

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. speech	re: Campaign (5 pages)	02/02/1996	Personal Misfile
002. bio	AJLI Policy Institute bios [Personally Identifiable Information] [partial] (1 page)	00/00/0000	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Lissa Muscatine
OA/Box Number: 12084

FOLDER TITLE:

HRC - Junior Leagues International Biennial Policy Institute 2/2/96

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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]
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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)]

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FIRST LADY HILLARY RODHAM CLINTON
REMARKS TO THE ASSOCIATION OF JUNIOR LEAGUES INTERNATIONAL
WASHINGTON, DC
FEBRUARY 2, 1996

[Acknowledgments: Nancy Evens, President of the Association, who will introduce you]

I want to thank all of you for your participation here today, and for the leadership you lend throughout the year to Junior Leagues in the United States and overseas.

Your concern for the future of our children, families, and communities not only makes a difference in people's daily lives, but also strengthens the foundations of our democracy. We are all grateful that organizations like the Junior League remain so committed to bettering the lives of all of our citizens.

One of the great questions facing us today is how we preserve our most cherished ideals as we move ahead into an exciting -- and unpredictable -- new century.

As my husband said in his State of the Union address last month, we live in an age of possibility. An age of opportunity. A time when we will be challenged, as a society, to fulfill the vast reservoir of human potential that exists in every corner of America.

And I think we can look to the Association and your members for examples of the kinds of partnerships we will need to meet the challenges ahead. Through your work with the Children's Defense Fund, the National Association of Negro Women, the March of Dimes and other business, academic, judicial and advocacy groups, you have demonstrated the great progress that can be made when different segments of society work together for a common cause.

Whether it is raising standards in our schools, improving immunization rates among children, working to curb teen pregnancy or any other problem, each and every one of us has a role to play in owning up to America's challenges, especially when it comes to children.

Too often, we lapse into a false debate in this country about who really bears responsibility for our children. There are those who say the responsibility for children lies only with the family. And there are those who say that government is the answer to the problems we face.

I say: America's children should not be an either/or proposition.

It is delusional to think that children in the 1990s exist in a social vacuum of their homes. Children depend not only on the adults who affect their lives directly, but on hundreds of thousands more -- teachers, coaches, ministers, nurses, doctors, government leaders and even corporate executives whose decisions touch the lives of children and families they don't even know.

That is why I believe it is up to all of us, in our various capacities and roles, to take responsibility for making sure that every child in America is afforded the opportunity to live up to his or her God-given potential -- and that every child is raised in a nation that doesn't just espouse family values, but acts in ways that value families.

If we look around our country today, we see dramatic increases in child abuse in children under four. We see 135,000 children carrying guns to school every day. We see children going through our schools without learning to read, write or compute sufficiently to get a job in later life. We see children who have never been to a doctor or eaten a decent meal. We see children numbed by the images of sex and violence they see daily on television and at the movies.

In one sense, it is a discouraging picture. It is not the picture of a society that really values and cherishes children. Still, I'm not discouraged. Why? Because every problem we face is being solved by somebody somewhere in our country at this very moment. As you have demonstrated through many of your own projects, we just need to share information, join forces, and implement solutions that we know are working.

Only in that way will we recreate a sense of community, trust and mutual responsibility. And only in that way can we build stronger families, secure more educational and economic opportunity for all Americans, rid our neighborhoods of crime, protect our environment and natural resources, and safeguard the health of our children.

As I said, raising healthy, happy and productive children begins at home. Parents must assume the first responsibility for making sure their children grow up in stable, loving environments. Nothing is more important, more crucial in this world than how we raise and love our children. Nothing can replace the attention, encouragement and discipline of a parent.

Still, however noble our efforts, it is not always easy to be a parent. [Story about learning to nurse Chelsea]

Many of us need hands-on instruction. Many of us need help because we no longer have extended family nearby or the kind of support that families used to have when life was slower-paced.

There are many ways in which the larger community -- the village -- can help families achieve the stability and solidity they need to raise healthy children.

If I could ask for anything for our children today it would be for things that often get overlooked: that parents read and talk to their babies, something that sounds so obvious yet is often missing in many homes.

I would ask that no educator ever assume that any child is dumb, but looks for new ways to reach that child and tap into his or her intelligence.

I would ask doctors, nurses, health care providers and insurers to be sure that, in the changing face of health care, we don't leave even more children without access to the care they need.

I would ask those in the media to think harder about what is happening to our children's image of themselves, and put issues of taste, decency, and morality on the same plane with profits.

I would ask religious leaders to acknowledge the innate spirituality that every child has, and help all of our children develop a faith that can sustain them through the ups and downs of life.

I would ask employers, especially in times of lay-offs and downsizing, to help parents fulfill their obligations to their jobs and their families. Help them go to school to acquire new skills they need. Allow them to take leave when a child is born or a parent is sick.

I would ask the tobacco industry to regard children as a precious resource, not a potential market. What does it tell us about ourselves as a society when Joe Camel is as recognizable to some children as Mickey Mouse? We have to make it much more difficult for children to have access to tobacco. Buying cigarettes may be against the law, but the laws are not enforced. Even worse, we know there have been deliberate efforts through advertising to lure our children into smoking.

I would ask politicians, in making decisions, not simply to think as lawmakers, but as parents. I would ask them to consider whether, as a parent, they would ever agree to a system in which one of their own children would be denied health care, or the opportunity of higher education, or protections from unsafe water

and unclean air.

We have to stop abdicating responsibility for children and face up to the fact that, as a society, we are not acting in our children's best interests.

I remember so many of the children I have met traveling around the country over the past few years. I remember the faces of children in orphanages who have been abused. . . the faces of very sick children and the faces of their parents as they sit in hospital wards, unsure about whether they will ever be able to cover the costs of the care their children need. . . I remember seeing the glazed eyes of children in kindergarten who have already been dismissed as lacking potential or hope for learning.

I also see what can be done -- the programs and people who put their lives on the line to help children. I applaud all of them -- as I applaud all of you for investing so much faith and hope and for appreciating the gift that every child is.

There is no way that any of us can escape responsibility for the way we raise the children we know -- and those we will never meet.

We need to remember that if we build a village with our children's futures in mind, we are not only helping our children. We are helping ourselves.

Thank you.

MEMORANDUM

To: Lissa
Fr: Sabrina
Re: Association of Junior Leagues International, Inc. (AJLI)
Da: January 31, 1996

The "Junior League Vision"

"Through the power of our association, Junior Leagues strengthen communities by embracing diverse perspectives, building partnerships and inspiring shared solutions."

Work with CDF

Over the years, AJLI and CDF have done a lot together.

For example, in 1981, the Association joined CDF in an effort to educate people on the community level about the impact of the early '80s budget cuts on children. Called the Child Watch Program, it involved community and national organizations interested in enabling all kinds of local groups to come together and get the information they needed to help children.

Child Watch is a CDF initiative, but AJLI was one of the first national organizations to work with them.

The Child Watch model was subsequently applied to adolescent pregnancy prevention programs and better education programs throughout the '80s. It became a more formal partnership between CDF, the Association of Junior Leagues, National Association of Negro Women, and the March of Dimes.

More recently, a program called Child Watch Visitation has been successful. In it, members from all sectors of the community -- business, academic, judicial, advocacy, etc. -- get policy briefings on a range of subjects, and then visit the places in which those policies are practically applied (mostly children's services).

AJLI Initiatives

One initiative the AJLI has made on its own is a recent (four years ago) international immunization campaign called "Association of Junior Leagues' Immunization Campaign -- Don't Wait to Vaccinate"

And over the last three years, a small group of Junior Leagues, have worked intensively to improve middle school education within their communities. In particular, they have been examining how local community organizations can work with schools and school boards to facilitate better programs for the middle years. It's called Partnership for Progress.



AJLI Teen Outreach Program

The Association's Teen Outreach Program (TOP) has received national recognition for its efforts to reduce teen pregnancy, school failure and school drop-outs. Established in St. Louis in the late '70s, the program has expanded quickly and is now in a total of 34 communities and 107 classrooms. The AJLI is currently planning to replicate TOP on a large scale.

TOP is a comprehensive program for at-risk children involving in-school self-esteem classes and community service in hospitals, nursing homes, day-care centers, etc. In 1987, the report of an independent research group named TOP as one of only three teen pregnancy prevention strategies with any documented evidence of reducing pregnancy.

NOTE: The above information was obtained during a conversation with an AJLI representative. If any one particular program interests you, I'm happy to follow up on it. In light of the President's remarks yesterday, teen pregnancy prevention may be something they want to hear about.

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**First Lady Hillary Rodham Clinton
Remarks at Keene State College
Keene, New Hampshire,
January 25, 1996**

Thank you. Thank you. Thank you. Thank you so much. Thank you. Thank you very much Dr. Y. Thank you very much, my friend, your mayor. You know, I have to say, four years ago the people of New Hampshire made my husband the come-back kid and today you make me feel like the come-home kid. I am very glad to be here in Keene.

I want to thank you for your friendship and your appreciation of what the President is working to do. And so many of you who care about the future direction of our country and who are actively engaged in your citizenship duties have such a special opportunity because you live in this state, to get to know people on a personal level, to have a chance to sit down across a table or as the mayor was saying, at a meeting or gathering and ask your questions and size people up. It's a very important part of the American political process, the service that the people of New Hampshire render. And I'm very grateful to you for that.

As some of you know, and as the mayor has said, I have been to Keene before. I have been to Keene State before. But my very first visit to Keene was in 1991 with my husband. We were here on a beautiful New England day. And I must say that whenever I think of Keene I think of that day. It was glorious. The sky was this brilliant blue, the sun was shining. It was right before Halloween. And the square was filled with pumpkins and children in costumes.

And when Bill and I got here we went to the Pub Restaurant and met some of the people of Keene and the surrounding area. I was surprised because it happened to be my birthday so I not only got a cake but I got serenaded. Then we went down to the square and visited with a lot of the children and the mothers and fathers who were bringing their children and taking care of the displays and giving the children a chance to do some things there that day. So whenever I think of Keene I think of the glory of that day. I think of cakes and pumpkins and happy children. And I also think of the warm hospitality and generosity of spirit that my husband and I have always felt when we've been here and throughout New Hampshire.

There's something about having a chance to spend as much time in a place like New Hampshire and in communities like Keene that certainly gives me, and I know gives my husband, even more encouragement that we will meet the challenges that face us as a people. A few days ago in his State of the Union, which I hope many of you had a chance to hear or to see, the President talked about the challenges we share as Americans. What we've done to try to meet those challenges, what we need to continue to do to meet those challenges, to seek and hold the common ground among us. As he said, we live in an age of possibility. Whatever uncertainties or unpredictabilities any of us face personally or that we face together, we are also as individual Americans and as members of the American community, blessed with unprecedented opportunity.

Right here at Keene State I am impressed that you're engaged in a process that you call Vision 2000 to determine how Keene State can become an even greater public institution, serving not only students but the entire community. And you have already evidenced that through your commitment to community service. Keene State earned one of the very few learn

and serve higher education grants to promote service in the Keene area, and I know that already eight hundred students have volunteered to help. That kind of personal responsibility combined with mutual obligations that both learning for your own sake and your own futures combined with understanding the role that you will play in building this new America really stands for what the President said we needed to do.

I wanted just briefly to talk about these challenges because they go to the core of who we are as a people and how we will respond as a nation. The first challenge, to cherish our children and strengthen the American family. I know that most of us understand now there is nothing more important than what we give to our children. How we spend our time with them, how we invest our energy, how we love them and discipline them. And each of us has a responsibility to care for children whether or not we are parents. And those of us who are parents have a special obligation to do all we can to make sure that every American child grows up with two parents in a stable, dependable home. And when the President talked about that last night, he said that there were things we had to do in our own family, starting with making sure we supported our children, making sure fathers and mothers committed themselves to children, but there were things that the community also had to do to meet this challenge and he mentioned a few of them. To cut down on television violence which we now know without a doubt does affect the way children feel about themselves and how they see their society.

