

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bio	Ruth Tracy (partial) (1 page)	nd	P6/b(6)
002. letter	Janet Frieling to Bruce "Reid" (partial) (1 page)	03/10/1997	P6/b(6)
003. email	William Corbett to FLOTUS re children's conference (partial) (1 page)	02/20/1997	P6/b(6)
004. note	Nicole Rabner to Janet Gauger re thank you (partial) (1 page)	03/24/1997	P6/b(6)
005. email	Robert Hulse to FLOTUS re children's conference (partial) (1 page)	02/06/1997	P6/b(6)
006a. letter	Walter Niles to FLOTUS (partial) (1 page)	05/24/1996	P6/b(6)
006b. envelope	Walter Miles to FLOTUS (partial) (1 page)	05/20/1996	P6/b(6)
007a. letter	Gretchen Schwab to FLOTUS (partial) (1 page)	02/19/1997	P6/b(6)
007b. envelope	ExpressMail, Gretchen Schwab to FLOTUS (partial) (1 page)	02/20/1997	P6/b(6)
007c. envelope	postage paid return, Gretchen Schwab (partial) (1 page)	nd	P6/b(6)
007d. envelope	postage paid return (reverse), Gretchen Schwab (partial) (1 page)	nd	P6/b(6)

COLLECTION:

Clinton Presidential Records
 First Lady's Office
 Domestic Policy Council (Nicole Rabner)
 OA/Box Number: 15633

FOLDER TITLE:

[Early Childhood Development Conference Correspondence [1]

2012-1035-S

kc978

RESTRICTION CODES

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

P1 National Security Classified Information [(a)(1) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL INSTITUTE ON EARLY CHILDHOOD DEVELOPMENT AND EDUCATION

FAX COVER SHEET

OFFICE
(202)219-1935

FAX
(202)273-4768

DATE: 3/25/97

TO: Ann Eder 456-6218

FROM: Naomi Karp
Early Childhood Institute
OERI/US Department of Education
555 New Jersey Avenue, NW
Room 522
Washington, DC 20208

TOTAL NUMBER OF PAGES 2
(including this page)

REMARKS:

Additional information requested on
Ruth Tracey.

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Ruth Tracy is a registered nurse and nurse practitioner on the Navajo reservation. She was actively involved in the reservation health clinics. As the mother of a teen-age son who has Down Syndrome, she has devoted much of her career to working with Navajo families who are touched by disability. Ruth teaches families about the importance of good health care, education, and early intervention services for young children with disabilities.

In addition, she currently is the Navajo Chapter Coordinator for Pilot Parents of Arizona, a Parent Training and Information Center located in Phoenix. Pilot Parents is funded under the Individuals with Disabilities Education Act (IDEA), and its purpose is to provide families of children with disabilities current information about their rights under IDEA. Ruth also served as the Arizona early intervention coordinator for a program that trained early childhood professionals how to best serve young Navajo children and their families.

Ruth lives on the Navajo reservation and does not have a phone. However, her daughter, who lives nearby, has a phone with an answering machine. Her daughter's phone number is: P6/(b)(6)
If you leave a message, her daughter will get the message to Ruth.

Ruth's address is P.O. Box 697 - Ganado, AZ 86505.

Ruth has a sister, June Tracy, who works in the Office of the Director of the Indian Health Service in Rockville, MD. Her phone number is 301/443-7261. June can help you reach Ruth if there is a problem.

I have checked with the director of Pilot Parents of Arizona regarding funds for Ruth's travel to Washington, should she be invited to the White House Conference. The director has made a commitment to providing the money for airfare, and Ruth's family has room for her to stay while in Washington.

If you need any other information, I will be at the 11:30 meeting in room 476 OROR.

Naomi Karp



United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
Washington, D.C. 20240

IN REPLY REFER TO:

Memorandum

MAR 13 1997

To: Pauline Abernathy
Deputy Assistant to the President for Domestic Policy

From: Joann Sebastian Morris
Director, Office of Indian Education Programs

Subject: White House Conference Invitees and Written Preview

Both
DOI
1847 C St NW.
Mail stop 3512
W DC 20240

Invitations to participate in the White House conference should be extended to Sharon Darling, Director, National Center for Family Literacy, Mildred Winters, Director, Parents As Teachers and Charles Walgren, Director, High/Scope Foundation. Their addresses are attached. In the Department of Interior, invitations should come to me and to Ms. Lana Shaughnessy, Coordinator of our Family and Child Education (FACE) Program. The written preview of the FACE program follows. *Joann Morris*

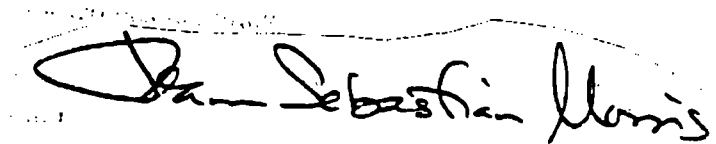
Admin

The FACE program is a one-of-a-kind partnership between the National Center for Family Literacy, Parents As Teachers, High/Scope Foundation and the U. S. Department of the Interior, Bureau of Indian Affairs. The FACE program provides services to American Indian families which support the parent as being the child's first and most influential teacher. The FACE program is implemented in two settings: home and school. Parents As Teachers provide training for FACE parent educators who visit with parents of children ages 0-3 in the home. These parent educators assess the developmental level of the child and provide learning experiences for the parent to engage in with the child. Screening and referral services are also provided. Early detection of a developmental delay can be addressed long before a child enters school and thereby better support a child's readiness for school. The National Center for Family Literacy provides training for FACE early childhood teachers, assistants, and adult educators who work with children ages 4 through 5 and their parents in a school setting. The participating school provides an early childhood classroom and an adult education classroom. The early childhood teacher and assistant implement the High/Scope active learning curriculum. The adult educators assist parents in meeting their educational goals as well as parenting skills. Both the adult educator and the early childhood teacher and assistant work together during parent and child time to provide opportunities for parents to engage with their child in developmentally appropriate activities. The High/Scope Foundation provides training to teachers and their assistants in grades K-3 in the implementation of the High/Scope active learning curriculum which is child centered, hands-on, active learning in a classroom which is language rich and involves multiple mediums. The High/Scope curriculum provides a transition and extends the active learning provided in the early childhood classroom into the elementary grades.

The FACE program addresses several of the national educational goals such as readiness for school, literacy, high school completion, and parental involvement. It is currently implemented in 22 communities and serves 1,650 families. Over the past six years of implementation, FACE has had 9300 participants. 350 adults have completed their GED's or earned a high school diploma. 700 adults have gained employment through participating in FACE. FACE has instituted literacy, improved parenting at home, and parental involvement in the classroom, all of which is provided in an environment that is culturally appropriate and supportive of the families it serves. For every child in FACE there is a parent or primary caregiver enrolled in FACE.

This is a very unique and successful partnership aiding rural, isolated reservation populations. In addition to the training provided by Parents As Teachers, the National Center for Family Literacy and the High/Scope Foundation to all FACE staff in a group setting at three scheduled times a year, they also provide on-site technical assistance for each FACE staff at pre-arranged times throughout the year. The Department of Interior's proposal would be to expand this quality model to more than 22 sites. A copy of the booklet describing the FACE program which could be distributed was provided at our first planning meeting.

Attachment

A handwritten signature in black ink, reading "Dan Sebastian Morris". The signature is written in a cursive style with a large, stylized initial "D".

nsaca

National School-Age Care Alliance

March 10, 1997

mail

Jim Atkinson

Florida

Tracey C. Ballas

Ohio

Diane Barber

Pennsylvania

Jannis Barber

Georgia

John Brooks

District of Columbia

Teresa Byington

Utah

Ellen Clippinger

Indiana

Catharine Cuddeback

Minnesota

Barbara Dubovich

Alaska

Karen Haas-Foletta

California

Janet Frieling

Washington

Betsy Fulmer

Florida

Nancy McAdoo-Kober

New Mexico

Sallie Luedke

Texas

Ina McClain

Missouri

Mari Offenbecher

Washington

Richard Scofield

Tennessee

Jennifer Walker

Missouri

Skip Wilson

Kansas

Deborah Wooldridge

Kansas

AmeriCorps ACT Program:

Laura Nakatani

Helen Walker

Advisors:

Ruth Fitzpatrick

Ellen Gannett

Diane Genco

Judith Goldfarb

Michelle Seligson

Bruce Reid, Assistant to the President
for Domestic Policy

The White House
1600 Pennsylvania Avenue
Washington D.C., 20500

Dear Mr. Reid:

The National School-Age Care Alliance is an organization of coalitions in 35 states whose mission is to support professionals providing quality care to children and youth during out-of-school time. A fact sheet of the organization is attached. The Alliance's Public Policy Committee monitors federal legislation, programs, and initiatives that impact children's out-of-school time.

The Public Policy Committee regularly meets in Washington D.C. and receives information from the U.S. Department of Health and Human Services' Administration for Children and Families and advocacy organizations including the Children's Defense Fund and the Child Welfare League of America. After hearing of the President's budget initiatives at a recent meeting, we are requesting a briefing from the Domestic Policy Support Center on initiatives that affect children in their out-of-school time including Americorps, America Reads, Learning Centers, Safe and Drug Free Schools, the amended Child Care and Development Block Grant, and the Crime Bill. Because the initiatives are administered by different departments, we request that representatives from Education, Justice and Health and Human Services also attend the briefing.

Recent publicized research on brain development reveals the vital importance of maximizing learning experiences in a child's first 10 years. Our organization is concerned that the out-of-school time of many children

Member Services

c/o AYS Services

4720 North Park

Indianapolis, IN 46205

Ellen Clippinger, President

Phone: (317) 283-3817

FAX: (317) 283-3840

e-r DGAH47A@prodigy.com

Financial Office

c/o SE Pennsylvania SACC Project

25 Skippack Pike #204

Broad Axe, PA 19002

Diane Barber, Treasurer

Phone: (215) 643-3841

FAX: (215) 654-9831

e-r c@voicenet.com

Program Improvement and Accreditation

c/o SACCProject

Center for Research on Women

Wellesley College, Wellesley, MA 02181

Linda Sisson, Director of Accreditation

Phone: (617) 283-3460

FAX: (617) 283-3657

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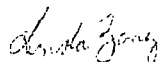
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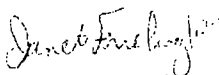
Mr. Bruce Reid
March 11, 1997
Page Two

does not provide the necessary experiences to achieve optimum development. According to a recent survey, children spend most of their out-of-school time watching television. We understand that President Clinton is sponsoring a brain development conference and wish to participate. Could you advise us how we can be included?

Thank you for considering our requests. We look forward to hearing from you. Please contact Linda Zang, [REDACTED] P6/(b)(6) Lutherville, Maryland, 21093 with your response and to set up a meeting date. I can be reached at (410) 767-7813 or by Fax at (410) 333-8699.

Sincerely,


Linda Zang


Janet Frieling

Co-chairs, National School-Age Alliance Public Policy Committee

cc: Jennifer Bazzell
Ellen Clippinger
John Brooks

nsaca

NATIONAL SCHOOL-AGE CARE ALLIANCE

Fact Sheet

MISSION: The mission of the National School Age Care Alliance (NSACA) is to support professionals to provide quality care for children and youth during out-of-school time.

GOALS:

- **to develop a strong and diverse NSACA affiliate network
- **to promote and develop national standards for the school-age care field
- **to impact public policy development concerning school-age care
- **to increase public policy development concerning school-age care
- **to develop a viable NSACA organizational structure
- **to create a stable funding source for the NSACA

OBJECTIVES:

- **to develop a national office composed of an executive director and support staff to assist the board of directors in conducting the business of a professional organization
- **to develop and carry out collaborative projects begun with the School Age Child Care Project (SACC Project) at Wellesley College and with the National Association of Child Care Resource and Referral Agencies (NACCRRA)

BACKGROUND:

1982-1987: SACC pre-conference sessions-- at the NAEYC conferences

1987: The School-Age Child Care Alliance (later to be NSACA) was formed.

1988: The first annual "SACCA" conference-- Anaheim, California, 270 attended.

1989-1992: Annual conferences in conjunction with NAEYC
Public Policy Committee Formed: Its mission: to talk with Congressional representatives concerning issues related to children and families.

1993-1996: NSACCA Annual Conferences-- St. Paul, Philadelphia, San Francisco, St. Louis
Ad hoc Strategic Planning Committee was formed.
Board approval to work with NACCRRA
Board approval to work with the SACC Project at Wellesley College

1995: Name change to National School Age Care Alliance (NSACA).
Grant received from the DeWitt Wallace-Reader's Digest Fund to develop an accreditation system.

