues her record of achievement in the US Court of Appeals.

And to Beryl Levine and Niva Miglione whose accomplishments are well known. You have our gratitude and congratulations.

I also want to applaud the choice of Madeleine Albright to be your keynote speaker. Ambassador Albright's foreign policy expertise is recognized and respected around the world. She is an eloquent voice for international justice and human rights -- and I was especially proud to represent our nation with her at the United Nations 4th World Conference on Women in Beijing.

And speaking of women of achievement -- I know you will join me in thanking my dear friend, Roberta Ramo, for a job well done.

With my best wishes,

Sincerely yours,

Hillary Rodham Clinton

file ABA

NEWS RELEASE

Release: Immediate

Contact: Maureen B. Collins
Phone: 202-662-1091
E-mail: mcollins2@attmail.com**JEROME J. SHESTACK, PHILADELPHIA LAWYER, IS NOMINATED
TO BECOME AMERICAN BAR ASSOCIATION PRESIDENT-ELECT**

BALTIMORE, Feb. 4 -- Jerome J. Shestack, a partner and head of the Litigation Department of the Philadelphia law firm of Wolf, Block, Schorr and Solis-Cohen, today was nominated to become the President-Elect of the American Bar Association.

Shestack's nomination will be presented to the ABA House of Delegates, its 538-member policy-making body, when it convenes in August in Orlando. If elected as President-Elect by the House of Delegates, Shestack will become President in August 1997, during the ABA Annual Meeting in San Francisco.

The ABA is the largest voluntary professional association in the world, with a lawyer membership that reached above 374,000 in 1995, along with 40,000 associates and Law Student Division members. The president is the official spokesperson of the organization and presides over the ABA Board of Governors.

A nationally recognized trial and appellate lawyer, Shestack is a fellow of the American College of Trial Lawyers and the American Academy of Appellate Lawyers.

-more-

SHESTACK, Add One

Shestack has held numerous leadership positions in the ABA and for six years was Pennsylvania's state delegate to the ABA. He was a member of the ABA's Standing Committee on Federal Judiciary, which makes recommendations to the President and the U.S. Senate on the qualifications on all prospective federal judges. From 1992 to 1995, Shestack served on the ABA's Board of Governors and chaired the Board's Program and Planning committee.

He is a founding member and past chair of the Section of Individual Rights and Responsibilities, past chair of the Standing Committee on Legal Aid and Indigent Defendants, and past chair of the Commission on Mental and Physical Disability Law. As past chair of the Standing Committee on Legal Aid and Indigent Defendants, Shestack helped establish the ABA's Pro Bono Center.

He also initiated the first ABA committee to support legal services and helped start the Legal Services Corporation.

Shestack has served in both the Carter and Bush administrations. Under President Carter he was the U.S. Ambassador for Human Rights to the United Nations Human Rights Commission and launched the U.N. Working Group to investigate disappearances under repressive regimes. During the Bush administration, Shestack served as a member of the U.S. delegation to the Moscow Conference on Security and Cooperation and as a commissioner of the Presidential-Congressional Commission to Improve the Effectiveness of the United Nations.

SHESTACK. Add Two

In the international arena, Shestack chaired the International Bar Association Standing Committee on Human Rights, and has served as an informal advisor to the State Department on the International Criminal Court. Since 1981, he has chaired the International League for Human Rights and served on the Executive Council of the American Society of International Law.

Shestack also participates in a variety of community activities. He has served as chair of the University of Pennsylvania Press, the American Poetry Center and as vice-chair of the Free Library of Philadelphia.

He has taught at Northwestern Law School, Louisiana State University Law School and the University of Pennsylvania Law School. An author of more than 30 articles for law reviews and journals, Shestack has written numerous monographs including ones on Abraham Lincoln, Thomas Jefferson and Francis Scott Key.

Shestack is a graduate of the University of Pennsylvania with a degree in economics. After service on an aircraft carrier in the U.S. Navy, he received his law degree from Harvard Law School, where he was president of the Harvard Law School Record.