Parents have to be the first line of defense. They have to be willing to turn off the television set, to regulate what their own children see. But parents need help in doing that, particularly today when parents are both working or when single parents are having to be responsible and can't always be there in the home. That's why we need to do something like the V-chip which the President talked about. So that parents can control what comes into their houses. And I hope, I hope the Congress will accept the President's challenge, to pass the bill that contains the V-chip so that more of us who are mothers and fathers will be able to regulate what our children see whether we are at home or not with them.

We also have to protect our children, by doing things like making it much more difficult for children to have access to tobacco. It's against the law but the laws are not enforced. And the President has stood up very firmly against the tobacco interests to say you can not continue marketing to children. We know that there has been deliberate efforts over the last years to market cigarettes in such a way that children will be lured into beginning to smoke. So those advertisers and those manufacturers also have to accept responsibility to cherish our children and not see little children as potential consumers for cigarettes and other tobacco products.

We also know that, in addition to enforcing child support, we have to do what we can to cut the rate of teen pregnancy and out of wedlock birth. Now the good news is that for two years, the last two years, that rate has been going down. But it is still much too high. And we need a grass-roots campaign. We need programs and families and churches and schools and community centers that help children understand what their responsibilities are, to face the challenge that comes at them from every direction, every day, from a society that is just saturated with messages of sexuality that are inappropriate for children. So we need to do what we can to help all children learn to be responsible and to acquire the skills to say no, no to tobacco, no to alcohol, no to drugs, no to early sexual activity, no to the things that will undermine their capacity to become the kind of adults and citizens America needs.

The second . . . The second challenge that the President outlined was to renew our schools for the new century and to open wide the doors of college. We need more than ever for every American to learn as much as he or she is capable of learning, to be ready for the global economy. And the President talked about educational technology initiatives, to make sure that our children were hooked into the information age, and that will be important even though people like myself are still computer illiterate. We know that that is not going to be an option for our daughters and our sons, so we have an investment as a nation for making sure that kind of knowledge is available. We also know that higher standards for students and teachers is a good thing, so that local schools will know what they're aiming for. In business and in sports we set standards, we hold people accountable. It would be unthinkable that the CEO of a major corporation would come before the public and say we didn't have a very good year because, well, look who our stock-holders are, look who our employees are, look who all of us are with our customers. We have nothing to measure ourselves against because it's not our responsibility. Schools need standards. And what the President has done in making sure that we had what is called Goals 2000 is to lay out standards but then to say to local schools in Keene or Manchester "You go out and do what is needed to meet those standards, we won't tell you how to do it. But here's what we think a student in Manchester should know to be competitive with a student in Manchester, England, or in Cairo, Egypt, or anywhere in the world."

We also believe . . . that there are critical elements that parents and teachers have to do for themselves. But they have to be given the tools. There should be more public school choice so that parents can choose the good public schools and the good public schools survive and flourish and the others have to change their ways. That's the way it should operate.

One of the, one of the important changes that the President has already brought about are what are called charter schools, and he talked about them the other night. If all fifty states would enact charter school laws within the next twelve months, like the twenty that already have, then local community groups, parent groups, educator groups, could come together to charter new public schools, could come up with ideas for public schools that then would be evident to the public, parents could choose among them, and there would be standards by which we could judge whether or not they were meeting their mission, their charter. But none of this would work without parental involvement again in the schools, so it has to be made easier for working parents. More schools have to be willing to open up during hours when working parents can get there, and more employers have to be willing to give working parents time off so they can go to school for parent-teacher conferences, and to become involved in the work of the schools for their children.

And parents have to support discipline in the schools. You know, in the book that I, in this book that I recently published, had published, I wrote about my own father who was the kind of father who would say things like "You get in trouble at school, you get in trouble at home" and there was this, you know, just fear of this united parental adult front against us as children. We need that again. Parents and educators have to be partners and they must set structures and rules for children to follow. I believe strongly that should include in many school districts uniforms for public school students. We already know that where uniforms have been tried in some districts, such as Long Beach, California, school violence has gone down, gang related disputes over the clothes children wear has gone down, academic performance has gone up. So

there has to be more of a partnership between parents and teachers.

And finally, we must dramatically expand access to college. I know that in this college more than 60% of the students have some kind of financial aid. That has to remain available for every student who is willing to work for his or her education.

And specifically, the other evening, in addition to what the President has already done to change the direct student lending program, he wants to do three more things. He wants merit scholarships for students who graduate in the top 5% of their high school. That's over a hundred and twenty-five thousand students annually. They need to be encouraged to go to college. We still have many good students who for financial reasons and family problems can't make that jump on their own. We also need to dramatically expand work-study. It is the American way for students to work their way through college, and at the very moment when we need it the most it is being cut back.

And finally, the President renewed his call for a tax reduction of up to ten thousand dollars for the cost of tuition and training. This would provide much needed financial relief to families who want their children to be able to go to college, but can not afford it without that kind of tax relief. Those are the things that a nation can do in partnership with families and educators.

The third challenge is to provide new economic security for the American family in this new global economy. Skills matter. It matters very much. The workers of New Hampshire have to be able to compete with other workers because their skills are better, not because they will get paid at the lower rates that workers in other countries can afford to be paid at. That means that the President's plan, a new GI Bill for American workers, would enable every American to take the money he is entitled to because of a lay off or a company moving somewhere else, and instead of going through a mass of red tape and many programs, go out into the market place, come to Keene State, go to a community college, go to a vocational program, and use the money to get retrained, to increase skills, so that the person becomes employable again in this economy.

It is also important to remember that the United States Congress sets the minimum wage in America. It is not any longer possible for families to survive on \$4.25 an hour. Most, most people working at minimum wage are not students, they're not temporary workers. They're working people supporting themselves and children. Very often they're single parents. They work in our restaurants, they work in our gas stations, they work at all the jobs that keep things going that may not be very visible but are essential to our economic well-being. Our working families deserve to get paid a wage that rewards work. And the minimum wage is now at a forty year low in terms of what it would buy. That is not fair for all those working Americans who get up every day and take care of us. We should support a rise in the minimum wage from \$4.25 to at least five dollars and 15 cents an hour in two equal (steps).

We also, we also should do what else the President said. Keep the earned income tax credit, don't take it away from working families. It has made a huge difference in lifting families out of poverty in the last three years. The President would also like to see us give a tax credit to families of five hundred dollars per child. It is expensive to raise children in today's economy. We should reward child-rearing. We also have to make pensions more available and affordable. We have to simplify the pension rules and we must safeguard retirement savings. We can not permit employers to use retirement savings for inappropriate uses.

And finally, economic security goes hand in hand with health security. Anyone who has ever had a serious illness or knows of one in your family, you understand why health security can't be separated from economic security. We should reform health insurance and we should do so in a way that enables people to take their insurance from job to job and to keep it after somebody has gotten sick and not have it taken out from under them when they need it most. We also, though, we must protect Medicare and Medicaid. They are the safety nets for millions and millions of Americans.

The fourth challenge is to take back our streets from crime, gangs, and drugs. And we have actually been making progress on this count, as a nation, because of what local law enforcement officials are doing, because of what citizens and neighborhood patrols are doing, we're making some progress. Much of it is related to the initiative called community policing, because we have finally gotten more police officers on the street, that was one of the goals that the President had when he pushed the crime bill that was passed in 1994. He promised a hundred thousand police, we're moving in that direction, but we can see it already makes a difference. Because, if we have more police interacting with people, having them on the streets, we can prevent crime, we can prevent petty crime from turning into something worse.

But we also have to have an organized effort against gangs, just as in a previous generation we had an organized effort against the mob. We need to take these people on. They are often connected to big drug cartels. They are not just gangs of kids anymore. They are often the kinds of kids that are called "super predators," no conscience, no empathy. We can talk about why they ended up that way but first we have to bring them to heel and the President has asked the FBI to launch a very concerted effort against gangs everywhere. In addition to that, he has appointed a new Drug Czar. You probably saw him Tuesday night, he is one of the most distinguished active military generals that we have in our country. He's already proven that he knows how to interdict drugs because of his command of the South American activity on behalf of the United States. But General McCathry will make a big difference. And I believe that it is now time for all of us to know what we can do individually to be part of this anti-crime, anti-gang, anti-drug effort.

The fifth challenge is to protect the environment for future generations. We must do that. It . . . It is not feasible in today's world to give up on how far we have come in environmental protection. We really have made progress. There are lakes that twenty-five years ago had fires burning in them that now you can fish in again. There's air that you can breathe and streams you can fish in and rivers you can now swim in again. We have done this as a nation. We have done it because we know that the environment is not the province of any interest group or business group or even any one state. If the oil spills off the coast of Rhode Island as it did last week it can wash up on the beaches of New York. If there is a toxic polluter in one state what flows from his polluting activities can cross a state border. We can not let anyone turn the clock back on environmental protection. That is one of the critical issues facing us as a nation.

The sixth challenge is to meet our responsibilities as a nation, to lead the fight for freedom and peace. At the end of the Cold War, we can not become isolationists just because there are no longer any Russian missiles pointing at us. We have to remain active and involved. And America can be a peacemaker. Not a global policeman, going in trying to make people solve their problems, but a facilitator. And when in Northern Ireland they're ready to talk we can help

make that happen. When in the Middle East they are ready to talk, the United States can help make that happen. When in Haiti they want democracy, United States can lead and help that happen. When, finally, after the worst carnage we have seen since the end of World War II in Europe, the warring forces in Bosnia have had enough of blood, we can help them keep the peace they say they want.

There is no . . . There is no way for the United States to stay engaged, to expect our ideals to continue to triumph against terrorism, or multi-national drug cartels or criminal groups, there is no way we can prevent ethnic or religious violence from spreading and really undermine our direct interests unless we are prepared to lead. And as the President has said repeatedly, he believes that it is more important, if you look into the future, to ask yourself what would happen to America if America wasn't there. How would we ever be taken seriously if we said no we won't be part of making peace, no we won't lead in NATO because we don't think our interests are directly involved, but oh by the way, come over here and help us stop the flow of refugees from Haiti. We have to stay engaged. And under this President it will be done carefully and thoughtfully and with as much foresight as possible. But under this President, the United States will remain the leader of the free world and that is important for all of us.

And finally, the seventh challenge is to reform our political system and make government work for people. We have to do this. Political reform is essential. We finally got to the President's desk for all Americans to applaud a bill that regulated some of the lobbyists who influence the process in Washington but we have much more that needs to be done. The President announced on Tuesday some of the great progress that has been made under Vice President Gore in reinventing government. He also said that he would issue an executive order to revoke the federal contract of businesses that hire illegal workers. Everyone who does business with the United States government should obey the laws. And everyone who serves the United States government should be doing so with the kind of political reform and campaign finance that assures the voters that they are being listened to, not special interests. So that is the kind of agenda that we all have to work on.

You know, America was built on challenges. As I was driving in from the airport at Keene I was talking with one of the people accompanying me and I was saying how great another day I had in Keene, how beautiful it was, but for some reason I thought about my father's parents. Why did they decide to get up and leave England and come here? What made them different from their neighbors or their relatives? Why did they brave that ocean voyage? Why did any of the people who came here do that? I don't know, I don't know if we will ever know except what they left behind in diaries or letters, the individual decisions that they made. But one thing they had in common was that they were not afraid to take on a challenge. They were not afraid to summon up their resources and go into a new environment, to live with change, to make change their friend not their enemy. That is part of the American heritage.

None of us can predict what the next year or the next century holds for us individually or for America. But one thing we know with certainty is, that if we meet the challenges that confront us we are more likely to make the future better for ourselves and our children. That's the challenge the President outlined. That's the challenge that I know the people of New Hampshire rise to on every occasion. If we meet these challenges I am fully confident that the next century will once again be an American Century for us all. Thank you very much.