1996: Pilot Standards for Quality School-Age Care published
75 programs piloting an accreditation system
Board approval for affiliate regionalization
Board approval for transitional Accreditation Advisory Board

1997-1999: NSACA Annual Conferences--Orlando, Seattle, San Antonio

BOARD MEMBERSHIP: 20 volunteers from 15 states and the District of Columbia

BOARD STRUCTURE: Elected offices: president, president-elect, secretary, treasurer
4 Divisions - Governance, Finance Management, Professional
Development, Member Relations
9 committees: affiliates, collaboration and resource development,
communications, conference, finance, governance,
membership, professional development, public policy
Executive committee: elected officers, 4 division VPs, past president
Nominating committee: solicited from members at large

MEMBERSHIP: 35 coalitions

PROJECTS: Action for Children Today (ACT), an AmeriCorps National Network Program
in conjunction with the National Association of Child Care Resource & Referral
Agencies (NACCRRA)
National System for Program Improvement and Accreditation in conjunction
with the School Age Child Care Project at Wellesley College
Public Policy meetings in Washington, D.C. twice a year to set policy agendas

TERMINOLOGY: Early Childhood Education - professionals who deal with children birth to 8
School-Age Care - professionals who deal with children 5 to 14
Youth Development - professionals who deal with children 10-18

STAFF: One full-time director of improvement and accreditation
Two full-time positions with the Americorps Project
Two part-time NSACA administrative assistants

OFFICES: Linda Sisson, Director of Improvement and Accreditation
c/o SACCProject, Center for Research on Women
Wellesley College, Wellesley, MA 02181
617-283-3460, tlssisson@wellesley.edu

NSACA information, c/o AYS, 4720 N. Park, Indianapolis, IN 46205
317-283-3817, DGAH47A@prodigy.com

Americorps Project, c/oNACCRRA
1319 F. Street NW, Suite 810, Washington, D.C. 20004
202-393-5501

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WISC

38

From wdc@execpc.com Thu Feb 20 10:38:12 1997
Date: Thu, 20 Feb 1997 09:22:07 -0600
From: WILLIAM CORBETT <wdc@execpc.com>
Subject: EC CHILDREN AT RISK CONFERENCE
To: FIRST.LADY@WhiteHouse.GOV
Message-id: <199702201525.JAA04490@mail.execpc.com>

DEAR FIRST LADY, I THINK YOU ARE RIGHT ON WITH YOUR CONCERN WITH EC CHILDREN AT RISK. OUR FUTURE IS DEPENDENT ON THESE CHILDREN. I AM CONCERNED, KNOWING THAT MY FUTURE AS AN ELDERLY PERSON I WILL BE DEPENDENT ON THESE NOW CHILDREN THEN ADULTS TO TAKE CARE OF ME. I AM FRUSTRATED AS A 20 YR. VETERAN TEACHER. I HAVE WENT BACK TO SCHOOL AND GOT MY MASTERS IN EC SPECIAL EDUCATION TO TRY TO LEARN ALL I CAN TO TEACH CHILDREN. I AM ON THE LOCAL COMMITTEE OF EC TEACHERS WHO HAVE BEEN GENERATING IDEAS OF HOW TO HELP CHILDREN AT RISK.. OUR NEXT STEP IS TO GET PEOPLE TO SEE THAT THIS IS WHERE WE NEED TO SPEND THE MONEY, TO PREVENT PROBLEMS, TO DEVELOP GOOD CITIZENS. I WOULD LIKE TO WORK WITH YOUR EC CHILDREN AT RISK CONFERENCE. SINCERELY, CLAIRE CORBETT, AT: WDC@EXECPC.COM, OR APPLETON, WI 54914

P6/(b)(6)



United States
CONSUMER PRODUCT SAFETY COMMISSION
Washington, D.C. 20207

MEMORANDUM

DATE: April 4, 1997

TO : Lucy Hackney
Office of the First Lady

FROM : Barbara B. Rosenfeld *BR*
Senior Advisor to the Chairman

SUBJECT: Persons representing consumer interest in child safety
and injury prevention to invite to White House early
childhood meeting

- 450 ✓ 1. Mary Ellen Fise
General Counsel
Consumer Federation of America
1424 16th Street NW, Suite 604
Washington D.C. 20036

Ph: (202) 387-6121
Fax: (202) 265-7989

Mary Ellen has been very involved in playground safety. Head injuries to children falling off playground equipment are a serious problem. Approximately 200,000 children are treated for injuries in hospital emergency rooms each year.

- 450 2. Heather Paul *★ must*
Executive Director
National Safe Kids Campaign
1301 Pennsylvania Avenue, NW
Suite 1000
Washington, D.C. 20004

Ph: (202) 662-0600
Fax: (202) 393-2071

National Safe Kids Campaign is coordinating body for grass roots Safe Kids coalitions all around the country. Only group exclusively concerned with preventing injury to children.

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[004]

B.A

THE WHITE HOUSE
WASHINGTON

March 24, 1997

Ms. Janet Gauger

P6(b)(6)

Glenside, PA 19038

Dear Ms. Gauger:

Thank you for your letter and the materials you forwarded on Glenn Doman and The Institutes for the Achievement of Human Potential.

We are grateful for your interest. Best wishes.

Sincerely,



Nicole Rabner
Associate Director
of Domestic Policy

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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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- 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]

38
[005]

From nobody@Whitehouse.GOV Thu Feb 6 13:22:01 1997
Date: Thu, 06 Feb 1997 13:12:08 -0500
From: "Robert A. Hulse" <XEdRob2@aol.com>
Subject: Inbound-White_House_WWW_MAIL => FIRST_LADY
Apparently-to: first.lady@Whitehouse.GOV
To: first.lady@Whitehouse.GOV
Errors-to: The Postmaster <postmaster@Whitehouse.GOV>
Reply-to: "Robert A. Hulse" <XEdRob2@aol.com>
Message-id: <199702061812.NAA14310@www1.whitehouse.gov>

Comments: This message scanned by SCAN version 0.1 jms/960226

[Connection Information]

CLIENT: www-ao9.proxy.aol.com[152.163.233.79]
BROWSER: Mozilla/2.0 (Compatible; AOL-IWENG 3.0; Win16)
URL: http://www1.whitehouse.gov/WH/Mail/html/Mail_First_Lady.html

[Sender Information]

PERSONAL-NAME: Robert A. Hulse
EMAIL-ADDRESS: XEdRob2@aol.com
ORGANIZATION:
RELATIONSHIP:
STREET-ADDRESS: P6/(b)(6)
CITY: Horseheads
STATE-PROVINCE: New York
ZIP-CODE: 14845
COUNTRY: USA

[Message Information]

PURPOSE: Other
TOPIC: Education
AFFILIATION: Private/Citizen
SUBJECT: Offer of assistance

[Message]

Dear Mrs. Clinton, I applaud you and the President for the decision to convene a special "summit" on the early development of children this spring. To be brief, I am offering (and asking you to seriously consider) my participation in this event.

In order to maintain brevity, let me list some things about myself which may allow your decision to be more informed. 1) I have a B.S. in Pharmacy from Purdue University (1987) 2) I have a M.A. in Religious Education from United Theological Seminary in Dayton, Ohio (1994) 3) My wife works for Corning Incorporated and will finish her MBA from Cornell University in May 4) We have two children, Chelsea (now in Kindergarten at St. Mary Our Mother in Horseheads, NY) and Austin (3 & 1/2 and home with Dad) 5) We made a conscious decision to forgo certain material things in order for Holly to continue working while I stay at home with the children full-time. 6) I have made good use of the past 2 & 1/2 years at home in terms of observing and teaching our children. 7) I currently serve as the Vice-Chair of our Board of Education's Community Advisory Committee (Horseheads Central School District). 8) I have attended almost every public meeting of our Board of Education and have spent a great deal of time learning about the way our schools educate from teachers and administrators 9) I believe strongly in the early and consistent participation of parents in the development of their children. 10) For those children not fortunate enough to have the kind of parental involvement we would like, I strongly advocate some form of direct, early, and consistent participation in the development of our children. 11) I have, since high school, demonstrated the ability to work with and interact with a variety of persons. 12) I am a good communicator.

not bad

In short, I believe the combination of my professional and personal experiences with my strong interest in providing positive participation in this upcoming event allow me to make this request in all sincerity. I look forward to your response.

Yours in mutual concern,
Robert A. Hulse

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006a. letter	Walter Niles to FLOTUS (partial) (1 page)	05/24/1996	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15633

FOLDER TITLE:

[Early Childhood Development Conference Correspondence] [1]

2012-1035-S
kc978

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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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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- 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]

24
Gale
Browne
Children's Conf
38

[COB] pretty good

DR. WALTER H. NILES
P6(b)(6)
RYE BROOK, NEW YORK, 10573

P6(b)(6)

MAY 24 ,1996

FIRST LADY HILLARY CLINTON
WHITE HOUSE
1600 PENNSYLVANIA AVE. N.W.
WASHINGTON, D. C.

DEAR MRS. CLINTON,

I AM WRITING THIS LETTER TO YOU ABOUT MY WIFE OF 56 YEARS WHO HAS ACCOMPLISHED SO MUCH IN HER LIFETIME IN THE FIELD OF EDUCATION I FELT I HAD TO WRITE YOU KNOWING HOW ENGROSSED YOU ARE IN THIS ENDEAVOR.

MY WIFE WAS WRITTEN ABOUT BY FOX BUTTERFIELD IN HIS BEST SELLER "ALL GOD'S CHILDREN" . FOX BUTTERFIELD IS A NY TIMES REPORTER WHO EARNED THE PULITZER PRIZE FOR HIS WORK ON THE PENTAGON PAPERS AND ALSO WROTE A BOOK ON CHINA WHEN HE WAS STATIONED THERE WHICH WAS SELECTED FOR TOP HONORS BY THE NATIONAL BOOK CLUB.

"ALL GOD'S CHILDREN" DEALS WITH THE BOSKIT FAMILY AND HE TRACES THEIR LIFE OF CRIME BACK TO THE DAYS OF SLAVERY.

MY WIFE OF 56 YEARS WAS A TEACHER OF THE LAST OF THE BOSKITS AT THE WILTWICK SCKOOL FOR WAYWARD BOYS, FOUNDED BY ELEANOR ROOSEVELT. WILLIE BOSKIT IS LANGUISHING IN A NEW YORK STATE PRISON WHERE HE IS INCARCERATED FOR LIFE FOR HAVING COMMITTED SEVERAL MURDERS ON THE NEW YORK SUBWAYS AT THE TENDER AGE OF 14. GOVERNOR CAREY WAS INSTRUMENTAL IN HAVING A LAW PASSED TREATING CHILDREN AGE 14 AS ADULTS BECAUSE OF THESE MURDERS. WILLIE IS CONSIDERED THE WORST CRIMINAL IN THE STATE OF NEW YORK.

A TV MINI SERIES IS IN THE WORKS DEALING WITH THIS BOOK.

I AM TAKING THE LIBERTY OF SENDING YOU SEVERAL LOCAL NEWSPAPER ARTICLES THAT WERE WRITTEN ABOUT MY WIFE. SHE WAS RECENTLY CALLED BY GEORGE GALLO, A WELL KNOWN HOLLYWOOD PRODUCER AND WRITER WHO IS GOING TO WRITE A TV MINI SERIES DEALING WITH MY WIFE'S UP BRINGING FROM VERY HUMBLE BEGINNINGS ON THE LOWER EAST SIDE OF NEW YORK CITY ALL THROUGH HER WORK IN EDUCATION DEALING WITH PROBLEM CHILDREN. AT HER TENDER AGE OF 78 SHE STILL VOLUNTEERS HER TIME TO TEACH CHILDREN AT THE LOCAL NURSERY SCHOOL AND LECTURES TO THEIR PARENTS.

MY WIFE THROUGH HER LIFE TIME HAS EARNED TWO MASTERS DEGREE'S AND FINALLY A PHD FROM FORDHAM UNIVERSITY ABOUT 8 YEARS AGO DEALING WITH CURRICULUM IN EDUCATION.

I AM WRITING YOU BECAUSE MY WIFE, WHO I RESPECT AND ADMIRE FOR HER DEDICATION TO TEACHING YOUNGSTERS AND PROBLEM CHILDREN HAS A FILE ON ALL THE THINGS YOU HAVE WRITTEN ABOUT

INCLUDING YOUR RECENT BOOK. SHE RECENTLY READ AN ARTICLE ABOUT USING ~~THE ARTS TO TEACH~~ WHICH IS SOMETHING SHE WROTE AN EXTENSIVE REPORT ON SEVERAL YEARS AGO.

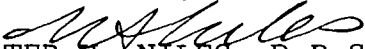
MY WIFE IS PRESIDENT OF THE LOCAL HADASSAH COMPRISING THREE ADJACENT VILLAGES IN WESTCHESTER COUNTY, NEW YORK (RYE, RYE BROOK AND PORTCHESTER. SHE IS SO INCENSED OVER THE TREATMENT GIVEN YOU AND YOUR HUSBAND BY THE REPUBLICANS IN CONGRESS THAT SHE IS PLANNING TO ORGANIZE HER HADASSAH (400 MEMBERS) TO ACTIVELY CAMPAIGN IN THIS UP COMING ELECTION

I AM SENDING THIS LETTER OFF TO YOU UNBEKNOWN TO HER BECAUSE SHE IS NOT ONE FOR SELF AGRANDIZEMENT ALTHOUGH SHE DOES PLAN TO SEND YOU HER REPORT ON ARTS IN EDUCATION.

I HOPE THIS LETTER GETS THROUGH TO YOU. IT WOULD BE MY WIFE'S LIFE LONG CULMINATION OF ACHIEVMENT TO ~~BE INVITED TO THE WHITE HOUSE TO GET YOUR INPUT ON SOME OF HER IDEAS ON HOW TO BEST GET THROUGH TO PROBLEM CHILDREN.~~ IT CERTAINLY WOULD BE SOMETHING GEORGE GALLO WOULD LIKE TO END UP HIS TV MOVIE WITH.

I HOPE I HAVEN'T TAKEN UP TOO MUCH OF YOUR BUSY DAY,
I AM,

RESPECTFULLY YOURS


WALTER H. NILES, D.P.S.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006b. envelope	Walter Miles to FLOTUS (partial) (1 page)	05/20/1996	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15633

FOLDER TITLE:

[Early Childhood Development Conference Correspondence[[1]

2012-1035-S
kc978

RESTRICTION CODES

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

P1 National Security Classified Information [(a)(1) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

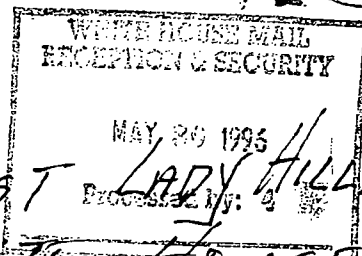
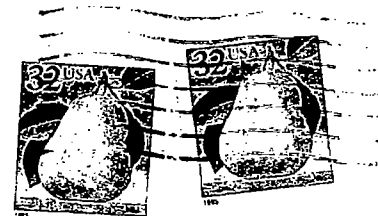
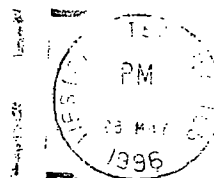
Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
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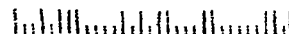
[006b]



Walter H Miles
P6/(b)(6)
Rye Brook, NY
10573-1043



FIRST LADY HILLARY CLINTON
WHITE HOUSE
1600 PENNSYLVANIA AVE NW
Washington, D.C. 20500



Teacher's efforts could not overcome boy's past

New book chronicles educator's work with young offender at Wiltwyck School

By Sydney Stanton
Correspondent

Rose Niles, a resident of Rye Brook since 1951, was born in a Delancey Street tenement on Manhattan's Lower East Side, surrounded by a loving family.

Life was not easy, but she would be the first to tell you she was not conscious of deprivation.

She remembers earning money when she was 10 by singing wherever she found an audience.

Her friends were a melting pot community mixture.

In her area, immigrant parents were the norm, and their children's education was a top priority.

She earned a bachelor's degree from Columbia University and master's degrees from the Bank Street College of Education and the Columbia Teachers College.

She holds a doctorate in curriculum and teaching from Fordham University's Graduate School of Education.

Young Rose's early dream was the theater, but her stage became classrooms where she tutored and taught handicapped and disturbed children.

One of them was the young Willie Bosket, considered one of the state's most violent criminals whose crimes propelled the state Legislature into enacting the law that allowed the state to try

teen-agers accused of murder as adults.

Bosket is the pivotal figure in the recently published "All God's Children" by Fox Butterfield, a look at American violence that eerily parallels Bosket's ancestry. Bosket's father, grandfather and great-grandfather were criminals.

Niles enters the Bosket story, and Butterfield's book, as Bosket's teacher at the Wiltwyck School in Yorktown Heights, a project founded by Eleanor Roosevelt for problem youngsters.

'Another lulu'

In 1972 Niles was introduced to Bosket. He was 9 years old, his world a background of blood, sweat, tears, thievery, murder, little viable education, lack of parental guidance or interest, virtually undisciplined and a series of schools for problem children.

Niles recalls her first day of teaching Bosket's class: The school principal had assigned Bosket to her, saying, "Rose, this is another lulu."

In time, a supervisor at Wiltwyck noticed that Niles and Bosket (considered unreachable until then) were reaching a bonding state of sorts.

Butterfield writes, "Willie couldn't read or write when he

arrived at Wiltwyck, and he thought that school was a great big joke.

"Niles, however, was different. She was a short, middle-aged woman with dark hair, dancing brown eyes, and a flamboyant, dramatic personality. She had come to teaching late, after raising a family, and her style reflected her upbringing on Delancey Street. ... Later she had studied acting and worked in a theater troupe. Now, when she spoke, her eyes glistened, and she projected a tremendous vibrancy, like an actress."

She caught the youngster off guard by giving him colorful markers, each having the scent of fruit, orange, lemon, cherry and grape (his favorite). He tried to eat them.

Niles ran an open classroom with boys of different ages and varying learning abilities. Some of them had a low level of intelligence but others, like Bosket, were bright but unmotivated.

The commonality among them was rage, hostility and resignation.

She devised her own teaching program with a variety of rewards: ice skating, horseback riding, bowling or, for extra effort, a candy bar.

The payoff for most points earned in a three-month period was a spaghetti supper at Niles' home.

The boys met her husband, Walter Niles, a retired World War II Army Air Force colonel.



Rose Niles is shown with Willie Bosket, her student at the Wiltwyck School in Yorktown Heights, in this photograph from the 1970s.

Niles also fashioned another program, trips away from the everyday routine at Wiltwyck, perhaps a farm where they could watch maple sugaring, a zoo, an IBM facility, the New York Museum of Natural History or the Fulton Fish Market.

Each project was intended to be a learning experience in science, math, reading and social studies.

She knew she was being tested by the kids but says she never felt threatened.

The school staff's worst moments always came when the boys were being released to go back to their old neighborhoods of unstable, uncaring surroundings.

Wanted to be like Dad

Niles was aware that Bosket often thought of running away (he had a history of that), but his attachment to a teacher he didn't want to disappoint seemed evident. She admits his dimples and perpetual smile were hard to ignore.

But, during the times when he spoke of his father, Butch Bosket, whom he idolized, he always said how great he was.

"When I grow up, I want to be just like him."

He knew his father was in prison, with a long record of crimes including murder.

Niles felt that Bosket saw violence as a way to get closer to his

father, to be in prison as he was.

Despite this, she thought the youngster could, if given support and affection, overcome the generations of violence.

Although Bosket learned to read and write at Wiltwyck and could be, according to the only sympathetic psychological school evaluation written about him, "precocious, warm and empathetic, with a capacity to give and receive love and support," the past would follow and mold him.

He is in disciplinary housing at the New York State Woodbourne Facility in Sullivan County, not eligible for release until 2046.

Niles continues to fill her days with community activities. Through the years, she was a Girl Scout leader at Ridge Street School, involved in the school's Saturday Afternoon Theatre for 18 years and held multiple positions with Congregation Kneses Tifereth Israel in Port Chester where she is president of the Hadassah chapter. She enjoys volunteer work with the KTI Nursery School, which includes workshops with the children's parents. Niles also served as chairman and leader of the KTI Literary Group for 25 years. She is an active member of the President's Club at Purchase College, SUNY.

Still, she is anticipating a visit with Bosket in the near future. She and Butterfield hope to get permission soon. There remains a link with the person whom she feels never had a real chance.

R.B. woman touches difficult 9-year-old

Rose Niles tells of her experiences working at the Wiltwyk School and reaching out to a young boy with a cheerless past

By Lisanne Elkins

Rose Niles, a Rye Brook resident and teacher who worked at the Wiltwyk School in Yorktown Heights, played down her role as an influential force in the life of Willie Bosket. He is the central figure in Fox Butterfield's new book *All God's Children—The Bosket Family and the American Tradition of Violence*.

Rather, Niles emphasized the significance of the book itself, saying it is an important work for society. "I have already made my mark in the community—this is not about me. It's about the kids," she said.

This sums up her philosophy about her past experiences working at the Wiltwyk School. Now closed, the school was founded by Eleanor Roosevelt in the 1930s for "problem children." Wiltwyk was a nationally renowned school, technically referred to as a "residential treatment center" for emotionally disturbed boys.

The book, which chronicles the life and history of Willie Bosket and his troubled family, contains a chapter about Niles and her time spent working with the young Willie Bosket.

With her own style of teaching which included a slew of rewards and a lot of affection, Niles was able



Rye Brook resident Rose Niles appears with the young Willie Bosket, the central figure in Fox Butterfield's new book *All God's Children*. Niles was Bosket's teacher for two years at the Wiltwyk School in Yorktown Heights. She is portrayed in Butterfield's book as an innovative teacher who reached out and connected with Bosket like no one else had done. The picture appeared on the front of a 39th Anniversary Benefit journal for the school in June 1976.

to reach out to Bosket—at least for a short time.

Bosket, who came from a tumultuous upbringing of violence, abuse, drugs and sex at an early age and who had already been through several of New York

Please turn to page 8

CLINTON LIBRARY PHOTOCOPY

PHOTOCOPY
PRESERVATION

R.B. woman touches difficult 9-year-old

Continued from page 1

State's reformatory by the time he was 9, arrived at Wiltwyk and the nurturing atmosphere of Niles' classroom in 1972.

"Willie couldn't read or write when he arrived at Wiltwyk," writes Butterfield. "And he thought the school was a great big joke."

"Niles, however, was different," he writes in his book. "She was a short, middle-aged woman with dark hair, dancing brown eyes and a flamboyant, dramatic personality. She had come to teaching late, after raising a family, and her style reflected her upbringing in a tenement on Delancey Street on the Lower East Side of Manhattan...She caught Willie off guard the first day in class by giving him some scented Magic Markers. The yellow ones smelled like lemons, the orange like oranges, the red like cherries, and blue, his favorite, like grapes. They smelled so good, Willie tried to eat them."

"She ran an open classroom with boys of different ages and abilities, some of them with only a low level of intelligence, some of them like Willie, very bright though completely unmotivated," continues Butterfield. "What they had in common, she discovered, was that they were all full of rage and hostility, and they all had been told they were bad boys so they had given up."

Niles spoke of how she devised a behavior modification program in her classroom which took the form of a point system. After the boys had received a certain amount of points, they would be rewarded.

Rewards varied, from trips to the museums—as Niles was, and still is, a proponent of the arts—to excursions to the Fulton Fish Market in Manhattan.

At one time, Niles even brought the boys to her house for a home-cooked spaghetti dinner and to meet her husband, Retired Air Force Colonel Walter Niles.

Niles worked at Wiltwyk for 18 years, until it closed in the early 1980s. Bosket was in her classroom for two years until his mother insisted that he be taken out of the school.

"I remember all of us pleading with her (Willie's mother) not to take him, but she still wanted him out," said Niles.

Two years after that, Bosket was arrested for murder and has since been serving a life sentence at the New York State Woodbourne Facility in Sullivan County. He is not eligible for parole until 2046.

Niles said Bosket, who was charming and intelligent, never had a fair chance for success. Though he learned to read and write at Wiltwyk, he was forced to return to his old neighborhood in Harlem. It was a world of chaos, with few opportunities for education and achievement and inadequate role models.

According to Butterfield's book, Bosket's father, Butch, was a convicted murderer. The younger Bosket had often aspired to be like his father, at least to be able to feel closer to him.

The book, published in 1995 by Alfred A. Knopf in New York City, traces the Bosket family back to their history as slaves in the South. One of its messages is how poverty, lack of adequate education and violence follow through generations.

Niles grew up on the Lower East Side of Manhattan, where her best friend was a gypsy. She said she

received a lot of love and encouragement from her family. She spoke with nostalgia of her mother's beautiful dressmaking.

"I was never, want for anything," she said. "My mother always made me the finest clothes. There was tremendous warmth in my family."

And, despite the love and support she received at home, Niles said she was no stranger to anti-Semitism.

"A kaleidoscope of generations lived together on the Lower East Side—Jews, Italians, Poles, Irish—it was a melting pot of humanity," she said. "There was a certain amount of caring and a lot of hostility."

Niles added that what she received from her family provided the foundation for her ability to give it back to the troubled children of Wiltwyk.

"I tried to give them lots of hugging, lots of loving. I showed them a trust, a faith, a caring that was new to them," she said. "They tested me from day one, until they finally saw it was for real."

Niles described Bosket as "very protective" of her.

She retold the story of how she once had her wallet stolen. He discovered who stole it and returned it to her.

"It wasn't that I was special," she said. "I was myself. I was human. I was for real."

She said she hoped Butterfield's book would foster an understanding of how society is responsible for the Willie Boskets of the world.

"These youngsters have to fend for themselves," she said. "Unless society takes a more active and more positive role with these people, they will be dragged down with them."