THE ASSOCIATION OF JUNIOR LEAGUES INTERNATIONAL, INC.
WASHINGTON OFFICE

October 24, 1995

Ms. Doris Matsui
Deputy Assistant to the President
Deputy Director of Public Liaison
Old Executive Office Building
Washington, DC 20005

Dear Doris,

Thank you for the opportunity to explore the possibility of arranging a visit with President and Mrs. Clinton at the White House for the leadership of the Junior Leagues during the Association of Junior Leagues International's biennial Policy Institute. As we have discussed, approximately 700 Junior League leaders from across the country will be in Washington, DC on February 1-3, 1996. These women represent the key leadership of the Association of Junior Leagues International which encompasses more than 300 local communities and 193,000 members across the country. These League leaders gather in Washington every other year to be brought up to date as well as discuss key policy issues which impact their communities.

It would be my hope that during their time in Washington, ideally ~~on Friday, February 2, 1996~~, we would be able to arrange for these delegates to come to the White House for a brief meeting/reception with President and Mrs. Clinton. The Association of Junior Leagues International would fully incur any costs associated with the event and would provide all transportation, as well as all necessary information for security purposes.

The opportunity for the Junior Leagues to hear first hand the vision of the President and the First Lady at such a critical point in time is an exciting possibility. As always, I greatly appreciate your support and assistance. Please let me know if there is any further information I can provide.

Sincerely Yours,

Christine

Christine Benero
Director
Community Development & Public Affairs

(Ann Dalton)

cc: Carol Rasco
Domestic Policy Council

393-1000 Rm. 984

1319 F. STREET, N.W. SUITE 604 WASHINGTON D.C. 20004 202-393-3364 FAX 202-393-4517

Schedule Proposal

12/21/95

 ACCEPT REGRET PENDING

Friday 11am *SM Christine Bene* *Junior League*
393-3364

TO: Patti Solis
Special Assistant to the President &
Director of Scheduling for the First
Lady

FROM: Alexis M. Herman
Assistant to the President
Director of Public Liaison

REQUEST: For the First Lady to address the
Association of Junior Leagues
International Biennial Policy Institute.

PURPOSE: To demonstrate the Administration's
commitment to a variety of social issues
including child welfare, education,
poverty and women's rights, to prominent
women leaders from all over the United
States.

BACKGROUND: The leadership of the Junior League
meets biennially in Washington to
discuss issues that greatly impact
children, women, families and their
communities. Those attending represent
over 300 Junior League organizations,
and 193,000 members in local chapters
across the country.

Associations of Junior Leagues
International, a bi-partisan
organization, has been very supportive
of the President's measures to protect
children in the budget debate. They are
a leading member of the very active,
Coalition for America's Children.

PREVIOUS PARTICIPATION: None

DATE AND TIME: February 1-3, 1996
Flexible

BRIEFING TIME: 15 minutes

DURATION: Half hour

LOCATION: Capital Hilton
Washington, DC

11:00-am 1/15



PARTICIPANTS: 700 Junior League leaders from across the United States.

OUTLINE OF EVENTS: TBD

REMARKS REQUIRED: Remarks provided by speech writers. Additional briefing by the Office of Public Liaison.

MEDIA COVERAGE: Open Press

PRESIDENT'S ATTENDANCE: No

VICE PRESIDENT'S ATTENDANCE: No

MRS. GORE'S ATTENDANCE: No

CONTACT: Doris Matsui - Amn
x-62930

RECOMMENDED BY: Carol Rasco
Doris Matsui

SOURCE OF PAYMENT: N/A

ORIGIN OF THIS PROPOSAL: Invitation

THE WHITE HOUSE
WASHINGTON
January 31, 1996

**ASSOCIATION OF JUNIOR LEAGUES INTERNATIONAL, INC.
BIENNIAL POLICY INSTITUTE**

DATE: Friday, February 2, 1996
TIME: 11:00 AM
LOCATION: Capitol Hilton
FROM: Doris O. Matsui

I. PURPOSE

This address to the Association of Junior Leagues International's (AJLI) biennial Policy Institute gives you the opportunity to speak to a diverse group of women community leaders on the importance of community involvement and especially how that relates to children.

II. BACKGROUND

The Association of Junior Leagues International, Inc. is an organization of women committed to promoting volunteerism, developing the potential of women, and improving communities through the effective action and leadership of trained volunteers. Its purpose is exclusively educational and charitable.

The Association of Junior Leagues International, Inc. is the organizing arm of the many local Junior League chapters throughout the United States. Currently, there are over 300 chapters of the Junior League comprised of almost 200,000 members.

What makes these women such a vital group is their diversity among each other and in the role they play in their communities. Junior League members represent all walks of life from communities all over our country. In addition to working to better our country's communities, many are also business leaders and professionals.

Every other year the key leadership from these community chapters come to Washington, DC to be brought up to date, as well as discuss, key policy issues which impact their community. They are particularly interested in issues that impact children in their community.

Over the past year, the Junior League has spent much of their time focusing on children's issues. They have been--and continue to be--a primary figure in educating, at the grassroots level, the impact that budget cuts, violence, and today's family life has on children.

III. PARTICIPANTS

Meet and Greet:

Nancy Evens, AJLI President, IA
Holly Sloan, AJLI Executive Director, NY (originally UT)
Carol Kleiner, Incoming AJLI President, CO
Mary Anne Wawrzyn, AJLI Secretary, WI
Sharon Owens, AJLI Treasurer, FL
Betty Nordrum, AJLI International Director, Winnipeg,
Manitoba
Anne Dalton, AJLI Deputy Director, NY
Mary O'Rafferty, AJLI Director of Leadership Development,
Ireland
Ruth Terrell, AJLI Director of Membership, NJ
Christine Benero, AJLI Director of Washington Office, DC

Stage Participants: Nancy Evens, AJLI President

Audience: approximately 700 Junior League members representing over 300 Chapters from across the country.

IV. SEQUENCE OF EVENTS

- o Arrive at the front door of the Capitol Hilton, greeted by Nancy Evens, AJLI President and Holly Sloan, AJLI Executive Director.
- o Nancy Evens and Holly Sloan will escort you upstairs to the holding room.
- o In the holding room you will have a brief meet and greet with select AJLI officers.
- o Escorted to the ballroom by Nancy Evens.
- o Announced with Nancy Evens and will proceed to the state. Nancy Evens introduces you.
- o Remarks.
- o Take four questions from the audience. (see attached)
- o Nancy Evens will present you with a framed, unwrapped poster of the Association's vision.

- o Escorted by Nancy Evens off stage.
- o Work a rope line and depart.

V. MEDIA

Open Press

AJLI POLICY INSTITUTE
The Capital Hilton, Washington, D.C.
February 1 - 3, 1996

Biographies

NANCY H. EVANS was elected to a two-year term as president of the Association of Junior Leagues in 1994. A member of the Junior League of Cedar Rapids, she previously chaired the Resolutions Committee.

In her community, Nancy was recently elected Commissioner of Public Safety. She is also Vice-chair of the 6th Judicial District Dept. of Correctional Services and chair of the Task Force on the new police station. She is on the Board of St. Luke's Hospital, Guaranty Bank and Trust Co., the Community Corrections Improvement Association, and the Greater Cedar Rapids Foundation. She is an elder of her church, serving on the Christian Education Committee, and was a member of "Women of All Colors." Previously, she served as chair of the Linn County Civil Service Commission, as a member of the Legislative Task Force Studying Higher Education in Iowa, an advocate/trainer of the Association of Children with Learning Disabilities, and Board vice chair of Crimestoppers.

In her League, she is a past president of the J.L. of Cedar Rapids, where she has also served as treasurer and chair of the Diversity Support, Nominating, and Leadership Development committees.

She received a J.D. with distinction from the University of Iowa College of Law and a B.A. in American Studies from Coe College. She received the Governor's Volunteer Award for her work for the Dept. of Corrections in 1990, the YWCA Women in Business and Industry Award in 1991 and the 1995 Citizen of the Year Award from the Iowa Correctional Association. Nancy is Assistant Professor of Business and Political Science at Coe College.

CAROL KLEINER was elected to a two-year term as vice-president of the Association of Junior Leagues in 1995, and is slated as President for 1996. She has been a member of the Junior League of Colorado Springs for 13 years, where she served in many capacities including chairing the League's Nominating, Headquarters, Placement, and Education and Training committees as well as serving as executive vice president and served two terms as president. Carol is currently an AJLI Service Provider. She is a past nominating chairman and nominating/placement liaison for Area VI and is an immediate past Association Director. As a Director, she served on the Service Contract Committee, the Finance Committee, the Leadership and Governance Service Delivery Team, and as chair of the Equity Task Force.

In her community, Carol is serving her second elected term on the Cheyenne Mountain School District 12 Board of Education where she has held the offices of treasurer, president, and secretary. She serves on the board of trustees and executive committee for Beth-El College and on two boards of the Pikes Peak Metropolitan YMCA. She has served on the Colorado Springs Police Crime Prevention Council, as chair of the Girl Scouts Wagon Wheel Council Capital Campaign, and as Chair of the Council Nominating Committee. She was a founder and first chairman of a Coalition to Support Public Education and has served on the boards of Citizens' Goals, the Pikes Peak Hospice, the Performing Arts for Youth Organization and the El Paso County Medical Alliance.

Carol received a B.A. in English and physical education from Ripon College and graduated from the first Community Leaders course offered by the Center for Creative Leadership. She serves as a volunteer trainer and facilitator for not-for-profit organizations in the areas of leadership, governance, and strategic planning. She has been honored with her League's Presidents' Award for Community Service, as a

woman Colorado Springs community and was nominated for the Silver Bell Award for effective community service.

BETTY JEAN NORDRUM was elected to a two-year term as International Director of the Association of Junior Leagues in 1995. She serves as grants chair on the Headquarters Committee for the Winnipeg League and is a Sustainer of the Junior League of Winnipeg.

In her community, Betty participates in the work of the Winnipeg Image Committee, which promotes corporate and individual voluntarism. She was a board member of the National Voluntary Organizations, the Manitoba Environmental Council, the Manitoba Charter of Rights Coalition, and the Manitoba Association of Rights and Liberties. Betty graduated with a B.A. in political science from the University of Winnipeg. She was also a registered nurse graduating from the Winnipeg General Hospital. Presently she is employed as a Policy Analyst Investigative Officer on the Pediatric Cardiac Surgery Inquest Team. Betty graduated with a B.A. in political science from the University of Winnipeg. She was also a registered nurse graduating from the Winnipeg General Hospital. Presently she is employed as a Policy Analyst Investigative Officer on the Pediatric Cardiac Surgery Inquest Team.

SHARON T. OWENS was elected to a two-year term as Treasurer of the Association of Junior Leagues in 1995. She has also served as Area III director of the Association, a member of the Finance Committee, board facilitator of AJLI's Personnel Committee, and formerly served with the Resolutions Committee.

In her community, Sharon is vice-chair of the Children's Services Council of Volusia County, a member of the Healthy Start Coalition of Volusia and Flagler counties, and a trustee of the Daytona Beach Museum of Arts and Sciences. She is also a member of the Coastal Institutional Medical Research Review Board, a volunteer at Temple Beth El School, and a docent at the Daytona Beach Museum of Arts and Sciences. She has served on the board of directors of the Easter Seal Society of Volusia and Flagler counties, as a member of the Daytona Beach Leadership Council, a Volunteer Coordinator of the Florida Special Olympics State Winter Games, and president of the PTSA Ormond Middle School.

In her League, she has served as president, as well as chair of the Partnership Project, the Bylaws Committee, and Future Planning, and as Community vice president. She was most recently chair for the London Symphony Orchestra Young People's Concert.

Sharon graduated from the University of Central Florida with a B.A. summa cum laude in organizational communications.

MARY ANNE WAWRZYN was elected to a two-year term as secretary of the Association of Junior Leagues in 1994. Formerly a director of the Association, she is a member of the Junior League of Milwaukee.