"This is a very important book," she continued. "It is trying to give insight as to what creates a Willie Bosket—what societal and environmental influences play a role in what makes a human being. I feel this book is so important. I am not important—these kids are."

Niles received her Bachelor of Arts degree from Columbia University and Master's degrees from the Bank Street School and Teachers College-Columbia University in Manhattan.

When Wiltwyk closed in the early '80s, Niles decided to return to school. She received her Doctorate in Education in 1990 from Fordham University.

She also became heavily involved with the arts at the Julliard School of Music of Lincoln Center in Manhattan.

Niles said she occasionally still hears from some of her students but added it is difficult for them to find success. "They often don't have any foundation," she said sadly. "One or two get by."

She is planning to visit Bosket soon in jail along with Butterfield, a national correspondent for the New York Times who previously authored *China: Alive in the Bitter Sea*.

"I am finally going to see Willie again," she said. "I will be going with the author as well as Charles Earle, who was one of the supervisors at the Wiltwyk School when Willie was there."

Niles remains active in the arts. She is also involved in education, health issues, children's welfare and social action.

She is president of the Port Chester-Rye Brook chapter of Hadassah and involved with Congregation Kneses Tifereth Israel in Port Chester.

Handwritten: schorr conf #38 Hays

From nobody@Whitehouse.GOV Mon Feb 10 20:21:17 1997
Date: Mon, 10 Feb 1997 20:12:39 -0500
From: Roberta Schorr <schorr@rci.rutgers.edu>
Subject: Inbound-White_House_WWW_MAIL => FIRST_LADY
Apparently-to: first.lady@Whitehouse.GOV
To: first.lady@Whitehouse.GOV
Errors-to: The Postmaster <postmaster@Whitehouse.GOV>
Reply-to: Roberta Schorr <schorr@rci.rutgers.edu>
Message-id: <199702110112.UAA24331@www1.whitehouse.gov>

Comments: This message scanned by SCAN version 0.1 jms/960226

[Connection Information]

CLIENT: ppp026-trnt.injersey.com[206.139.60.26]
BROWSER: Mozilla/3.0 (Win95; U)
URL: http://www.whitehouse.gov/WH/Mail/html/Mail_First_Lady.html

[Sender Information]

PERSONAL-NAME: Roberta Schorr
EMAIL-ADDRESS: schorr@rci.rutgers.edu
ORGANIZATION: Rutgers University
RELATIONSHIP: Mathematics Specialist- NJ Statewide Systemic Initiative
STREET-ADDRESS: 14 Sweney Ct.
CITY: Neshanic Station
STATE-PROVINCE: NJ
ZIP-CODE: 08853-3437
COUNTRY: USA

[Message Information]

PURPOSE: Offer neutral commentary, advice, or a suggestion
TOPIC: Education
AFFILIATION: Professional
SUBJECT: Need for Educational Reform

[Message]

Dear Mrs. Clinton:

I was particularly impressed with the emphasis President Clinton placed on education, in his State of the Union address, last week. It was evident that your influence was a driving force behind this emphasis.

I am a mathematics educator/researcher at a major university who cares deeply about the future of our young children. I have extensive experience working with reform initiatives intending to develop, revise, refine, extend, and improve our educational system to provide high quality mathematics, science, and technology education (particularly in low-wealth, inner city environments). I also have extensive classroom experience in urban schools, and have dealt with district administrators. In other words, I am one of a small number who has seen education from all sides. While a great deal of money has, and continues to be spent on reform initiatives, their impact has not been as substantial as might have been hoped. Few are actually working.

I believe that I have a great deal to share about what works, as well as what does not. I am sharing this information with you because I would like to learn how I can become involved in the formulation new plans to truly provide the finest education possible for our children.

I look forward to hearing from you.

Sincerely,
Dr. Roberta Schorr



RIVERSIDE

H E A L T H S Y S T E M

Maggie Williams
White House
1600 Pennsylvania Avenue
Washington DC 20500

February 17, 1997

Dear Ms. Williams:

Enclosed you will find a copy of a letter addressed to Mrs. Clinton. I appreciate any assistance you may be able to provide.

Sincerely,

Debbie Atkinson

Debbie Atkinson, M.Ed., A.C.C.E.
Director
Community Health, Children's Health and Wellness Education
Riverside Health System
606 Denbigh Boulevard Suite 504
Newport News, VA 23608

*Heads representing
organs. ~~that~~ that
want to participate*

Katie -

*This person
questioned ~~whether~~ we
are not hosting
a conf.*

PARENTING & CHILDREN'S HEALTH SERVICES
DENBIGH PROFESSIONAL PARK
606 DENBIGH BLVD STE 504
NEWPORT NEWS VA 23608-4442
(804) 875-7538



JULIA DYCKMAN ANDRUS MEMORIAL

1156 North Broadway, Yonkers, New York 10701
914/965-3700, Fax 914/965-3883

March 31, 1997

Ann Eder
Special Assistant
Office of Public Liaison
The White House
122 Old Executive Office Building
Washington DC 20502

Dear Ms. Eder:

The intent of this letter is to present a brief synopsis of our work with children 0 - 3 years of age and express my interest in attending the White House Meeting on Child Brain Development. Enclosed with this letter is a brief resume on my background and literature describing some of the work that we are engaged in.

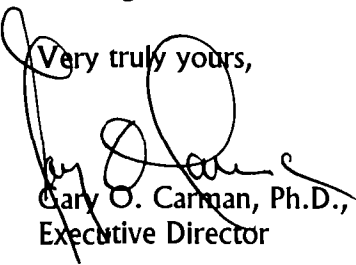
Our interest in the upcoming White House Meeting on April 17, 1997 relates to two specific projects we are engaged in:

1. Bellefonds/Andrus Learning Disability Project is a pilot project designed to identify and re-educate children whose brain development has not progressed normally and who have gone undiagnosed. This project is unique in the United States and represents the collaboration of our four American agencies and a team of professionals from France and Belgium. It has become our belief that very early in life the children we are working with failed to establish the neurological building blocks necessary to achieve in school.
2. The second project, which on the surface appears unrelated to the first, is a child abuse and prevention project targeted at infants and their mothers. This project, now in its third year, is modeled after Hawaii's Healthy Start program but, with a focus on very high risk infants.

Our plans are to use the information gained in our "Bellefonds" project, coupled with the growing information on brain development to develop enriched parent training programs for the mothers of the high risk infants.

I have included a brief discussion of the Bellefonds program, the child abuse prevention program, and my resume. I am available to answer any questions you might have and remain hopeful for an affirmative response to my request of an invitation to the April 17th meeting.

Very truly yours,


Gary O. Carman, Ph.D.,
Executive Director

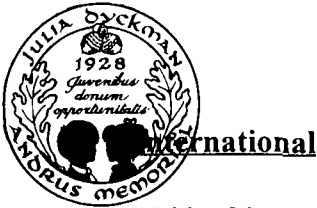
Gary O. Carman, Ph.D.
Executive Director
Julia Dyckman Andrus Memorial

Community/Professional Experience
Yonkers - Westchester County

1975 - Present	Executive Director Julia Dyckman Andrus Memorial
1977	Yonkers Rotary Club 1977 Board of Directors 1982-83 President 1982 Chair, Rotary Club Scholarship Program (initiated by Dr. Carman) 1986 Chair, Yonkers Leadership in Education Award (initiated by Dr. Carman) 1987 Named a Paul Harris Fellow
1977 - 88	Board of Directors, Salvation Army (Yonkers Citadel Corp.)
1986	Yonkers General Hospital 1986 Board of Directors 1988 Budget Committee (Chair since 1991) 1988 Finance Committee
1987 - 90	Board of Directors, Westchester Mental Health Association
1988 - 90	Member, Mayor of Yonkers Blue Ribbon Task Force for Selection of the Board of Education
1989 - 91	Yonkers 2000 Committee

New York State and National

1976 - 80	New York State Federation: Council for Exceptional Children
1976 - 80	Board of Directors
1978 - 80	President
1984	National Association of Homes and Services for Children
1984 - 87	Board of Directors
1990	Chair, Standards & Ethics Committee
1987 - 88	Accreditation Planning Committee
1988 - 90	Public Affairs Committee
1993	Committee on Organization & Strategic Planning
1991 - 93	Editorial Advisory Committee
1994 - 98	Vice President, President-elect, President, Past President
1987 - 92	Board of Directors, Council on Accreditation of Services for Families and Children
1989	Child Welfare League of America
1989	North American Task Force in Child Welfare Reform
1990 - 95	National Research Council
1991	CWLA's Representative to Harvard Business School - Course on Management
1994	Managed Care Advisory Committee
1995	Committee on Quality Improvement and Evaluation
1990-95	National Commission on Accreditation for Special Education Schools, Founder, Chairman, Standards Committee
1990	Advisory Board, New York State Education Administration Leadership Training Academy (representing private sector)
1996	Westchester Behavioral Healthcare Network, Chairman



JULIA DYCKMAN ANDRUS MEMORIAL

1156 North Broadway, Yonkers, New York 10701
914/965-3700, Fax 914/965-3883

1980 - 83

**Member of Governing Board, International Council for
Exceptional Children**

1990

Institut International d'Education Specialisee

1990 Board of Directors

1993 Chairman, International Congress Orlando, Florida

1992 - 95 Chair of the American Delegation to the
International Congress in Vienna (1995)

Education

1962

**Bachelor of Science and Master of Science in Special
Education**

State University of New York at Buffalo, Buffalo, New York

1968

Certificate of Advanced Studies in Special Education

Syracuse University, Syracuse, New York

1972

Doctor of Philosophy in Special Education

Syracuse, New York

Publications

Carman GO: "Computer Assisted Learning in Mathematics and Reading." Educational
Technology Research, 1981

Computerized Individual Educational Planning

Data Base for Emotional Disorders in Special Education

Carman GO: "Educational and Training Requirements for Child Care Workers." Caring,
1987

Carman GO, Small RW (Editors): Permanency Planning and Family Support. Child
Welfare League of America, 1989.

Carman GO, Sage D: Evaluation Criteria for Special Education in Residential Schools,
Child Welfare League of America, 1991.

Carman GO, "An Agency's Search for Answers: Residential Treatment of Sexually
Abused Children," Caring, 1993



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Carman GO, Farragher, BJ: Quality Indicators for a Residential Program - Survey Instruments, Child Welfare League of America, 1994.

Carman GO, "How Can Evaluation Help the Agency with Licensing, Funding, and Accreditation?" Quality Improvement and Evaluation in Child and Family Services, Managing into the Next Century, Pecora, Seelig, Zirps, Davis, Editors, Child Welfare League of America, 1996.

Revised 3/4/97 kc



Orchard School

Julia Dyckman Andrus Memorial, Inc.

1156 North Broadway, Yonkers, New York 10701

Tel: (914) 965.8786 FAX: (914) 965.3700 ext. 243

Bellefonds Assessment and Rehabilitation Program for Central Information Processing Disorders

The Bellefonds neuropsychological assessment battery and its complimentary rehabilitation process have been developed over the past 24 years beginning with neurologist Dr. David Feldman's work at the University of Santiago in Spain in 1972. Between the years of 1972 to 1980, most of the individual cognitive function tests were developed, and, in 1981, the current research was initiated under the auspices of the medical/social commission of the International Institute for Special Education located in Geneva, Switzerland. The Bellefonds Institute is a collaborating agency of IISE with primary responsibility for coordinating all research and treatment activities under the direction of Dr. David Feldman. The research and development of these techniques existed as a Pan European effort, with development of the final program incorporating the research activities of Dr. Guy Adli of the Les Acacias Institute of Nalhouse, France, a neurologist whose specialty is in rehabilitation medicine; Dr. Wally VanGrunsvan, a neuropsychologist associated with the Spirig Center of Belgium; and neuropsychologist Isabell Feldman-Ainouz, affiliated with the Bellefonds Institute. Dr. David Feldman continues to serve as project director. Correlative relationships exist with psychiatrist P. Guillard, J.W. VanGrunsvan, and the late H. Spirig who added research instrumental to the development of the final product, which is a neuropsychological assessment battery to identify Central Information Processing Disorders.

What has also evolved from this research is a program of re-education based upon the assessment profile. According to Dr. Feldman, this program has the promise of rehabilitating brain deficits so that impaired perceptual faculties acquire the capacity to effectively process information in ways that will result in learning.

Perceptual and cognitive retraining is not a novel idea. It has been circulated in various forms in this country, from the visual-perceptual exercises of Marianne Frostig in the late 60s and early 70s to some of the tentative explorations of cognitive retraining that Dr. Ralph Reitan developed

as a byproduct of his Halstead-Reitan Neuropsychological Assessment Battery in the early 80s. What is compelling in the Bellefonds approach is the coordination and refinement of a variety of perceptual and cognitive retraining techniques into a systematic, integrated, and cumulative process. This process grows out of, and has a reciprocal relationship with, a highly specific and comprehensive model of diagnosis.