In her community, Mary Anne is president of the Health Education Center of Wisconsin and is a director on the boards of the Blood Center of Southeastern Wisconsin, and the Greater Milwaukee Education Trust. She was founding co-chair and president of Troupes, a volunteer recruiting and placement organization for the performing arts. She has also served on the boards of the Metropolitan Milwaukee Civic Alliance, the Milwaukee Artists Foundation, the Easter Seal Society of Milwaukee and the Milwaukee Council on Drug Abuse.

In her League, she served as president, president-elect, vice president, treasurer, news magazine editor, and new member orientation chair.

Mary Anne received a B.S. in pharmacy from the University of Wisconsin and is employed as a registered pharmacist.

MARY O'RAFFERTY is director of the Leadership Development and Training Team at AJLI. This team is responsible for the development of current and emerging League leaders, and providing Leagues with the necessary resources to fulfill the Junior League mission of training volunteers for community service. Among its activities are creating the educational curricula for and coordinating the development of AJLI Leadership for the 21st Century, Organizational Development Institutes, and Annual Conference. The team is

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. bio	AJLI Policy Institute bios [Personally Identifiable Information] [partial] (1 page)	00/00/0000	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Lissa Muscatine
OA/Box Number: 12084

FOLDER TITLE:

HRC - Junior Leagues International Biennial Policy Institute 2/2/96

2017-1164-S

rc2746

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.

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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]

also responsible for technical assistance to Leagues on training matters, including chair person training, board orientation, facilitation skills and more. Research and development on new approaches to leadership and governance, and working with affiliating groups comprise other important dimensions of the team's work.

Mary joined the Association staff in 1990. Previously she worked in Human Resources and Training. She devised and implemented a curriculum for Teacher Training in Adult Education. Developing training for Community Impact is of special interest to her as a result of her involvement in a diverse range of volunteer situations. She received her Master's degree from Trinity College, Dublin.

HOLLY SLOAN, executive director, is accountable to the Board of Directors for the overall performance of the AJLI staff and for the day-to-day operations of the Association to assure that all resources, human and fiscal, are focused on the implementation of AJLI's policies and strategic plan and are responsive to League needs.

In addition, she works closely with the Board of Directors to assure the effective development and implementation of Board policies, and works in partnership with the AJLI Board and the Junior League leadership to position the Association for the future and to fulfill the organizational mission of promoting voluntarism and community improvement.

Holly was appointed executive director in May 1991 after serving as director of the Organizational Development Group. In the latter capacity, she expanded the Association's service delivery capabilities, developing new training systems and initiating interdepartmental efforts to coordinate membership development, constituent relations, fundraising, and other organizational functions around shared organizational goals. Prior to joining the Association, Holly was director of Program Services for the National Council of Jewish Women (NCJW), where she oversaw their extensive training, community service and advocacy activities.

As a recognized innovator and leader in the field of association management, Holly serves as Chair-elect of the New York Society of Association Executives and as a member of the Advisory Committee of the Not-For-Profit CEO Forum. She is a certified Association Executive and a member of the American Society of Association Executives. She has a Master's degree in social work from Hunter College in New York City. A native of (b)(6) she received her Bachelor's degree in political science from the University of Utah, where she was invited by Utah's governor to sit on the Board of Regents. (001]

RUTH HARRIS TERRELL is director of the Membership and Multicultural Development Team of the Association. This team is responsible for helping Leagues develop, implement and evaluate strategies and activities that attract and retain a motivated membership and build a supportive environment that recognizes and values a variety of perspectives and cultures. Ruth also works with the Board and staff to increase the capacity of the Association to eliminate discrimination and promote multiculturalism.

Ruth's professional experience is both domestic and international, and includes work with the National Urban League, the National Council of Negro Women, the National Board of the YWCA, and the World YWCA. She is a graduate of Knoxville College, TN, and the Atlanta University School of Social Work. She serves as a director of the Antioch Community Development Corporation, is on the Training Advisory Council of Inroads/Central New Jersey, is a member of Advisory Committee of the Central Jersey United Way, the Metro-Manhattan Links, Inc., and a frequent lecturer on conflict resolution. Her book on violence prevention, *A Kid's Guide to How to Stop the Violence*, is widely used by schools and community organizations across the country.

ANNE R. DALTON is deputy executive director of the Association and a member of the Governance and Human Resources Team. With the executive director, she works closely with the Executive Committee and Board of Directors to assure that the strategic plan is implemented in accordance with the bylaws, policies and procedures of the Association. She provides staff support to the Association Nominating Committee and the AJLI Resolutions Committee. In addition, she provides supervisory oversight for the Community Development and Public Affairs, Service Innovation, Leadership Development and Training, and Fund Development teams. As a volunteer, Anne is a member of the Board of Directors of the National Association of Mothers' Centers.

Anne holds an A.B. in English from Cornell University and an M.S.W. in social work administration from Hunter College. Prior to joining the Association staff in 1983, she was executive director of the Girls Club of New York, director of the Youth Employment Services at the Henry Street Settlement, and a senior planner at the Vera Institute of Justice.

CHRISTINE BENERO is the director of the Community Development and Public Affairs Team. This team is the primary source of technical assistance to Leagues and SPACs in the area of community programming, focusing, child health, Partnership for Progress (middle school reform), advocacy and public affairs. Christine is responsible for supporting and building League and Association programs and community initiatives that directly improve communities; building relationships with other international organizations and coalitions that support the work of the Association; and ensuring a presence in Washington, DC, on Association priority issues.

Prior to joining AJLI, Christine was the Community Affairs Program Administrator for Target Stores' corporate giving program. She is a member of the Junior League of Washington, DC and chairs the League marketing committee. Christine has her Master of Education degree from Harvard University and is the 1995-96 chair of Coalition for America's Children.

Questions for HRC from the Association of Junior Leagues Audience

- 1 - Given your vision of society and given the mission and vision of the Junior Leagues, if you were mentoring young people, what skills and competencies would you encourage to develop leaders who can build community and embrace diverse perspectives?
- 2 - Mrs. Clinton I've had the opportunity to read your book and agree with your comments and observations that "it takes a village to raise a child." As volunteers we have an increasing concern that more and more is being expected of the independent sector. What do you feel is an appropriate role for volunteers, what is the balance between the public and private sector and what potential do you see for an organization like the Junior Leagues within that?
- 3 - Given your experience in the public eye, what advice would you have for women who are taking on a career in public life or a career which puts them in the public eye?
- 4 - Several of us had the opportunity to be in Beijing to attend the Women's Conference. I would be interested in your observations in the commonality/potential of women internationally to contribute to a shared vision of building community?



Children's Defense Fund

FACSIMILE TRANSMITTAL SHEET

To: Sabrina CorletteFirm: Office of the First LadyCity/State: DCFAX Number: 202-456-5709From: Sharon Ladin, DirectorDept.: Child WatchFAX number transmitted from: 662 3540If you have a transmittal/receiving problem, please contact me at (202) 662- 3592.Date: 2/1/96 Time: 10 am

Number of pages sent (including cover sheet): _____

Comments: Please call at above # if you need additional information.Plan now to
join us in
Charlotte!

HEALING AMERICA

Building a Movement To
Leave No Child BehindChildren's Defense
Fund
Annual National
ConferenceFebruary 8-10, 1996
Charlotte,
North CarolinaFor registration
information, call the
CDF Conference Hotline
at (202) 662-3684
or Karen Seaver at
(202) 628-8787.

*Look into the eyes of children
 Feel through their eyes the threatening, hope draining world around them
 Imagine the pain of a hungry stomach, an untreated ear infection,
 or the discomfort and shame of sleeping every night in the back seat
 of a cold car or in a noisy and dangerous shelter
 Let what you see disturb you
 Let it disturb you so much that it prompts you to act*

-- Marian Wright Edelman



Children's Defense Fund

Child Watch Visitation Program

Earlier today, as we started this tour, someone called us the movers and shakers of the religious community. After this experience, we are the moved and the shaken.

These powerful words were spoken by Archbishop John Roach after his participation in a Child Watch Visitation Program in Minneapolis, Minnesota. All over the country, community leaders like Archbishop Roach are being shaken up by the things they see and hear, and by the children and families they meet through the Child Watch program.

Every 11 seconds, an American child is reported abused or neglected...Every 71 seconds, an American child runs away from home...Every 53 minutes, an American child dies from poverty...Every 2 hours, a child is murdered. These statistics may receive a concerned nod from an elected official or a corporate leader, but it is hard to feel passionate about numbers. It is difficult to put your arms around phrases like "one in every five." But it is hard not to feel passionate about a one-pound infant you see struggling to survive, an infant too small to wrap your arms around. Child Watch supplements the all important facts with the passion they lack.

The Child Watch Visitation Program was designed by the Children's Defense Fund to allow our leaders to see first-hand what is happening to our children. Child Watch adds the faces and stories of real children to the statistics and reports. Organized by volunteers and advocates in local coalitions across the country, Child Watch programs move executives, clergy, legislators, and other community leaders out of their offices, corporate boardrooms, and legislative chambers, and into the world of the real children and families whose lives they affect every day with their decisions. Child Watch programs include four major components:

- on-site visits to programs serving children and families;
- briefings by public policy experts and others;
- written background materials; and
- experiential activities.

Together, these four components combine to serve as a comprehensive tool to educate community leaders about children's issues and motivate them toward action. Everywhere Child Watch is used, it helps children and families by building awareness, creating new leadership, and inspiring action.

25 E Street, NW
 Washington, DC 20001
 Telephone 202 628 8787
 Fax 202 662 3510

Through Child Watch, we unveil a picture of children and families that many community leaders have never before seen, and one on which they cannot easily turn their backs. We allow leaders to see that while the situation for many children is critical, there are also wonderful programs, dedicated caregivers, and great hopes for the future. Child Watch gives local program coordinators and participants alike the opportunity to see, hear, feel, and touch children in their communities.

Child Watch not only shocks participants with what they see and hear, but also empowers those participants with the knowledge that they have the ability to make a difference. At the conclusion of each Child Watch visit, participants do not leave feeling powerless because of the magnitude of the problems they have witnessed, but rather inspired by the endless possibilities of the ways in which they can help.

Each community coalition determines the goals, focus, and format of its local Child Watch program. Child Watch in Los Angeles has exposed a wide range of religious leaders to the issues facing adolescents. Corporate executives in Kansas City have visited day care and Head Start centers as a part of their Child Watch experience. In Flint, elected officials join other community leaders as participants in Child Watch programs visiting homeless shelters, hospitals, and drug treatment facilities.

While the area of focus may vary from community to community, the ultimate goal of every Child Watch program is the same: to improve the lives of children by promoting action on the local, state and national levels. Child Watch participants learn that every individual, congregation, organization, and business is powerful. Each can, and must, make a difference for children in their communities and across the country.

Civic, religious, philanthropic, and community groups from across the country are active members of Child Watch coalitions. Involvement in Child Watch gives organizations an opportunity to work collaboratively with others in their communities, learn more about the status of children and families, and play a key role in improving their lives. For more information about Child Watch activities in your area and how you can get involved, please call Colleen Montoya at 202-662-3588.