The Bellefonds assessment battery and the concomitant re-education strategies perceive the phenomenon of central information processing in a far more textured fashion than most neuropsychological diagnostic procedures. Most neuropsychological batteries address cortical functions only and are content to present, on the basis of pattern analysis, a picture of those cortical areas that are impaired. The more sensitive of these instruments can also establish information that extends beyond the realms of cortical specialization and to yield information regarding the nature of the deficit, whether vascular or neoplastic, static or progressive. These functions, however, have been rendered largely obsolete, owing to advances in medical technologies such as the MRI and position emission tomography.

The Bellefonds neuropsychological assessment and re-education systems place considerable emphasis on problems of orientation, lateralization and laterality. These skills are assessed in more comprehensive ways than would typically occur with most other neuropsychological assessment batteries.

According to Dr. Feldman, fully developed laterality is essential for almost all academic learning. It reflects the individual's ability to cross the medial line and is fundamental in such perceptual tasks of reading as following a line of written material across the page, or in effective eye-hand control in activities such as writing.. To the extent that academic tasks require coordination of motor responses, deficits in this area can have a profound impact upon academic learning

As important as the detection of laterality difficulties might be in understanding academic deficits related to impaired motor coordination, an awareness of these problems of laterality will have other education implications because of what this problem tells us about central nervous system development. Motoric disassociation is only possible when there is efficient communication between the right and left hemispheres of the brain. Right and left hemispheres have specialized functions, with the left hemisphere being responsible for digital or linear data and the right hemisphere being responsible for the processing of analogical or contextual data. Meaning is dependent upon the blending of the two. Linear organization supplies the basic message but lacks the contextual nuances to

convey the specific meaning of that message. Presented from a linear perspective, the specific meaning might be a number of things.

The voice productions generated from a computer come to mind when describing the process of linear organization. Computer voices are language devoid of analogical organization. The words "watch out" generated from a computer cannot convey anger, urgency, humor, or sarcasm, although it might be intended to mean any of these. The information that would convey that other element of the message is what is produced by the process of analogical or contextual organization and, as should be evident from the example, is essential to establish complete and effective meaning to a given message. Lack of effective interhemispheric communication puts serious burdens upon the interpretation of meaning, which impacts upon both listening and reading comprehension.

As with all other phases of the diagnostic battery, the Bellefonds system has a complimentary battery of re-education techniques designed to establish the capacity for lateralization and laterality. Since laterality is dependent upon interhemispheric communication, gains in the development of skills requiring laterality will result in improvements in interhemispheric communication, thus benefiting academic understanding.

According to Dr. Feldman, learning disabilities can be classified in three major categories. First, there are those which result from specific physical handicaps that impede partially or totally the perception of new information, its integration at the cortical level or motor expression (for example, blindness, deafness, cortical lesion, dystrophie, or atrophy and paralytic disorder). Second, there are those which stem from psychopathological states and major family, environmental and socio-cultural deficiencies. Third, there are those due to an incapacity to integrate new information into the mnemonic and behavioral structures and processes (Central Information Processing Disorder: C.I.P.D.).

Clinical Classification of Learning Disorders

I. Sequels of Peripheral Deficits	II. Sequels of Global Deficits	III. Central Information Processing Disorder
- sensory systems (Ex. blindness) - motor systems	- congenital and developmental encephalopathies - intellectual deficit syndromes - disintegrating and autistiform syndromes (doesn't permit child to use what abilities he /she has - severe socio-cultural or similar deprivation syndromes (not LD) - severe pathological family or substance abuse syndromes	- Aphasiform (epilepsy) - Dysphasiform dyspraxic dysgnosic dyspragmatic - Functional hemispheric Specialization (include. laterality and lateralization - Attentional-Mnemonic (hyperactivity) ----- - Developmental - Maturational immaturity dysmaturity

The first two categories can be diagnosed by existing medical and psychiatric means and the learning difficulties they entail are either largely resolved by current special education or psychotherapeutic program, carried out in specialized center, or, in the case of major brain disorders, are only partially susceptible to improvement.

The third category, far more frequent statistically than the first two, can be diagnosed by appropriate neuropsychological assessment batteries and rehabilitated by techniques specifically developed for C.I.P.D.

Central Information Processing Disorder: incapacity to decode, identify, and integrate information he receives and the inability to program an adequate response or memorize information. *Information is inadequately processed and then memorized, so that when recalled is faulty - not a memory problem, but a processing one.

Listed below is the content of the Assessment Battery. A corresponding set of re-education activities is implemented to address areas of deficit. An assessment profile and typical re-education plan are attached.

I. Case History

- identification of the patient
- clinical history

II. Cognitive Function Section

A. Perceptive Functions

- hearing
 - discrimination - hearing test
 - integration - auditory perception, audio cassettes test
- visual
 - discrimination - vision test
 - integration
- tactile, kinesthetic & stereognostic sensibility
 - discrimination - Identification of everyday objects while blindfolded
 - integration - domino test

B. Motor Functions and Abilities

- praxis - test of everyday fine motor function
- praxognosia - Bottle and Spool Test

C. Orientation, lateralization and laterality

- Board Test

D. Mnemonic and Attention Functions

- Dot test, Test of Minimal Difference, Test of Codes

E. Communication Function and Abilities

- non verbal - Raven Test
- verbal
 - Phonatory Praxis - Articulation Test
 - Phonological and morphosyntactic coding
 - copy, dictate and create test
 - Fluency - picture test

F. Conceptual Aptitudes - Test of Similitudes



LIPO

Orchard School

Julia Dyckman Andrus Memorial, Inc.

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Tel: (914) 965.8786 FAX: (914) 965.3700 ext. 243

Bellefonds Implementation at the Orchard School

The Bellefonds neuropsychological assessment battery and its complimentary rehabilitation process have been developed over the past 24 years beginning with the neurologist Dr. David Feldman's work at the University of Santiago in Spain in 1972. Between the years of 1972 to 1980, most of the individual cognitive function tests were developed, and, in 1981, the current research was initiated under the auspices of the medical/social commission of the International Institute for Special Education located in Geneva, Switzerland. The Bellefonds Institute is a collaborating agency of IISE with primary responsibility for coordinating all research and development of the final program incorporating the research activities of Dr. Guy Adli of the Les Acacias Institute of Nalhouse, France, a neurologist whose specialty is in rehabilitation medicine; Dr. Wally VanGrunsvan, a neuropsychologist associated with the Spirig Center of Belgium; and neuropsychologist Isabel Feldman-Ainouz, affiliated with the Bellefonds Institute. Dr. David Feldman continues to serve as project director. Correlative relationships exist with psychiatrist P. Guillard, J.W. VanGrunsvan, and the late H. Spirig who added research instrumental to the development of the final product, which is a neuropsychological assessment battery to identify Central Information Processing Disorders.

The Orchard School's affiliation with the Bellefonds Institute began in 1994. In April of 1994, Helene Spadaccini and Kim Armand attended a two week training session at the Bellefonds Institute in Cenon, France. At that time, they received initial training in the assessment and reeducation programs. Upon their return, they began working with a couple of students using the Bellefonds method. However, at that time, Helene and Kim were both full-time special education teachers and could devote little time to the program.

In April of 1995 David Feldman and Wally VanGrunsvan came to Andrus for a week. At that time, they worked with some of the students and provided additional training for Kim and Helene. Kim and Helene continued to work on a limited basis with the students using the Bellefonds method.

In April of 1996, David Feldman, Wally VanGrunsvan, Guy Adli and Isabel Feldman-Ainouz provided a week of training at the Children's Home of Easton, in

Pennsylvania. Kim and Helene attended this training as well as Jack Breen, Director of Education and Maureen Gallo, special education teacher. After the week of training in Easton, it was decided that if the Bellefonds Program was going to be used effectively at the Orchard School, someone had to work at it on a full time basis. It was decided that Helene Spadaccini would work with children full time using the Bellefonds Method starting September 1996.

In May 1996, a letter was sent to all teachers listing criteria for selection into the program. Ten students were chosen to work with, at that time, Jack, Kim and Maureen each selected a student to work with.

In July of 1996, Jack Breen attended a weeks training at the Bellefonds Institute.

In November of 1996, Isabel and Wally returned to Andrus for intensive training in the assessment battery. Jack, Kim, Helene and Maureen attended that training as well as Andrea Podesta a special education teacher.

In February, Jack, Helene Kim and Andrea went to the Bellefonds Institute in Cenon for intensive training in the reeducation program. Upon returning from training, Andrea began assessing two students.

There are currently 15 students involved in the Bellefonds Program at the Orchard School. Helene is working with ten full-time. She sees them each for twenty minutes daily. Jack, Kim, Maureen and Andrea continue to meet with the individual students.

What is Westchester Family Friends -- Yonkers Project?

We represent four organizations interested in the health of infants born to first-time mothers. We are joined together in collaboration in an innovative home visiting program. The program, financially supported by the State of New York, has been funded on a pilot basis, from April 1, 1994 - March 31, 1995.

Who are we?

We are people who understand what it's like to be a new parent. The Westchester Family Friends -- Yonkers Project is a group of trained, caring staff members who offer free support to you following the birth of your child.

What can we do to help?

- Provide personal support to parents
- Offer specific skills for interacting with your baby
- Listen to parents
- Provide parents with information about babies' individual differences
- Provide tips on enjoying your child
- Act as a resource person
- Offer assistance weekly in the form of home visits and telephone calls over the duration of the project



in Community Caring Project

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Who can we help?

Parenthood is difficult. In addition to being overjoyed, the first-time mother may feel overwhelmed, isolated and uncertain in her new role. You may want help, or just someone to talk to, but don't know where to turn. You can turn to us.

Are you a mother who:

- Wants to learn more about how babies grow and communicate?
- May be separated from family or friends?
- Would like ongoing ideas about how to have fun with your child?
- Feels concerned about assuming the responsibility of a new baby?
- Wonders what changes a baby might bring to your lifestyle?
- Wants a new friend to share your joy?

How do I get more information about the program?

Call or write with any question you might have. Please remember this service:

- Is offered at no cost to you
- Is purely voluntary
- Involves no obligation to continue beyond your need



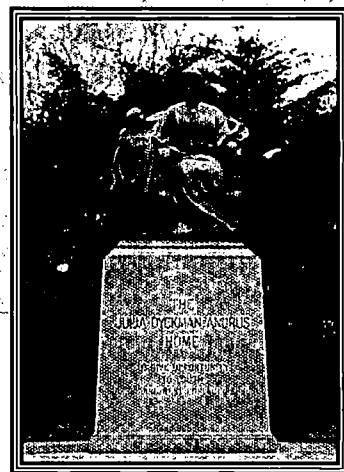
Yonkers Project

ADMISSIONS Children are referred by parents, educators, mental health professionals or social service agency staff. Information required for consideration should include: social history, psychological and psychiatric evaluations, educational records and pertinent medical information. Boys and girls ages five through thirteen are accepted for admission without regard to race, color, creed, religion or national origin. Departments of Social Services and school district placements are charged a per diem rate set by New York State. For private placements, families submit a financial statement and documentation to determine a sliding scale fee.



Inquiries should be made directly to the Director of Admissions by phone or by writing to the address below.

1156 North Broadway, Yonkers, New York 10701 • (914) 965-3700 • FAX (914) 965-3883

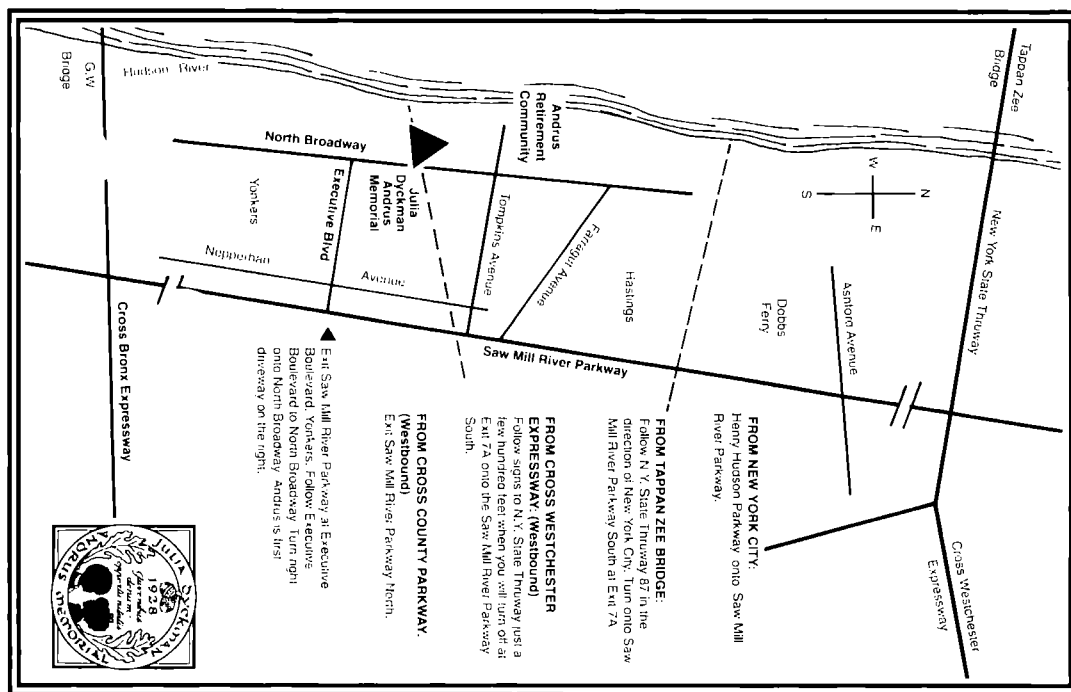


Julia Dyckman Andrus Memorial

Directions Saw Mill Parkway to the Executive Boulevard/Yonkers Exit. Executive Boulevard goes west only, ending at Broadway (Route 9). Turn right (north) onto Broadway. Less than 1/4 mile north on the right is the entrance to the Julia Dyckman Andrus Memorial.