1995 Child Watch Visitation Program Accomplishments

- **In 1995, over 2,000 community leaders** participated in 83 Child Watch programs in 22 states.
- **In May, we kicked-off our regional training initiative, preparing ten of our strongest local Child Watch implementors to serve as regional Child Watch trainers.** Since that time, six of the ten have been sent on training assignments, with consistently strong reviews of their work.
- **We have trained 34 community coalitions** to conduct local Child Watch programs since January. In addition, we conducted statewide trainings in North Carolina and West Virginia. A number of introductory workshops were held at state, regional and national conferences, including Kiwanis International, Association of Junior Leagues, KidsCount, National Head Start Association, and National Association for the Education of Young Children.
- **Issues of focus for Child Watch programs have included:**
 - Foster Care and Adoption
 - Adolescent Pregnancy
 - Early Childhood Education
 - Youth Violence
 - Maternal and Child Health
 - Child Abuse and Neglect
 - Juvenile Justice
 - Child Poverty
- **Program Participants have included:**
 - Federal, State and Local Elected Officials
 - Civic Group Leaders
 - Clergy
 - Media
 - Corporate Executives
- **Child Watch has been successful in large and small communities. New coalitions formed this year include:**
 - Williston, North Dakota
 - Tawas City, Michigan
 - Brunswick County, North Carolina
 - Denver, Colorado
 - Howard County, Maryland
 - Sapulpa, Oklahoma
 - Greenville, South Carolina
- **Child Watch coalitions are comprised of a wide range of civic groups, professional associations, service providers and advocates. Coalitions are encouraged to work on issues of local and state concern, but are also kept abreast of how federal decisions will affect children and families, and are encouraged to get involved.**

Tour shows the hidden side of Dallas



JENNIFER NAGORKA

Come along on an unusual tour of Dallas. It starts at the Vogel Alcove day-care center for homeless children, then swings through West Dallas and ends with a sandwich lunch on paper plates at an East Dallas mission.

If this trip doesn't sound glamorous, small wonder. It intends to instruct, not to entertain. The Coalition for North Texas Children sponsors "Child Watch Visitations" to expose officeholders and policy-makers to the hardships that many children endure.

Last month's trip focused on children living in poverty.

Fact: Poverty is defined as an annual income of \$15,150 for a family of four. One in five Dallas County children lives in poverty.

The Child Watch group assembled at the Vogel Alcove, which is on a semi-industrial stretch of Akard Street just south of downtown. About 100 homeless kids, ages 6 weeks to 5 years, attend daily.

The Alcove's interior resembles any other well-run child care center — clean, bright and filled with cribs and tot-size chairs. Outside, a tall fence topped with barbed wire protects a compact

playground and the youngsters who romp on it.

As the visitors toured the playground, one little boy with huge, dark eyes abandoned his play. He walked silently toward the adults, his gaze fixed on their faces. A preschool girl trotted up and unexpectedly hurled a rubber ball at the visitors. The boy's soulful stare and the girl's fierce activity seemed disconcertingly intense.

Fact: Many homeless children "parentify." Some homeless preschoolers can change diapers, warm bottles and instantly recognize the cries of a younger sibling.

After the Alcove, the tourists boarded a west-bound bus to visit the West Dallas Community Center's "positive directions" program.

Zachary Thompson, an earnest, forceful speaker, directs the program out of a sparsely furnished storefront near the West Dallas housing projects. His clients are 6 to 18 years old. Many have had run-ins with the law. Some have just returned from the juvenile version of state prison. Most lack adequate social and school skills. One of the center's most important tasks is to help parents and kids learn how to talk to one another.

Fact: High poverty levels correlate with juvenile delinquency. Around Fair Park, 80 percent of the youths live in poverty and 30 percent of them have been accused of delinquency.

After meeting Mr. Thompson, the Child Watch group boarded the bus again for a short ride east. Along the way, one speaker challenged passengers to calculate a monthly budget for a single mother with two young children.

Her full-time, minimum-wage job pays \$710 monthly after taxes. Like most poor people, she receives no housing assistance. A tax credit gives her another \$210 per month. She is eligible for \$260 in food stamps each month. So how much should she spend on rent? Food? Child care?

Health care? By the time the bus reached Central Dallas Ministries on Peak Street, most passengers had calculated, scratched out and refigured several times. There was no easy answer.

Central Dallas Ministries works with families living on similar budgets. The mission runs a food pantry and offers utility and rental assistance, an evening study hall for kids — and fellowship. Many former clients volunteer.

The ministries' staff argues that poverty often stems from a lack of access to jobs, not from laziness. And mismatching government programs may discourage poor people from finding employment. "Poor people want to work," director Larry James stresses.

In five hours, this Child Watch Visitation covered a lot of geographic and sociological territory. The conclusion: Childhood poverty has lifelong, harmful effects on health, education and earnings.

But to improve the lives of poor children, we will have to improve the chances for poor parents.

Congressional leaders say public policy should encourage poor people to work rather than depend on welfare. True. Yet the Senate's budget plan slashes the earned income tax credit \$43 billion over seven years. The credit lowers income tax rates for poor workers, helping them survive on what they earn. The Senate's plan is like ordering someone to lose weight and then giving him a pound of fudge.

In addition, if we want the feds to do less, we all will have to do more. Volunteer. Donate. Create jobs. Give low-wage employees health benefits. And show these kids we care about them.

Jennifer Nagorka is an editorial writer and columnist for The Dallas Morning News.

VIEWPOINTS

Editor: Bob Moss

Viewpoints is a daily forum for a diversity of opinions and does not necessarily reflect the editorial positions of The Dallas Morning News. We welcome submissions. Please address columns to: Viewpoints, The Dallas Morning News, Box 635237, Dallas, Texas 75263. Or send them by facsimile to (metro 214) 763-0656.

The Daily Herald

Child Watch helps focus leaders on problems

By SHEILA SANCHEZ

The Daily Herald

A 30-year-old video showing the late U.S. Sen. Robert Kennedy visiting poor children in Jackson, Miss., is still powerful. In the video, Kennedy was moved to action when he saw the precarious conditions in which needy children and their families lived.

Because of what he witnessed, Kennedy convinced federal agriculture officials to change the food stamp program. At that time, poor people could only access the food stamp program with cash.

National child advocate Sharon Ladin believes Kennedy wouldn't have taken action without participating in the first Child Watch Visitation Program under the leadership of Marian Wright Edelman, president and founder of the Children's Defense Fund.

Today, the program uses site visits and policy briefings to personalize child suffering for community leaders, to educate them about programs and policies that work and to encourage action in response to the problems they see.

The statistics are endless and the numbers are staggering. Sixteen million children in the United States live in poverty. Every 13 seconds, an American child is reported abused or neglected. Every 26 seconds, an American child runs away from home. Every 53 minutes, an American child dies from poverty. And every two hours, a child is murdered.

Ladin believes the program is a must if community leaders are to realize that behind each number is a real child with a story to be told. "People don't respond to statistics or to data. It's difficult to be passionate about numbers, but it's not difficult to care about children in a neonatal intensive care unit," Ladin said.

Children's Defense Fund to allow leaders to see firsthand what is happening to children. Its three basic goals are to create new leadership to work on behalf of children and families, to raise awareness about their condition and to inspire action.

Ladin is director of the Child Watch Division of the Children's Defense Fund, an organization devoted to improving the lives of children and families across the country. She has worked at the CDF since 1988. Prior to her work at CDF, she worked as a sociotherapist at the Hillside Children's Center in Rochester, N.Y.

"Child Watch is a means to an end," Ladin said. "Through Child Watch, we unveil a picture of children and families that many community leaders have never before seen, and one on which they cannot easily turn their backs. We allow leaders to see that while the situation for many children is critical, there are also wonderful programs, dedicated care givers and great hopes for the future."

The four major components of Child Watch are on-site visits to programs serving children and families, briefings by policy experts and others, printed background materials and experiential activities.

Ladin said Child Watch is not a tool for promoting a single agency, event, or a "one-shot" deal owned by a single entity. Instead, the program is a tool for change, an illustration of both problems and solutions, an opportunity to personalize child suffering, and a nonpartisan ongoing community advocacy effort because "hungry, homeless, abused or neglected children don't care whether we're Republicans, Democrats, liberals or conservatives; they want to be fed, clothed and saved."

The child advocate presented the program last week at the "Care to Share" conference in Provo. The conference was part of Childhood Poverty Awareness Month in September. Similar conferences were held in Cedar City, Price and Salt Lake City.

The statewide advocacy organization, Utah Children, is interested in the program. So are local leaders. Kay C. Jacobson, coordinator of the Parent Education Resource Center in Provo, said the program is needed in Utah County.

"Until you put a face on children's problems, you don't want to

WATCH:

(Continued from B1)

believe them," Jacobson said. Ladin agreed. "If you haven't seen the problems, you don't know they're there. People don't want to believe horrible things are happening to children. We think we're good and that our friends and neighbors care about children. In most cases they do. But if there's one child in the community who's been abused and neglected, it doesn't matter that the rest is taken care of. We need to realize every child is important."

The number of poor children in Utah increased by 32 percent between the 1980 and 1990 censuses, from 57,000 to 75,500. The national growth was 14 percent. Utah Children reports that the state's economic success is confined to the Wasatch Front and that high child-poverty rates are a long-term problem in Piute, Sanpete, Kane and San Juan counties, where child poverty rates of 20 percent or higher are reported.

HUMAN SERVICES

'Child Watch' focuses on faces, not figures

Field trips help leaders see problems firsthand and come up with solutions.

By Lola M. Collins

Deseret News human services writer

Statisticians toss numbers around: Of Utah's 627,000 children, 25.1 percent live in poor or



Sharon Ladin

near-poor families. But people can't relate to 157,000-plus children in crisis.

Sharon Ladin believes you have to show one or two or five children who are destitute, with its ac-

companying problems, and most people will move heaven and earth to ease the pain.

With a plan to remove entitlement status and reduce funds be-

fore turning programs like welfare over to the state, an understanding of what's at stake is essential, Ladin said. Communities, local governments and corporations will likely be asked to pick up the slack.

First-hand education is the principle behind "Child Watch," a national initiative to bring policies and statistics to life for people ranging from the legislator who sets the budget to the corporate officer who can form a partnership with community programs.

Sept. 27-29, Ladin, director of the Child Watch program for the Children's Defense Fund, is bringing that message to Utah.

Child Watch is based on field trips. Instead of blanketing community leaders with facts, Ladin said, they should be taken "where the action is."

"If you're going to talk about health care, don't sit in a room at the health center and talk. Walk into a neonatal center and see a preemie as you talk about the effectiveness of prevention versus

intervention."

The goal is to see that everyone who goes on a Child Watch field trip "takes a child home" in their hearts and heads. When that happens, a story about homeless families becomes more understandable.

Ladin said solutions must be presented. "After every trip to a neonatal unit, you ought to go to a neonatal outreach program that works. When you visit a homeless program, pair it with a welfare-to-work program or job training program that helps people become self-sufficient."

Ladin's visit is sponsored by Utah Children and will include training sessions with civic groups, local and state government officials, child advocates and service providers.

"I'm an idealist, and I happen to believe an awful lot of people would be willing to help children and families if they knew how big the problems were and how to

help. I think Child Watch can meet both of those criteria."

Child Watch has 75 active programs nationally. Last year, 1,100 local leaders went on Child Watch.

In Cincinnati, for example, a businessman and a foundation executive teamed to fund a program that was being dropped, even though it reduced dropout, suspension and expulsion rates at a local school.

"Child Watch becomes more valuable in times of block grants because it's locally based, giving people a tool they can use to address what they identify as the top priorities locally."

"The truth is, everybody is going to be asked to shoulder a little more of the burden. The business community can be helpful in areas where they have the greatest expertise like welfare-to-work programs, job training, child care, expanded health-care coverage and apprenticeships. Individuals will find what they can do to make a big difference to children."

Post-It™ brand fax transmittal memo 7671	
To: Sharon Ladin / Berkeley Bayview	Co.
From: Ron McGee	Co.
Phone # 811-496128	Dept.
Fax # 202-662-3570	

Friday
11am
SM *Christine*
Bene
Junior League

Schedule Proposal

12/21/95

393-3364

	<u>ACCEPT</u>	<u>REGRET</u>	<u>PENDING</u>
TO:	Patti Solis Special Assistant to the President & Director of Scheduling for the First Lady		
FROM:	Alexis M. Herman Assistant to the President Director of Public Liaison		
REQUEST:	For the First Lady to address the Association of Junior Leagues International Biennial Policy Institute.		
PURPOSE:	To demonstrate the Administration's commitment to a variety of social issues including child welfare, education, poverty and women's rights, to prominent women leaders from all over the United States.		
BACKGROUND:	The leadership of the Junior League meets biennially in Washington to discuss issues that greatly impact children, women, families and their communities. Those attending represent over 300 Junior League organizations, and 193,000 members in local chapters across the country. Associations of Junior Leagues International, a bi-partisan organization, has been very supportive of the President's measures to protect children in the budget debate. They are a leading member of the very active, Coalition for America's Children.		
PREVIOUS PARTICIPATION:	None		
DATE AND TIME:	February 1-3, 1996 Flexible		
BRIEFING TIME:	15 minutes		
DURATION:	Half hour		
LOCATION:	Capital Hilton Washington, DC		

1100-AM
1/15

PARTICIPANTS: 700 Junior League leaders from across the United States.

OUTLINE OF EVENTS: TBD

REMARKS REQUIRED: Remarks provided by speech writers. Additional briefing by the Office of Public Liaison.

MEDIA COVERAGE: Open Press

PRESIDENT'S ATTENDANCE: No

VICE PRESIDENT'S ATTENDANCE: No

MRS. GORE'S ATTENDANCE: No

CONTACT: Doris Matsui - Amn
x-62930

RECOMMENDED BY: Carol Rasco
Doris Matsui

SOURCE OF PAYMENT: N/A

ORIGIN OF THIS PROPOSAL: Invitation



THE ASSOCIATION OF JUNIOR LEAGUES INTERNATIONAL, INC.

WASHINGTON OFFICE

October 24, 1995

Ms. Doris Matsui
Deputy Assistant to the President
Deputy Director of Public Liaison
Old Executive Office Building
Washington, DC 20005

Dear Doris,

Thank you for the opportunity to explore the possibility of arranging a visit with President and Mrs. Clinton at the White House for the leadership of the Junior Leagues during the Association of Junior Leagues International's biennial Policy Institute. As we have discussed, approximately 700 Junior League leaders from across the country will be in Washington, DC on February 1-3, 1996. These women represent the key leadership of the Association of Junior Leagues International which encompasses more than 300 local communities and 193,000 members across the country. These League leaders gather in Washington every other year to be brought up to date as well as discuss key policy issues which impact their communities.

It would be my hope that during their time in Washington, ideally on Friday, February 2, 1996, we would be able to arrange for these delegates to come to the White House for a brief meeting/reception with President and Mrs. Clinton. The Association of Junior Leagues International would fully incur any costs associated with the event and would provide all transportation, as well as all necessary information for security purposes.

The opportunity for the Junior Leagues to hear first hand the vision of the President and the First Lady at such a critical point in time is an exciting possibility. As always, I greatly appreciate your support and assistance. Please let me know if there is any further information I can provide.

Sincerely Yours,

Christine Benereo
Director
Community Development & Public Affairs

(Ann Dalton)

cc: Carol Rasco
Domestic Policy Council

393-1000 Rm. 984

1319 F. STREET, N.W. SUITE 604 WASHINGTON D.C. 20004 202-393-3364 FAX 202-393-4517

MEMORANDUM

To: Lissa
Fr: Sabrina
Re: Association of Junior Leagues International, Inc. (AJLI)
Da: January 31, 1996

The "Junior League Vision"

"Through the power of our association, Junior Leagues strengthen communities by embracing diverse perspectives, building partnerships and inspiring shared solutions."

Work with CDF

Over the years, AJLI and CDF have done a lot together.

For example, in 1981, the Association joined CDF in an effort to educate people on the community level about the impact of the early '80s budget cuts on children. Called the Child Watch Program, it involved community and national organizations interested in enabling all kinds of local groups to come together and get the information they needed to help children.

Child Watch is a CDF initiative, but AJLI was one of the first national organizations to work with them.

The Child Watch model was subsequently applied to adolescent pregnancy prevention programs and better education programs throughout the '80s. It became a more formal partnership between CDF, the Association of Junior Leagues, National Association of Negro Women, and the March of Dimes.

More recently, a program called Child Watch Visitation has been successful. In it, members from all sectors of the community -- business, academic, judicial, advocacy, etc. -- get policy briefings on a range of subjects, and then visit the places in which those policies are practically applied (mostly children's services).

AJLI Initiatives

One initiative the AJLI has made on its own is a recent (four years ago) international immunization campaign called "Association of Junior Leagues' Immunization Campaign -- Don't Wait to Vaccinate"

And over the last three years, a small group of Junior Leagues, have worked intensively to improve middle school education within their communities. In particular, they have been examining how local community organizations can work with schools and school boards to facilitate better programs for the middle years. It's called Partnership for Progress.

AJLI Teen Outreach Program

The Association's Teen Outreach Program (TOP) has received national recognition for its efforts to reduce teen pregnancy, school failure and school drop-outs. Established in St. Louis in the late '70s, the program has expanded quickly and is now in a total of 34 communities and 107 classrooms. The AJLI is currently planning to replicate TOP on a large scale.

TOP is a comprehensive program for at-risk children involving in-school self-esteem classes and community service in hospitals, nursing homes, day-care centers, etc. In 1987, the report of an independent research group named TOP as one of only three teen pregnancy prevention strategies with any documented evidence of reducing pregnancy.

NOTE: The above information was obtained during a conversation with an AJLI representative. If any one particular program interests you, I'm happy to follow up on it. In light of the President's remarks yesterday, teen pregnancy prevention may be something they want to hear about.

THE ASSOCIATION OF JUNIOR LEAGUES INTERNATIONAL INC.

FACT SHEET

TEEN OUTREACH PROGRAM

The Teen Outreach Program (TOP) was established in 1978 by Brenda Hostetler, director of pregnancy prevention programs in the St. Louis public schools. In 1981, the Junior League of St. Louis and the Danforth Foundation began sponsoring the program, with the goal of decreasing the rate of adolescent pregnancy and increasing the rate of high-school graduation for at-risk youth. In 1984 the Junior League of St. Louis initiated a national demonstration effort funded by the Charles Stewart Mott Foundation. Since 1987 the Association of Junior Leagues International Inc. (AJLI) has been responsible for the national program, with funding from the Charles Stewart Mott Foundation, the Lila Wallace-Reader's Digest Fund, the Carnegie Corporation of New York, the Stuart Foundations and other funders.

The Teen Outreach Program expanded from eight Junior League sponsors with nine classroom sites in 1984 to a total of 34 community-based sponsors (including social services agencies, volunteer centers and Junior Leagues) and 107 classroom sites in the 1993-94 school year. AJLI is currently developing a plan to institutionalize TOP and replicate it on a wider basis. In addition, AJLI has developed a state model for TOP in California. AJLI has also worked with community sponsors in six communities (Atlanta; New Orleans; Reno; Roanoke, VA; Charleston, WV; and Seattle) to develop community/school partnerships which will focus on implementing the program on a district-wide basis.

Teen Outreach began as a comprehensive program to help adolescents develop a positive self-image, concrete life management skills, and future goals, though the marketing strategy identified it primarily as a program aimed at preventing adolescent pregnancy. Over the past six years, its focus has been on fostering positive development in at-risk youth.

In every Teen Outreach Program, a group experience, a facilitator/student relationship, and a volunteer experience build self-esteem and individual skills. A unique relationship develops between the program facilitators and the female and male adolescents who participate in the TOP curriculum in small peer-group settings. The community service component enhances the students' sense of self-worth and enables them to see themselves as valuable, contributing members of their communities. Both the volunteer component and the classroom discussions have been identified as key elements in TOP's success.

The helper-therapy principle introduced by Riessman (1965) suggests that helping other people can be therapeutic and can lead to personal growth, particularly for persons in

AJLI

disempowered groups. A sense of empowerment is engendered by placing students in helping rather than help-seeking roles, such as in hospitals, nursing homes, day-care centers and other community sites (Bronfenbrenner, 1979; Rappaport, 1987). The volunteer component is also based on the premise that when young people become effective volunteers, a belief that they can succeed in attempts to behave competently increases. This belief in turn leads to a more persistent effort to perform competently (Bandura, 1977).

TOP's volunteer component is consistent with the notion that education may most effectively proceed in real-life settings outside of classrooms (Sarason, 1984). Gortfredson (1985) has noted that outside work may provide youths who do not fit into the mold of traditional schooling an alternative route for success; work may provide a legitimate means to meet needs and strengthen adolescents' bond to the social order. Because volunteer experiences teach pre-employment skills yet do not increase financial independence from parents, they do not weaken parental control, a potential problem with teenage jobs. A successful TOP volunteer component ideally offers assignments that actively engage students and provide them with choices about their volunteer work.

TOP links the volunteer program to the school experience: a U.S. Department of Labor study found that work experience, when closely coordinated with school, increases both school attendance and grades (Barton & Frazer, 1980). An emotionally supportive classroom environment in which the students do most of the talking and facilitators relate to students in a compassionate and non-judgmental manner has been found to be most successful. The Teen Outreach classroom activities increase students' commitment to academic endeavors, to the program facilitator, to each other, and to TOP itself. Teen Outreach may increase adolescents' attachment and commitment to basic societal norms, such as completing school and avoiding delinquent behavior.

Finally, the Teen Outreach curriculum, which emphasizes positive decision-making skills, may enhance adolescents' skills in dealing with social situations they face. The curriculum presents topics and exercises that the facilitator can use to generate further group discussion. The content and the interactive style of sessions about relationships, life planning, peer pressure, and family issues help young people learn to think critically about these issues and to evaluate their own behavior. TOP participants are helped to develop better communication skills and learn to resolve differences of opinion and other conflicts.

The average Teen Outreach group consists of 20 to 25 males and females. Sessions take place during the daily school curriculum or after school; at many of the schools it may be taken for credit. All Teen Outreach programs have a community sponsor, typically a local volunteer center or youth serving agency. The sponsor is responsible for 1) securing funding for the program; 2) arranging for and monitoring the volunteer experiences; and 3) collaborating with the school system.

TOP includes a significant evaluation component and maintains a database on participants and comparison students. National data indicate that the program has resulted in statisti-

cally significant reductions in pregnancies and school failure. In the nine years ending in 1993, Teen Outreach participants averaged an 8 percent lower rate of course failure, a 22 percent lower rate of school suspension and a 33 percent lower rate of pregnancy than students in the control group.

The Teen Outreach Evaluation represents 3,859 Teen Outreach and 4,289 comparison students at sites across the country who range in age from 11 to 21, and whose average age is 14.9 years old. About 40 percent of the students are African American, 40 percent are white, and 13 percent are Latina/o. Those in other racial/ethnic groups include mostly Native Americans and Asians. Two-fifths of the participants come from single parent families; the parents of about one-fifth had less than a high school education. Some students enter TOP on a volunteer basis when they hear of the program; others are targeted by program facilitators or counselors as at "high risk" for leaving school or becoming pregnant. High risk factors include having a parent or older sibling who did not graduate from high school or who became pregnant as a teenager. At still other schools, facilitators seek out students who are not yet exhibiting negative behaviors but who could be at risk.

TOP's congruence with related research undoubtedly contributes to its unusually positive outcomes. In 1987, the report of the National Research Council's Panel on Adolescent Pregnancy and Childbearing, "Risking the Future: Adolescent Sexuality, Pregnancy and Childbearing", named TOP as one of only three teen pregnancy prevention strategies with any documented evidence of reducing pregnancy. The first published academic article on the Teen Outreach Program was published in the *American Journal of Community Psychology* in December 1990, entitled "School-Based Prevention of Teenage Pregnancy and School Dropout: Process Evaluation of the National Replication of the Teen Outreach Program." More recently, TOP's success has been documented in *Preventing Adolescent Pregnancy: Model Programs and Evaluations* and *Using What We Know About At Risk-Youth: Lessons From The Field*.

For more information, please contact:

Teen Outreach Program

The Association of Junior Leagues International Inc.