Public Transportation The Metro North Hudson River Train Line serves Hastings-on-Hudson, and Andrus is five minutes by cab from the station. Andrus is on Westchester County Bus Line #6.

Licensed by N.Y. State Department of Social Services
Accredited by Council on Accreditation of Services for Families & Children, Inc. and New York State Department of Education



Welcome



To The

The Julia Dyckman Andrus Memorial is a private, nonprofit treatment center that offers a range of comprehensive treatment and educational programs for emotionally troubled school-age boys and girls. Founded in 1928 as a children's home by philanthropist John E. Andrus, in memory of his wife, Julia Dyckman Andrus, JDAM now offers a long-term residential treatment program, a short-term diagnostic center and a day treatment program for children living in the immediate tri-state area.

Andrus' unique, New York State approved on-grounds school, the Orchard School, provides a range of special education services for its student population. The primary focus is on teaching children the basic skills of reading, mathematics and writing. The school also offers an interactive computer program that makes the learning process fun, while enhancing and reinforcing these skills. Art, woodshop and music are also offered as part of the school's varied curriculum.



RESIDENTIAL TREATMENT The Residential Treatment Program is designed to provide comprehensive therapeutic services for forty-three children between the ages of seven and fifteen. Children reside in one of four tudor-style cottages on campus; three for boys and one for girls. Treatment services are delivered by a team of professionals who work together to design a program that strives to enhance daily living skills, peer relationships and self-development. The ultimate goal of the program is to return the children to their homes or to an appropriate community placement.



DAY TREATMENT The Day Treatment Program offers comprehensive services at Andrus to children who can remain home during the treatment process. Those in day treatment attend the Orchard School while a multi-disciplinary team from Andrus coordinates an individualized treatment plan on an outpatient basis. Only children referred from School District Committees of Special Education (CSE) can be accepted for either 10 or 12 month placement.



DIAGNOSTIC CENTER The Andrus Diagnostic Center is a short-term residential program for emotionally-troubled children ages five to ten – children who pose long-term planning questions. Children admitted to this program can expect to stay from thirty to ninety days. During this time, a multidisciplinary clinical team evaluates the child through a comprehensive assessment. The team then develops recommendations to the family and responsible agency on appropriate treatment and placement.

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**Julia Dyckman
Andrus Memorial**



Jane Hoffman

14652 Beach Avenue, Irvine, CA 92606 (714) 551-2392 FAX (714) 552-5351

March 31, 1997

Ann Eder
Office of Public Liaison
White House
Old Executive Building, Room 122
Washington, DC 20502

Dear Ms. Eder:

I spoke with Nita Jain who told me she was compiling a list of top educators for a White House conference on education to be held sometime in April. Nita requested I send you a letter about my background. Here are just some of my accomplishments in improving science education in the United States.

In 1980, I launched the **Backyard Scientist** program to teach young children complex concepts in chemistry and physics, using simple to do, fun and interesting, easily repeated, hands-on science experiments. These children were as young as 4 years old. The program was an immediate success drawing the attention of the national press. No one, including most schools were doing hands-on science in the early grades as I was doing. I seem to have been one of the pioneers in this area of education. My activities then and today turn children onto science. In fact, mothers have contacted me over the years saying their children hated science until they began using my hands-on methods and materials. Many of these youngsters have become scientists and engineers. A lot of these were girls.

Today, I concentrate my activities on teaching teachers and parents how to teach science to their students. The impact of working with many teachers and parents is far greater than working with like numbers of students.

The Backyard Scientist teacher inservices get rave reviews from new teachers and those teachers who have been in the classroom for many years. These inservices are high energy, filled with learning and fun too. No watching a bunch of overheads and listening to lectures. Teachers learn science concepts and my methods and materials by doing the very same experiments they will have their students do in the classroom. It takes 20 man-hours to setup for a day-long inservice. That will give you an indication of how hands-on these really are. Teachers appreciate that most supplies come from the grocery store or discount store.

Administrators like the program because it is so cost effective. They also like the fact that it is quickly and easily implemented and the teachers use what they learn for years to come. Much has been written about this program in the educational press.

Here is a partial list of school districts that have benefited from my program. Some have had me return several times to teach and motivate more of their teachers.

- ⇒ Baltimore County School District
- ⇒ Association of Independent Maryland Schools
- ⇒ East Ramapo School District (Spring Valley, NY)
- ⇒ Berryville School District (VA)
- ⇒ Front Royal School District (VA)
- ⇒ Rowland Heights School District (CA)
- ⇒ Fountain Valley School District (CA)
- ⇒ Midland School District (TX)
- ⇒ Milan Special School District (TN)
- ⇒ Manchester School District (TN)

- ⇒ La Porte School District (IN)
- ⇒ Culpeper School District (VA)
- ⇒ Mobile School District (AL)
- ⇒ Alameda Office of Education (CA)
- ⇒ California Institute of Technology (Cal-Tec)

I am a sought-after speaker at educational conference. Here is a partial list of conferences at which I have spoken and shared my knowledge and enthusiasm for hands-on science:

- ⇒ Michigan Science Teachers Association
- ⇒ California Kindergarten Teachers Association
- ⇒ Idaho Teachers Association
- ⇒ National Association for the Education of Young Children (3 times)
- ⇒ Chicago Metro Association for the Education of Young Children
- ⇒ North Carolina Association for the Education of Young Children
- ⇒ California Association of Private Schools
- ⇒ Professional Association of California Childhood Education
- ⇒ IMAC - Advocated for Community Action
- ⇒ Southern Early Childhood Education Association
- ⇒ Georgia Southern University College of Education
- ⇒ California School Age Consortium
- ⇒ State Homeschool Conferences in nearly every state

Here are just a few of my other significant achievements and activities to improve science education in the United States.

- ⇒ Began activities in 1980
- ⇒ Wrote six award-winning books
- ⇒ Single handedly impacted the way science is taught
- ⇒ Is a recognized expert in the area of hands-on science instruction
- ⇒ Knows how to motivate and interest children
- ⇒ Knows how they learn
- ⇒ Sought-after speaker for state homeschool conferences
- ⇒ Appeared at major museums throughout the U.S.
- ⇒ Aided in the design of the new science gallery at the Indianapolis Children's Museum
- ⇒ Has taught teachers at large and small school districts science basics and how to teach them using hands-on materials and methods
- ⇒ Appeared on radio and television to stimulate parent interest and teacher interest in improving science education and education in general

Many still think science is for boys and not for girls (this is really antiquated thinking). I was thrilled when I was invited to be a panel member on a television show called "Women in Science." The other members of the panel were eminent female scientists. Terrific role models, all. The show was sponsored by "Discover," the magazine.

I also participate in a special conference on education in DC. Joining the conference were representatives from governors, educators and other dignitaries. The conference was sponsored by a leading U.S. corporation.

Joining other educators, professors and scientists, I helped design the new science gallery that opened last year at the Children's Museum in Indiana. All who attended said I was a wonderful contributor. The museum staff was so impressed with me that they held a summer science program and named it after my program, "Backyard Scientist."

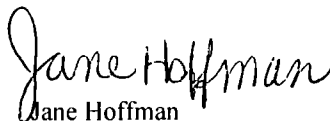
Back in 1980 when all this began, Mary Kohleman who was Director of Education at the National Science Foundation used some of my materials at several Washington, DC schools. She did these with groups of students numbering as many as 100. Reports from Mary said the children were very successful, learned a lot, and loved learning science this way. Mary has since retired from the Foundation. She gave me a lot of the encouragement I needed in those early years of the Backyard Scientist program.

I know first hand what is right and what is wrong with the way we teach science and know what it takes to make things better.

I am confident I will add a great deal to the conference.

Call or write to me if you need more information. I will be at the National Science Teachers Conference later this week to share with their delegates how they can begin effective hands-on science instruction with little effort and at low cost. I check for messages frequently during the day.

Regards,

A handwritten signature in cursive script that reads "Jane Hoffman". The signature is fluid and elegant, with the first letter of each name being capitalized and prominent.

Jane Hoffman
The Backyard Scientist

T E P A E L I S T S

KATHERINE O'HANLAN is a gynecologic oncologist and the associate director of the Gynecological Cancer Service at Stanford University. Dr. O'Hanlan, one of only a handful of female cancer surgeons in the country, is a graduate of the Medical College of Virginia in Richmond and holds undergraduate degrees in psychology and zoology from Duke University. She is the coauthor, with Susan Perry, of *Natural Menopause: Guide to a Woman's Most Misunderstood Passage*.

CHARLOTTE THOMPSON is a pediatric specialist in neuromuscular disorders and the director and founder of the Center for Handicapped Children and Teenagers in San Francisco. Dr. Thompson is a graduate of Stanford Medical School, a fellow of the American Academy of Pediatrics, and an Assistant Clinical Professor at the University of California at San Diego. She is the author of *Single Solutions: An Essential Guide for the Single Career Woman* and the newly released *Making Wise Choices: A Guide for Women*.

 **JANE HOFFMAN** is known as the "Backyard Scientist" for her series of children's books by that name. The books contain simple, hands-on experiments using everyday materials that are accessible to children ages 4 to 14. On a mission to change the way science is taught, Ms. Hoffman has conducted workshops at schools and museums for elementary school teachers, parents, and children. She recently joined leading science educators to design the new science gallery at the Children's Museum of Indianapolis.

ADRIENNE ZIHLMAN is a professor of anthropology at the University of California at Santa Cruz. Dr. Zihlman holds a Ph.D. from the University of California at Berkeley and is a fellow of both the American Association for the Advancement of Science and the California Academy of Sciences. Much of her research has challenged conventional wisdom about human evolution, wisdom that has to a great extent been forged by a Western, male-dominated culture.

KATE HUTTON is a seismologist at the California Institute of Technology in Pasadena, where she oversees data processing for the Southern California Seismographic Network. Dr. Hutton, who holds a Ph.D. in astronomy from the University of Maryland, is well known to Southern California television news audiences as the "Earthquake Lady" for her appearances explaining and interpreting "felt" earthquakes. Her home in Pasadena is bolted to its foundation and is well stocked with emergency supplies.

Moderator

K. C. COLE is a senior editor at *Discover* Magazine. Her popular writings on science have appeared in the *New York Times*, the *Washington Post*, *Esquire*, and many other publications. Of her three nonfiction books, one deals with physics, the others with women's issues. She has lectured on science and women's issues at many institutions, including Yale, Wesleyan, Princeton, Barnard, and the New School for Social Research.

Host

CRYS QUIMBY has been an editor and producer for KNX Newsradio for the past seven years. In addition to hosting the *UpFront* television talk show, she is the anchor of West Hollywood's City Channel news and anchored West Hollywood's 1992 election coverage. Ms. Quimby has been an anchor and writer for CNN in Atlanta and has also worked as a local newscaster in Wichita, Kansas, and Macon, Georgia.

Special thanks to Abbe Land, the West Hollywood City Council liaison to the Women's Advisory Council. She has been a member of the City Council since 1986, and served as mayor from 1989 to 1990. She has long been an advocate for women's issues and civil liberties, and was instrumental in creating the Women's Advisory Council. Ms. Land serves on the board of directors of both the National League of Cities and the California League of Cities, and is the president of Women in Municipal Government.

Catering provided by Mrs. Robinson's Tea Cakes, 3650 Martin Luther King Blvd., Los Angeles, CA 90008.

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Discover Magazine has been bringing the wonders of science to its 5 million readers since 1980. The monthly magazine is a valuable resource for scientists, students, teachers, and anyone with a keen interest in the world. Articles cover the latest research in fields from astronomy to zoology, with continuing attention to medicine, technology, and the environment. *Discover* is published by the Walt Disney Company, with offices in Burbank and New York.