660 First Avenue

New York, NY 10016

212-683-1515 or 800-95-LEAGU (for League member and League office staff use only)

NEWS TEOP

JANUARY 1996

TEEN OUTREACH PROGRAM

A National Replication Project supported by
The Cornerstone Consulting Group

CORNERSTONE CONSULTING GROUP TO GUIDE TOP

1996 is a year of great promise for the Teen Outreach Program (TOP), a youth development program designed to reduce teen-risk taking and ensure school success. In late 1995, the Cornerstone Consulting Group (CCG) assumed responsibility for all management, standard-setting, program/policy development and fiscal oversight of a replication and dissemination process designed to greatly expand the number of youth participating in TOP. CCG has spent the first few months of its TOP stewardship exploring opportunities we believe will significantly contribute to the growth and stability of TOP.

First, we have updated TOP—a new logo, a distinctive brochure providing information about the program, and a major revision, reformatting, and repackaging of the TOP curriculum. The new Teen Outreach curriculum, *Changing Scenes*, integrates the latest youth development principles into the previous curriculum in a user-friendly format we believe will increase use. *Changing Scenes* will be available in late February.

Second, we have scheduled a number of training and local capacity-building events we think will contribute to the sustainability of TOP. Planned in 1996 are a spring train-the-trainer event where 30 selected staff from TOP sites nationally will be trained to train others to use the new *Changing Scenes* curriculum. With trained local trainers, Teen Outreach Programs will be able to manage staff changes and start new TOP groups or classrooms as needed.

Two regional training events are planned—one on the east coast, one in California—where classroom teachers and

youth group facilitators can learn how to effectively use the curriculum. Cornerstone will also offer a technical assistance workshop to potential and existing TOP implementors in California to assist them in responding to the state's new 10 million dollar teen pregnancy prevention grant program.

Cornerstone staff have responded to interest in TOP by presenting the program to a number of audiences. The *Community Coalition Partnership Program for the Prevention of Teen Pregnancy* is designed to encourage the development and implementation of community-wide, comprehensive, and sustainable teen pregnancy prevention programs in selected communities. Thirteen Partnership Program communities have entered into cooperative agreements with the Centers for Disease Control and Prevention (CDC) for a two year planning effort. At a recent technical assistance workshop held by CDC, the Teen Outreach Program was featured as a successful program strategy available to these communities, several of which have expressed interest in implementing TOP. In addition, TOP is one of the model programs selected for replication in the Georgia Campaign for Adolescent Pregnancy Prevention. The Turner Foundation is sponsoring the effort in four communities in Georgia. TOP will be featured at a January conference where representatives will discuss regional strategies and refine advocacy skills.

Finally, we are very excited about the relationship Cornerstone Consulting Group is establishing with Advocates for Youth, a national organization concerned with providing help to adolescents. Advocates has agreed to act as the national training resource for TOP. In this role, Advocates will offer TOP training as part of its national training institute, and its staff will be available to arrange training on a site specific basis. TOP sites will benefit from

CHANGING SCENES--THE NEW TOP CURRICULUM

2

GOING TO SCALE: STRATEGIES FOR EXPANSION

3

NEW TEEN PREGNANCY PREVENTION INITIATIVE FOR CALIFORNIA

5

THE EVALUATION OF TEEN OUTREACH

5

Advocates' extensive clearinghouse services, with the latest information on youth development and teenage pregnancy prevention. We are still working out the details of this relationship but we believe that with offices in Washington, DC, and Los Angeles, CA, Advocates is uniquely positioned to respond to TOP sites around the country.

In the coming months we will continue to share news with you about our efforts to establish relationships with other national youth serving organizations that may want to implement TOP. Our staff plans to actively promote the Teen Outreach Program this year in a number of venues. We also intend to establish stronger relationships with existing Teen Outreach Programs around the country.

TOP NEWS is designed to answer many of your questions about changes in TOP and opportunities to initiate or expand TOP sites. In this issue we discuss a number of the challenges Teen Outreach Program sites face as they expand to reach more youth and become a permanent component of community institutions—going to scale. We describe important changes to the TOP curriculum, raise a number of issues to consider in positioning TOP as a school system-wide strategy, discuss the importance of building a local funding base, and explain current TOP evaluation strategies.

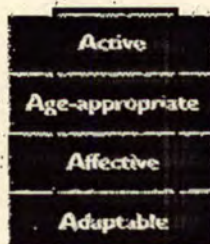
The TOP National Replication Project is designed to make TOP available to a greatly expanded number of youth by institutionalizing the strategy within a variety of youth serving organizations and settings. By all means let us hear from you if you need further information, if you would like to receive our mailings, or if you just want to tell us how your program is doing.

CHANGING SCENES-- THE **NEW** TOP CURRICULUM

The Teen Outreach Program involves teenagers in curriculum-guided group discussions linked to volunteer service in their communities. The Teen Outreach Life Skills Curriculum is the centerpiece of TOP's classroom component. As part of its management responsibilities, CCG is directing a revision of the original TOP curriculum and repackaging it under a new name—**Changing Scenes**. Through the use of age appropriate content, current educational "best practices," and activities and materials that encourage hands-on learning, Changing Scenes helps students navigate the difficult and sometimes threatening journey from adolescence to young adulthood. Changing Scenes is designed to:

- incorporate current research and theory on youth developmental needs;
- sustain young people through institutional, physical and social transitions; and
- support the TOP framework.

Changing Scenes employs four types of instructional methodology—Active, Age-appropriate, Affective, and Adaptable—what we call the "quad A" approach to youth development.



THE "QUAD A" APPROACH TO YOUTH DEVELOPMENT

Active, or experiential, education means that students are actively involved in their own learning. Participation is a key element not just in discussions, but in exercises that require physical and creative activity. In active learning young people do most of the talking. Students often work in small groups, benefiting from cooperative learning.

Age-appropriate education means that both content and format reflect the needs, concerns and developmental competencies of the respective age groups. Teaching and learning strategies include role plays, guided imagery, team competition, collage building, clustering, free writing, videos, guest speakers and field experiences. The curriculum utilizes authentic assessment tools such as student journals and portfolios.

Affective education means that young people are encouraged to learn about themselves through an exploration of their feelings, values and attitudes under the guidance of a supportive and caring adult. Research has shown that it is the facilitator-student relationship that results in a young person's long-term commitment to healthy behaviors, such as completing school and avoiding early sexual activity.

Changing Scenes is **Adaptable** to a variety of educational settings and audiences. The curriculum can be used to supplement and enhance core subjects in middle and high schools, applied in after school programs as a sexuality curriculum, and used in teen clubs to give older teens the life skills they need to successfully make the transition to young adulthood. Activities and materials are aimed at reaching the broad spectrum of youth regardless of life style, learning style or geographic location.

THE FULL CURRICULUM PACKAGE INCLUDES SEVERAL ELEMENTS:

- **Welcome To The Teen Outreach Program Handbook.** The Handbook offers a history of the Teen Outreach Program and an overview of the curriculum, instructional methodology, techniques, and lesson design. The "Facilitators Helpful Hints" section features tips, techniques and strategies on group facilitation, classroom management, creating a nurturing environment, reaching the "non-participant," facilitator self-assessment and cultural competency. A brief description of TOP implementation processes provides information on the operational issues involved in a successful program. The Handbook is mandatory reading for facilitators of the Changing Scenes curriculum.

Changing SCENES

A Curriculum of the Teen Outreach Program

- To accommodate the considerable variability in youth between the ages of 12 and 17 in terms of maturity, ability, interests and life circumstances, the curriculum is divided into four distinct levels, each presented in an attractive spiral-bound booklet.

Level I is designed for adolescents ages 12 to 13, who are experiencing changes in their physical, emotional, intellectual and social development. Curriculum content at this level focuses on adolescent growth and development, relationships with family and friends, building self-esteem and the influences that affect the lives of this population.

Level II is aimed at 14-year olds who are often experiencing their first love, searching for their own identity or confronting new peer pressures. This level emphasizes self-identity, dealing with emotions, accepting responsibility and decision-making.

Level III reflects the needs of teens 15 to 16, who are struggling for independence and need to have a sense of self-initiated learning in content areas they can apply to their lives. Curriculum content and activities promote healthy attitudes and behavior in romantic relationships, help young people establish values that are in line with societal norms, and teach valuable life skills such as goal setting and assertiveness.

Level IV addresses the needs of 17-year-olds, who are in their last year of high school. This population must prepare to meet new challenges as they approach the much anticipated yet frightening reality of finally being in control of their own lives. To prepare them for the necessary transitions as they leave school and move into the next phases of their lives, Level IV concentrates on helping students fine-tune their skills and capacities.

The Changing Scenes curriculum has been carefully balanced to offer both structure and flexibility. Lessons are designed for 40-50 minute class periods or group sessions. Initial lessons for all levels introduce students to TOP, promote team building and cooperation, and allow students to assume ownership for the program and their own learning by establishing ground rules and personal and program goals. Core Lessons in all levels are offered as a collection of activities that address topics such as values, relationships,

growth and development, sexuality, goal-setting, communication, assertiveness and decision-making. Core lessons may be used in any sequence. Closing Activities help bring closure to the program year and allow both adults and students to reflect on the TOP experience. The curriculum also offers introductory Supplementary Lessons on site specific issues such as diversity, violence, and drugs. Facilitators are referred to other research based curricula designed to address these issues in-depth.

Student Handout Envelope Student handouts for all levels are separately packaged to allow easy access for copying.

The Service-Learning Supplement This supplement is a "tool box" of classroom-based activities, strategies, and hands-on materials to guide students as they reflect on their community service activities. Materials in the Service-Learning Supplement are adaptable across all levels and can be used to process a variety of volunteer experiences. The supplement is designed to be used by both the facilitator as a classroom tool and the service activity coordinator as a site-based strategy for creatively transforming any service work into a valuable learning experience. It also provides background information on research and the concept of service-learning strategy.

**THE CHANGING SCENES
CURRICULUM WILL BE
AVAILABLE IN LATE
FEBRUARY 1996**

Changing Scenes supports TOP through design, structure and content. The curriculum bolsters the classroom component by providing a "script" through which caring adults can engage young people in dialogue that explores health, sexuality, self-esteem, family and peer relationships, life skills and community related issues. Activities engage students in group, team and individual learning experiences inside the classroom and out in the community.

Community service is at the heart of the Teen Outreach Program. Changing Scenes is structured to sustain this vital programmatic feature. Lessons throughout each level help students understand the significance of civic commitment, plan volunteer placements and service projects,

and guide the process of group and individual reflection on service work. Students are able to make connections between learning in the work place, in school and in their daily lives.

GOING TO SCALE

Youth who have already had the opportunity to participate in TOP know firsthand the benefits of the program. Teachers who are currently TOP facilitators have experienced the excitement of an interactive classroom and curriculum. Community partners who have hosted young people in community service know they have played an active role in developing a natural community resource—youth. Everyone who has been directly involved in TOP knows what a positive experience the program provides. More than a decade of research supports the evidence of experience.

THE TOP NATIONAL REPLICATION PROJECT IS DESIGNED TO ANSWER ONE QUESTION—HOW CAN MORE YOUNG PEOPLE HAVE ACCESS TO THIS OPPORTUNITY?

GOING TO SCALE: SYSTEM WIDE REPLICATION STRATEGIES

Over the last ten years TOP has been implemented as a demonstration program. Most often the strategy employed has been to add TOP to existing school district programming and to implement TOP one class, youth group or school at a time. The hope was that TOP's success in individual classes would lead to expansion throughout the school and school district. This approach, however, has been highly dependent upon strong individual local leadership, often by volunteers, and has only successfully led to program expansion in a few instances.

Yet the core principles of good program development and expansion are the same for TOP as for any other program:

- community commitment,
- sustainable funding,
- and accountability for outcomes.

In order for more youth to have access to TOP, Cornerstone is prepared to help communities shift their approach from bottom-up, class by class demonstration to top-down systemic replication.