THE CITY OF WEST HOLLYWOOD WOMEN'S ADVISORY COUNCIL

was founded to identify issues of concern to women in West Hollywood, to make policy recommendations to the city council, and to create a range of programs to meet women's needs. The Women's Advisory Council sponsors programs such as the Women's Equality Day celebration, the *UpFront* cable television show, and the upcoming Women's Health Fair.

UpFront is a talk show produced by the City of West Hollywood and shown throughout West Hollywood, West Los Angeles, and the San Fernando Valley. Monthly segments examine contemporary issues from a woman's perspective and have covered such topics as women in politics, women in the film industry, and women in comedy. The most recent segment, "History in the Making," was a special one-hour edition for Black History Month. "Formula for Success" will be shown as a special edition commemorating Women's History Month.

An Index of Progress

Percentage of bachelor's degrees in science earned by women in 1966

23

Percentage in 1988

40

Percentage of new science doctorates earned by women in 1966

9

Percentage in 1988

27

Percentage of bachelor's degrees in biology now earned by women

50

Percentage of medical school degrees and graduate degrees in biology earned by women

35

Percentage of new doctorates in psychology earned by women

50

Percentage of new doctorates in engineering earned by women

7

Percentage of NIH grant recipients who are women

19

Number of male professors at Harvard's dental school

9

Number of female professors at Harvard's dental school

0

Percentage of college students who are women

50

Percentage of college faculty members who are women

27.6

Percentage of full professors who are women

11.6

Average salary of male professors at Harvard

\$93,600

Average salary of female professors at Harvard

\$79,900

Source: *The New York Times*

THE CITY
OF WEST HOLLYWOOD
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AND
DISCOVER MAGAZINE
Present

FORMULA FOR SUCCESS **Women in Science**

Tuesday, March 9, 1993

West Hollywood Park Auditorium

*Celebrating
Women's History Month*

An educational chain reaction: high power energy at its simplest

Jane Hoffman, writer and enthusiastic science lecturer, offers educators hands-on methods that help them conduct experiments and generate more interest and excitement for science in their classrooms.

by Suzanne Pavese-Wax

If we analyze the cliché "children learn what they live," we understand that learning, just like life, is a process; the key in both cases being the ability to create excitement and distinctiveness.

The entire nature of science is its

own innate "living reality" which surrounds each and every one of our lives. Capturing a child's interest in this phenomenon at the earliest stages of the learning curve is essential to the acceptance of science as a fascinating and integral part of daily life.

Jane Hoffman has undoubtedly cornered the educational market on bringing both the reality and excitement of science to the forefront.

More importantly, perhaps, is the interest at heart which has catapulted her techniques to widespread acclaim and acceptance.

"From my perspective, one of the reasons U.S. students lag so far behind students of other developed nations in all areas of science, as reflected in standardized test results, is that they do not have good, positive experiences in science in the early grades," says Hoffman. She continues "Our school systems still don't generally teach science using hands-on methods. Studies indicate that these very methods are the best ways by which science can be taught."

Hoffman has gained notoriety from this very hands-on approach to teaching the discipline. Appropriately known as the "Backyard Scientist," Hoffman's work is duly acknowledged by the National Science Foundation as a unique teaching resource.

"I was a businesswoman who, in 1980, turned to science because of my young son's own educational experience. I realized that the hands-on approach to teaching science in lower grades virtually did not exist. The only educational vehicle was dry text books," she says.

Hoffman rapidly set out to make change and continues to make her mark on science education. "I get teachers turned on to science by showing them how easy it is. When this is accomplished, their students, in turn, like the subject from the onset." She explains "My techniques are effective because they are so simple and they work. I utilize household materials in my experiments, so implementing my methods is inexpensive."

In addition to having written a



Jane Hoffman, author, uses her science books and enthusiasm to train educators and interest students in science.

series of lively science books, making media appearances, and consulting. Irvine, California-based Hoffman shares her basic techniques on the national level by conducting a variety of in-service workshops for school districts. In the workshops educators spend most of their time doing fun hands-on experiments themselves with Hoffman at the helm.

Jan Artley, Coordinator of Science for the Midland School District in Midland, Texas, sought out Hoffman to provide an in-service for teachers of grades four through sixth this past August.

"The Midland District has deliberately down played text learning of science," Artley says. "We have encouraged hands-on techniques. This, in conjunction with glowing recommendations from other school districts, made Jane Hoffman the perfect selection to meet our needs."

Meeting needs and filling gaps seem to be two of the things that Hoffman does extremely well.

"Jane Hoffman's ability to adapt workshops to specific needs coupled with her wide range of experience and high interest levels for our teachers is why we selected her," says Fern Sheldon.

Sheldon, Curriculum Specialist for the Rowland Unified School District in Rowland Heights, California, utilized the services of Hoffman for the district's Summer Institute in July. Attended by 42 elementary teachers and five administrators, the Institute was a comprehensive two-week program focusing on the theme of energy.

"The Summer Institute was extremely intensive. The first week consisted of 25 hours of pure training for teachers, which included detailed information relative to the state of California's educational direction.

"The second week included peer counseling with students in the morning and additional training in the afternoon," Sheldon says. She continues "Jane Hoffman really provided an exhilarating culmination to the Institute by her presenting five hours of hands-on demonstrations in the area of physical science. She performed approximately between 50 and 60 experiments for us! She is very knowledgeable in content and flexible in providing new ideas."

If nothing less, Hoffman's techniques have illuminated the fact that learning is a process.

According to Jerry Johnson, "It is important for our teachers to utilize the expertise of Jane Hoffman to assist in raising the district's standardized science scores. Furthermore, we want our teachers to become naturally inclined to teach science since, in reality, they do not receive this type of specialized training as rule of thumb."

Johnson, Supervisor of Instruction for the Milan Special School District in Milan, Tennessee, continues "Our teachers who attended Jane Hoffman's two, six-hour in-service workshops last August continue to implement the techniques they learned in their everyday lessons. It is clear that students grasp concepts much more easily by using hands-on techniques."

There's a great deal to be said for the force of energy, Hoffman's own special breed of energy, that is. She gets excited about science, the teachers get excited about science, and ultimately the students get excited too.

This excitement is perhaps Hoffman's personal trademark - a hook, if you will. Can you yourself recall how much classroom science instruction you truthfully absorbed, but more-over, enjoyed, in your own educational experience? Chances are that unless your teachers had their own personal trademarks or "hooks," you probably looked at the entire subject as not only somewhat dry, but intimidating too.

Hoffman has successfully broken down the barrier between science and learning. She actually makes the discipline easy to conceptualize and fun to learn.

Fern Sheldon says "Everyone who attended Jane Hoffman's workshop left with a good feeling. The teachers actually got excited about science and walked away confident, knowing that they could effectively pass on what they'd learned to their students. Jane Hoffman is a dynamic personality who makes science real for teachers. The excitement she brings carries over to the classroom."

It's not a simple feat to educationally captivate and stimulate children. According to Jan Artley, "It's tough teaching today. Jane Hoffman reinfus-



Hoffman's work is duly acknowledged by the National Science Foundation as a unique teaching resource.

es teachers with energy and excitement. She's like a shot of adrenaline!"

So, just what lies ahead for this fireball of kinetic energy? Hoffman has been invited to be a presenter at the Michigan State Science Association Meeting this February in Detroit. She says she'd ideally like to write more books and expand her in-services.

Hoffman says, "Teaching kids not to be intimidated by science is crucial. The first step is getting teachers excited about and turned on to the subject. It's a process that, if successfully implemented, can result in a wonderful thing, that is, our country's students not only liking science, but excelling at it too!" ■

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We Interview
the Backyard Scientist

#16

PHD Interviews The Backyard Scientist

Jane Hoffman has made science exciting for thousands of kids. Here's how she does it.

For over 15 years Jane Hoffman has been wowing and educating audiences with her science demonstrations, teaching scientific principles as *The Backyard Scientist*. Her books and presentations have helped thousands of homeschoolers see that teaching science need not be difficult or intimidating.

We caught up with Jane at home and asked her to share her thoughts on several questions of interest to teaching parents.

PRACTICAL HOMESCHOOLING:

How did you first become interested in helping people teach science to their kids?

Jane Hoffman: Actually, it was through my son. When Jason was very little, he started doing experiments on his own, such as mixing up sugar and water. I watched him and I could see how much he was thinking and concentrating. I had always felt science was important, but I really didn't know that much about science at the time. I soon started helping Jason with scientific experiments. We would try to figure things out. The more we did experiments, the more I realized that this was wonderful for a small child.

So I started offering hands-on classes at the different parks and recreation centers in my area. In those days I only taught four- and six-year-olds (because I didn't want to be intimidated by older kids!). Within a very short time, *Backyard Scientist* was in 14 cities in Orange County. That was in 1980.

PHS: So *Backyard Scientist* started as a series of presentations?

JH: Yes. You know, many cities offer community classes in karate, and art, and drama; I offered one on science. I just presented my class idea to the city leaders and they loved it. It became everybody's favorite class, and soon it was in 14 cities in Orange County here in California.

PHS: So how did you decide upon the name, "The Backyard Scientist"?

JH: You know, one of the first things I was asked was, "What do you want to call this class?" I never sat down and thought about what I wanted to call my presentation, but the name "Backyard Scientist" just came to me. To this day I don't know how I thought of it!

PHS: How did you get the idea to produce hands-on science books?

JH: People actually saw that these kids knew what they were doing, even doing upper-elementary and junior-high experiments at this young age. Word spread, and *Hour Magazine*, the television show hosted by Gary Collins, wanted to do a story about *The Backyard Scientist*. So they came and filmed one of my classes. As a result of the show, I received over 10,000 letters from people who were just amazed, and everyone asked if I had a book. So in 1982 I wrote my first book. I probably never would have written one had it not been for the overwhelming response to the show.

PHS: How has the way science is taught changed since you began *The Backyard Scientist*?

JH: Well, I've always done hands-on science. But in 1980, I was battling with the educators, because at that time there was very little science taught in the early grades. Typically, students would start science in the fourth or fifth grade; and much of the science was taught out of textbooks—you would read a chapter, read the questions at the end of the chapter, then you would look back through the chapter to find the bold-printed word which would be the answer to the question. My question to everybody was, "How much do you really remember from reading a textbook?"

Science in the public schools consisted of having children memorize big, scientific words that the average Ph.D. scientist wouldn't know. This really turns kids off. Children would also learn accomplishments of famous scientists, which was good, but did not learn about the impact of the discoveries or understand them, which was bad.

I later started teaching older kids, fourth through sixth grade, too. These kids would walk in and say,



Jane Hoffman and her husband, Arnold, demonstrating their popular "girl in the bubble" experiment at the 1996 Minnesota Association of Christian Home Educators state convention where they were the keynote speakers. The "wand" is a hula hoop, the hoop's handle is PVC sprinkler pipe (a straight section, an elbow, and a "T"), with a metal hose clamp used to attach it to the hula hoop. The pool is a plastic wading pool, and Jane is standing on a step stool so her feet aren't in the solution. All the parts together, including the pool, cost about \$12 and can be used again and again.

established." Evans traced the evolution of the idea of freedom of religion at the time of the founding of America to its current judicial interpretation as freedom from religion in all public venues.

Tuesday, November 26

The final day of the conference featured concurrent sessions dealing with a few of the most common questions pertaining to the issue of educational separation: repealing compulsory attendance, losing America's "melting pot" schools, education for the poor, and the issue of private vs. government-funded vouchers.

Joseph Sobran, a syndicated columnist, delivered the morning's televised speech, "The Monstrosity of the Teacher-State." Sobran gave evidence of the increased reverence for and dependence upon the state in our society—the belief that every problem has a political solution. Sobran reminded the audience, "Expecting the state to improve your

condition is like expecting a tiger to pull your plow. It won't work for very long."

The final event of the conference was a luncheon presentation of the Alexis de Tocqueville Award for the Advancement of Educational Freedom to William Bentley Ball. Ball, a constitutional lawyer and the author of *Mere Creatures of the State?*, is a longtime defender of educational and religious freedom. Restricted to his home because of poor health, Mr. Ball accepted the award and conveyed his appreciation by telephone.

What it Means to This Homeschooler

I returned from the conference tired and stimulated. Seldom have I encountered in one place so many thoughtful and thought-provoking people. As Cathy Duffy said, "The conference started at a high intellectual level and went up from there!" Discussion wasn't limited to the planned conference sessions, but spilled over into conversations at meals and in

the hospitality room that ran well into the night as speakers, panelists and conference participants affirmed or challenged one another's ideas. I enjoyed the opportunity to put faces and personalities with names that were already known to me from homeschooling and conservative publications and from the Sepschool discussions on the Internet mailing list.