The extent to which TOP can be replicated in a community or expanded to serve growing numbers of students depends on the local climate:

- the school system and community organizations,
- available resources,
- local priorities,
- and other programs currently being offered.

For communities where TOP is operational, the challenge is to help school districts see how TOP can enhance many of their current program priorities, such as service learning, school-to-career education, interdisciplinary teaching, community service requirements, prevention programming (teen pregnancy, drop-out, substance abuse), and school reform. Most school districts and teachers are already overwhelmed with new mandates and programs. If positioned strategically, TOP can help a school district integrate many fragmented programs. This would allow local implementors to tap into existing resources, to sustain the program over time as a core educational component, and to reach more students.

A strategic TOP implementation can add value to existing school-based program efforts. It can also help to provide resources and supports that are often difficult for school districts to access, including staff development, training, community service expertise and placement resources, and evaluation data.

A shift in focus from demonstration strategy to a broad institutionalization strategy requires broader "buy-in" from top level policy makers within each community. It will not be sufficient to interest only teachers and principals and expect that they can gain superintendent and school board commitment. While teachers can act as spokespersons, offering testimonials about their positive experiences with TOP, they cannot be expected to secure support for system-wide expansion by themselves.

Institutionalization of TOP requires the integration of the program in a school system as either a standard elective course or as a component of a core subject such as health, English or civics. It requires that individuals in the system, including teachers, principals, and administrators, commit to the program and see it as an enhancement of their current efforts. For TOP to be institutionalized broadly throughout a community, a local community organization or the school district must

- buy in to the program model,
- assume responsibility for leading the implementation,
- dedicate staff and core operational funding on a long-term basis and
- commit to working with the leadership of the community's institutions and its public and private agencies to fully implement the core elements of the TOP framework.

Local implementors also need to recognize that TOP will not bring maximum benefits or achieve long-term stability if it is cast as a stand alone and isolated program within their organization. Many coordinating agencies already have program expertise in community service, youth programming, marketing, training, and staff development. This organizational expertise should be applied to TOP as it would be to any other program that the organization operates. Solid organizational support for TOP from all partners is essential for program stability and expansion. The program needs to be owned by all levels within the organization. If TOP and the TOP "staff" are considered adjunct employees who are not integral to the organization's operation, then the likelihood that the program will be sustained over time is diminished.

Reaching more students by going to scale is not only a worthy goal, it is achievable. The capacity to develop and sustain quality programs already exists in many communities. Teen Outreach can

maximize this local expertise by providing the infrastructure for program implementation; a program model, curriculum, and outcome data.

We challenge and invite all existing and new TOP sites to step out of the program pilot and demonstration box and take TOP to scale: to more schools, more grades, more classes, more communities and more organizations. The capacity exists; let's tap into the political will.

GOING TO SCALE: FINANCING TEEN OUTREACH

To initiate, sustain or expand the Teen Outreach Program requires financial and other resources: TOP takes space, materials, and personnel, as well as consistent and predictable financial support. Too often new programs fail to develop and existing programs are thwarted because their staff must spend considerable time in a sometimes fruitless search for funds.

The good news is that TOP is a relatively inexpensive program. Around the country creative TOP sponsors have found many ways to generate community support for programs in the form of cash, in-kind, and donated resources.

TOP'S PRIMARY COSTS ARE FOR

- facilitators, usually full or part-time teachers whose costs are most often absorbed by school districts,
- TOP program coordinators, usually paid part-time staff from sponsoring community based organizations,
- program space, most often donated, and
- transportation and materials, expenses vary greatly depending on community geography and expectations.

It is clear that the ability of a community or a school district to support a new or expanded TOP program often depends on whether those developing a local plan are proposing a free standing add-on to existing programming or whether they are able to discover creative ways to fashion a TOP implementation strategy using

existing staff,

existing program resources,

and existing funding.

In the past our best advice to communities might have been to apply for this or that federal or state grant or to try to design the program so that parts or all of it might qualify for Medicaid or other entitlement financing. At this time, however, while we would not rule out such funding streams, the most likely source of support for TOP will be local public or private funding, or perhaps a blending of both. In the long run, we believe, the best sources of financing will be from funders who understand what TOP is, appreciate its benefits, and are close enough to the program to be able to see and feel its impact. Out of town grants are not only increasingly scarce but can often work against the development of local ownership and pride in an effective, well operated program.

In most communities TOP remains a relatively small program serving only a portion of the youth who might benefit from it. One of Cornerstone's primary goals is to work with communities to establish stable financing for long-term TOP

programming, at a level that will serve many more young people. Over the next several months we will be examining a number of potential funding opportunities for TOP, including the rapidly shifting mosaic of state, federal and private sources. We expect to offer advice to sites currently operating a TOP program and to those considering starting one.

NEW TEEN PREGNANCY PREVENTION INITIATIVE FOR CALIFORNIA

With bi-partisan support from both houses of the legislature and the statehouse, California established the Teen Pregnancy Prevention Grant Program in August of 1995. The initiative is a response to the devastating effects of unintended teen pregnancies among young people and society as a whole in California, which has one of the highest teen pregnancy rates in the nation and spends an estimated \$5 to \$7 billion per year supporting families begun by teenagers.

The Teen Pregnancy Prevention Grant Program supports programs that target youth before they become sexually active, helping K-12 students succeed in school and overcome other challenges that place them at-risk of unintended teen pregnancy. The program, to be administered through the California Department of Education, will provide \$10 million annually for up to five years to local education agencies.

Funded programs must be modeled after "existing strategies that have been proven effective in delaying the onset of sexual activity and reducing the incidence of pregnancy among school-age youth. These strategies should include age-appropriate health education, including abstinence education, increasing the sense of a positive future, raising self-esteem, and providing opportunity for improving decision-making and goal setting skills." The only restrictions in the grant are the prohibition of religious instruction and condom distribution.

The Teen Outreach Program was featured as a model teen pregnancy prevention program during the legislative process that

resulted in the initiative. Consequently, local TOP programs should be well positioned to receive funding under the new grant program. There are currently 15 California school districts implementing TOP in 65 classrooms. Cornerstone Consulting Group will offer technical assistance workshops on developing proposals for existing sites and selected new sites once the California Department of Education releases the request for application in March, 1996.



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THE EVALUATION OF TEEN OUTREACH: PREPARING FOR THE NEXT PHASE OF PROGRAM GROWTH AND CHANGE

The Teen Outreach Program is perhaps the most thoroughly evaluated teen pregnancy prevention program in the country. For 11 years data have been gathered from program sites all over the nation. These data have repeatedly demonstrated TOP's positive impact on rates of teen pregnancy, school failure, school suspension, and school dropout. In addition, analysis of the data has revealed the conditions under which TOP works best. It is clear that Teen Outreach has its most dramatic impact among high school students, and it appears equally successful with boys and girls and among youth of various racial groups. The community service component of TOP is crucial to its success, as is giving youth a chance to choose their assignments and to feel that they are doing most of the talking.

Teen Outreach, its facilitators, its sites, and even its evaluation have changed over time. And all of these things will continue to change in the coming year as Cornerstone revises the curriculum and moves to disseminate and replicate the program widely. Each change requires assessment to make sure that the outcomes of TOP are still positive and that replications of TOP achieve the positive outcomes found in the original program.

In addition, continually evaluating TOP creates a large and extensive data set that can be used in ways that a one-time evaluation data set could not. Perhaps the most important reason to continue evaluation is that every facilitator should know, every year, that his or her students really were better off for the experience of Teen Outreach. This knowledge keeps us going, and it keeps us honest.

DURING THE COMING YEAR, THE CURRENT PHASE OF TOP EVALUATION WILL INCLUDE 5 MAJOR ACTIVITIES.

First, during the fall of 1995, we gathered data including the characteristics of the sites, their enrollment, and their special

features, from all known TOP sites in order to create a program data base. We are now adding community characteristics to the data base in order to more accurately describe the contexts in which TOP exists. When data collection is complete, we will be able to report, for the first time, exactly where program sites exist and what their characteristics are.

Second, two additional sets of information were collected in 1995 in order to begin to answer questions about the successful replication of TOP. The first data set was gathered from principals, superintendents, community coordinators and facilitators on their perceptions of the program and the conditions under which they were prepared to support its creation and survival in their communities. The second set identifies the costs of Teen Outreach. Analyses will be performed on these data in order to describe

- the costs of TOP and the factors that seem to produce variation in costs,
- the conditions that facilitate the replication of TOP, and

the varying perceptions of the program held by facilitators, community coordinators, principals and superintendents.

Third, the accumulated data of the past 11 years still has much to reveal about the optimal conditions for the operation of TOP. For example, while we know that the program is equally successful for both white and black young people, we have not examined the conditions under which the program is optimally successful for each group. We have not yet discovered the conditions under which the program can be successful for younger teens. These and many other questions can be answered from a data set of the kind now available on TOP.

Fourth, now that the Cornerstone Consulting Group is disseminating TOP and making it available to a variety of organizations, evaluation is unlikely to remain centralized. During 1996 the evaluation team will create new evaluation materials that can be used by sites either on their own or in cooperation with an evaluator. These "self-directing" materials will empower organizations and sites to gather needed evaluation data and to analyze these data in order to measure

whether the positive outcomes of the program persist under new guidance and in new venues.

Finally, the evaluation team for TOP has always coordinated its work with those who ensure the growth and development of the program. This year, we will work closely with CCG and with other organizations that come to play a role in Teen Outreach. In particular, we will attempt to provide and to collect the kind of information that these organizations need to document their own work, to manage the program, and to tell the TOP story to those who are interested.

Philliber Research Associates, in partnership with Dr. Joseph Allen of the University of Virginia, will continue to provide evaluation services for the Teen Outreach Program. Data processing occurs at the offices of PRA; Dr. Allen has taken the lead on the important process analyses and in producing articles for peer reviewed publications. For more information about the evaluation, call Scott Herling or Susan Philliber at 974/626-2126, or call Dr. Allen at 804/982-4727.

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I need bckgrd on

Jr. league -- esp stuff they've
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HEADLINE: Gender War Over Brunch: Junior League Shuns a Man

BYLINE: Associated Press

DATELINE: LOS GATOS, CALIF.

BODY:

HAIRDRESSER Clark Clementsen had exactly what the Junior League values so highly - a commitment to helping the needy. He was a longtime volunteer at a league-supported child-advocacy center, did free makeovers for battered women at a league-sponsored shelter, and bought tickets to the league's fashion shows.

But Mr. Clementsen is male, and while all-male bastions like the Rotary Club have been admitting women for years, the all-women Junior League isn't ready to follow suit.

Clementsen started seriously thinking about applying in 1987, when a client became one of the first women admitted into the San Jose Rotary Club - a move mandated by the US Supreme Court, which ruled women were being denied the business opportunities that arose at Rotary meetings.

Clementsen submitted his name for membership but received no response. Devastated, he says: "It's the height of discrimination. It's unbelievable."

His harsh words have led some of his Junior League clients, who had expected Clark to accept the rejection gracefully, to turn their backs on him. One client left him completely.

At the league's international headquarters in New York, executive director Holly Sloan defends the no-men policy, saying the gender policy is not an issue of discrimination, but of equality.

"Women have been excluded historically from the decisionmaking processes of our communities," Ms. Sloan says. "Groups like the Junior League and others help to ensure that women's voices are included."

In fact, just last spring, all 293 league chapters overwhelmingly voted to keep men out.

Men have inquired about joining the 95-year-old league in the past, but no one ever filed a legal challenge. And Clementsen says he has no intention of filing a lawsuit, either.

The Christian Science Monitor, January 29, 1996

But in the tradition of women who fought for equal rights, he plans to continue to submit his name to the league each year and paper his walls with any rejection letters.

"I've never been a pioneer. This is my first experience," he says. "I feel good knowing that ultimately, even if there are only 10 men who join worldwide, that means there are 20 hands to help."

LANGUAGE: ENGLISH

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