My own thinking about separation has been clarified, having heard several of the speakers articulately defend convictions I've long held about the role of parents and their responsibility for their children's education. The implementation of separation is a highly complex issue, with many strands to be untangled before our children's generation will be able to experience true educational freedom. On the other hand, I've realized that at its heart the foundation of separation is a simple idea. Rights stem from responsibility. Until we assume fully our responsibility as parents, without expecting financial or political reward or advantage for doing so, we will never experience the blessings of educational liberty. PHD

Proclamation for the Separation of School and State

Whereas more and more children are failing to grow into responsible competent, caring adults, and whereas parents have both the responsibility and the right to provide for an education for their children, and whereas independent schooling served Americans well from the 1620s to the 1840s, it is time to consider a return to the educational freedom from which the American Republic was born.

Reform Cannot Fix Government-run Schools

A "common school system"—even if it is well funded and staffed with talented, caring teachers—cannot address the differing hopes Americans hold for their children.

In fact, government-run schools have divided communities into factions contending for control of school boards, textbooks, and teaching methods. When the strongest factions use schools to shape attitudes or control the content of children's minds, a society declines.

How can young people build an academic foundation, a sense of purpose, and respect for teachers and parents in the

midst of this turmoil? "Reform" of state schooling is not enough.

The Solution to the Education Crisis

To solve the education crisis, we need only copy America's experience with religious diversity. Americans enjoy a high degree of religious harmony today because an earlier generation undid government compulsion in church funding and attendance.

Therefore, in a pluralistic society, we must undo government compulsion in school funding and attendance. Then we can preserve our diversity, restore parental responsibility, and enable students and teachers to flourish in an environment of educational freedom.

By my signature below,
I proclaim publicly that I favor the Separation of School and State.

X _____

If you'd like to sign this petition, or a photocopy, return it to
Separation of School and State Alliance, 4578 North First Street, #310, Fresno, CA 93726

"I hate science." When I would ask why, they would tell me that they didn't know what they're doing; they just read about it in a book. The schools just would not hear of doing hands-on science.

But the homeschoolers I saw *would* do hands-on experiments. This is what they were excited about. The homeschoolers saw that this was the way to teach science.

But there are now a lot more homeschoolers than there were back then, and unfortunately much of the homeschool curriculum is still behind the time in hands-on activities. Every curriculum publisher also has a science curriculum, so when people buy their English and their history they also buy the science portion, thinking it's best to buy it all from one source. I have received thousands of phone calls over the past 10 years from homeschooling parents who have invested a lot of money in science curriculum but have become frustrated with it. So the parents give up and concentrate on teaching activities in the more comfortable areas of literature and history. While these subjects are important, our children need a balanced education; especially as the world becomes more and more technical.

PHS: How does the United States compare to other countries in the area of science instruction?

JH: Across the United States in most of the major newspapers you will perennially read the headline, *U.S. Still Lags in Math and Science*. As recently as May, the *Los Angeles Times* ran an article called "America's Failing Grade in Science." Another article which recently appeared in the *Times* cites that only 25 percent of American adults get passing grades in a recent science survey. According to this national survey of 2,006 adults, did you know that only 9 percent knew what a molecule was? And only 21 percent could define DNA? But even more fundamentally, less than half of those surveyed knew that the earth orbits the sun annually, and only 5 percent could give a scientific explanation of acid rain.

Similar studies show that only a small segment of the population have a strong grasp of basic scientific ideas. When compared to other industrial

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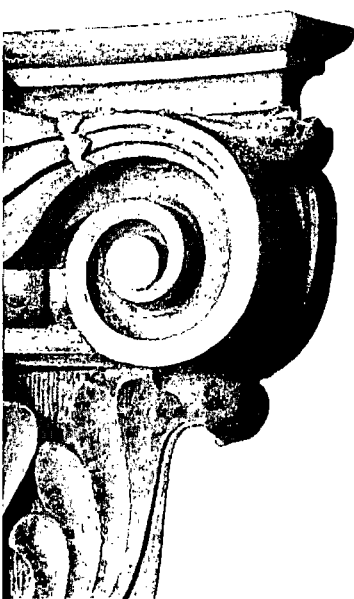
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countries, our students always rank near the bottom of the list. Students in some third-world countries even scored better than U.S. students. This is a real wake-up call.

PHS: How should science instruction differ among the elementary, junior-high, and high-school levels?

JH: I have been asked this question thousands of times. And people do not know the right answer. Hands-on science education should begin in preschool, because capturing a child's interest in this important subject at the earliest stages is essential to his acceptance of science as a fascinating and integral part of our daily lives. It is very hard to take a child at the sixth or seventh grade level and suddenly turn them into great science students. That's what happens when school districts start teaching science in the fourth through sixth grade. A few years ago the schools realized that very few great scientists were coming out of the United States anymore, so they recognized that science should start earlier.



*Jane Hoffman and Matthew Duffy
(son of Cathy Duffy) studying the
properties of dry ice.*

Also, lots of hands-on science experiments should be incorporated into the curriculum of children five to eight years old. These are the years when this age group of children learn to study, reason, and cooperate. This age group needs to be kept moving, touching, and exploring. It's disastrous if parents put their five- to eight-year-olds at their desks like they do in school sometimes. Children in this age group are like sponges, absorbing everything.

In the early grades, science should be taught using only hands-on teaching methods with a good hands-on science book as a guide. The experiments in the book should be easy, fun, have clear and complete instructions, and provide explanations and information about *why*, *how*, and *what*. This is important, because if the parent doesn't know the answer, the child's questions can be quickly answered. Often these questions will develop into new ideas for hands-on investigations.

Others have realized this in recent years. In the February 25, 1991, issue of *Newsweek* it says, "The science classroom, at least through junior-high school, should be a hands-on exploration of the universe," "Textbooks that are daunting and boring should be burned," and "Science can be shared without jargon and complex mathematics." Parents need to hear that *it's okay not to use a textbook*.

If children have acquired a good knowledge of all the concepts in science through early hands-on science instruction, high-school science will be more understandable. They're not learning

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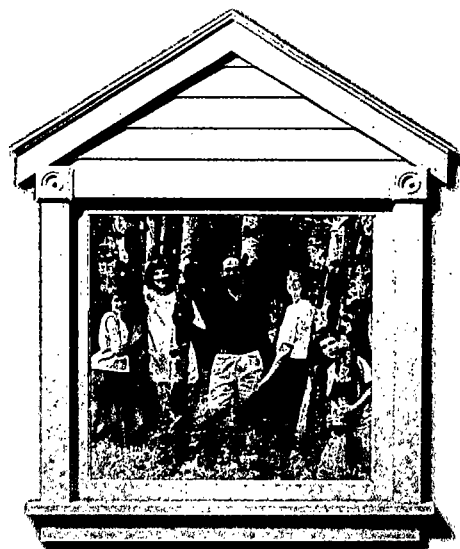
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new concepts, just learning the same concepts again in more detail. If they have no basic background it is very frustrating and hard for them, which is why so many students don't take science in high school and college.

College-bound students should take three or four years of high-school science, including life science, earth science, chemistry, and physics. Algebra II and trigonometry are the prerequisite or concurrent mathematics requirements for taking chemistry and physics. So many parents think they can just go pick up a chemistry book when their kid's in high school and just do experiments, thinking that this is fulfilling the requirements. But they really can't explain what they're doing.

PHS: What is the fundamental importance of good science instruction?

JH: Science teaches children to look at the world in different ways, enhancing their critical thinking. Science will teach children the scientific method of questioning, observing, and predicting, which can be applied to other subjects children

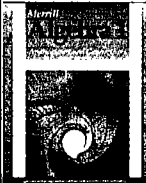
will study and can be used in virtually any career our children decide to pursue.

As children are experimenting, you can actually see them thinking and asking questions. Science is concerned with all of nature, medicine, technology; it can prepare students for decisions they must make as adults. *Science is a living adventure, not a thing.* It allows young children to explore and better understand the natural world in which they function. It is important that parents maintain and nurture the natural curiosity children are born with.

For example, my son Jason, who is now 25, had a very strong science education. You'd think he would go into the sciences, right? Wrong. When he started at UCLA, his major course of study was business economics. He has since graduated and is now in law school. We can see how science gave him the ability to think logically, ask questions, and predict outcomes. In law school it's the same way. I've seen how it has helped him tremendously, though he is not even pursuing a science career.

continued on page 72

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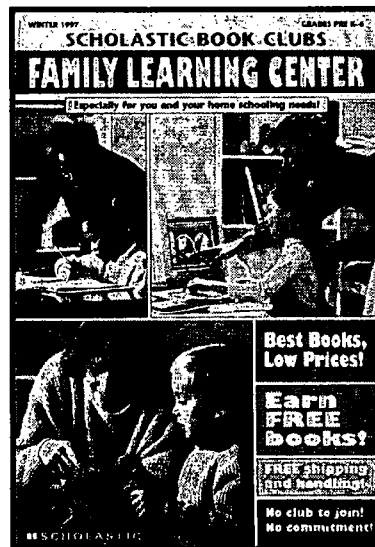
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Don't push kids into abstract models too quickly

By Bob Hazen



Bob Hazen is a proud father of two sons who are homeschooled mostly by his wife, Sarah. He has taught math in the St. Paul, Minnesota, public schools since 1988, and is on the adjunct faculty at Augsburg College. He was director of the Chelsea Project, in which algebra, calculus, music, and manipulatives were used to teach math to regular first grade students in a traditional school setting. Since 1995, he and Sarah have operated the Summer Algebra Institute for Kids (for grades 1–4), the goal of which is to use music and hands-on algebra to turn students on to math.

What is mathematics? How can we teach it more effectively? To answer these questions, let's first examine an analogy: What is money? How do we teach about money effectively?

The dollar sign (\$) is a symbol of money in the United States. But the \$ symbol itself is not money—money is something “behind” or “beyond” the \$ symbol. The \$ symbol is just one model of money. It is a symbol (just like numerals and signs), and symbols are considered Abstract models. There are several other models of money—such as coins, bills, or certain amounts of goods (one dollar's worth of cheese), time (one dollar's worth of tutoring), or services (one dollar's worth of babysitting). This variety of other models makes the Abstract model of the \$ symbol more sensible, meaningful, and memorable. Note also that these other models are more interesting and motivating to children than just the \$ symbol. As children gain experience “translating” from coins to goods to bills to time to symbols, this exposure occurs in highly connected and sensible ways that make it easier to work *eventually* with just the Abstract \$ symbol alone.

If we want our children to work fluently with the Abstract models of money, we don't give them endless problems using the \$ symbol. We provide them regular practice “translating” between the many models of money, because money is more than just a symbol.

Multiple Mathematical Models

Likewise, mathematics is not merely the Abstract model of written symbols like $2 + 7$, $\sin 90^\circ$, or $\div$. There are quite a few models available—besides the traditional Abstract written symbols—to represent math facts, concepts, and procedures. The most common and important mathematical models are:

- * The Real model: physical, real-world objects, such as five rabbits, or five pencils.
- * The Musical model: the skip counting notions (discussed in a previous article).
- * The Verbal model: the spoken word “five.”
- * The Concrete model: math manipulatives, such as an actual, physical arithmetic rod of 5 units (like Cuisenaire rods or Mortensen Math pieces).
- * The Pictorial model: sketches, diagrams, and pictures.
□□□□□ or ☺☺☺☺☺ are Pictorial models of 5.
- * The Abstract model: the traditional symbols of math, including the numerals 0 to 9, signs such as $+$ and $\div$, and other symbols such as π and $\sqrt{}$. The Abstract model for the number of apples above is the symbol “5”.
- * The Written model: the written word “five” (distinct from the spoken word “five”).

Some key action words for each model would be: Real $\rightleftharpoons$ hold; Musical $\rightleftharpoons$ sing; Verbal $\rightleftharpoons$ say; Concrete $\rightleftharpoons$ build; Pictorial $\rightleftharpoons$ draw; Abstract $\rightleftharpoons$ write or see (symbols); Written $\rightleftharpoons$ write (words).

Teaching Translations

If we want our children to work fluently with the symbols of mathematics, we should not give them voluminous paperwork that deals primarily with just the Abstract model (as many math programs do), with a few pictures here and there and a token use of manipulatives. A far more effective approach is to provide children substantial experience with all the learning models along with numerous “translations” between those models. This approach engages more of the many senses God provided—and then connects them in a cohesive way.

Here are just a few examples of the many possible translations between mod-

INTERVIEW continued from page 27

If you can think better, it's going to help you with anything you go into. You are going to see things differently and you are going to be better at it because you've got that scientific mind. That's why science is so important to anything you can do in your life.

PHS: What is the reason for some parents' and students' fear of science?

JH: Some parents think that science is one area in which they shouldn't be homeschooling, but it's important for parents to know that professional teachers are also afraid of teaching science. Why? As they came up through the school system, they were taught science using the wrong methods. They grew to dislike it because it was boring, and they didn't get a good foundation in science.

Also, half of our population are women, and they were thought less capable of learning math and science. To a lesser extent today, more emphasis is still placed on boys learning science than girls. However, I am finding that more homeschool girls than public school girls are interested in science, which is exciting.

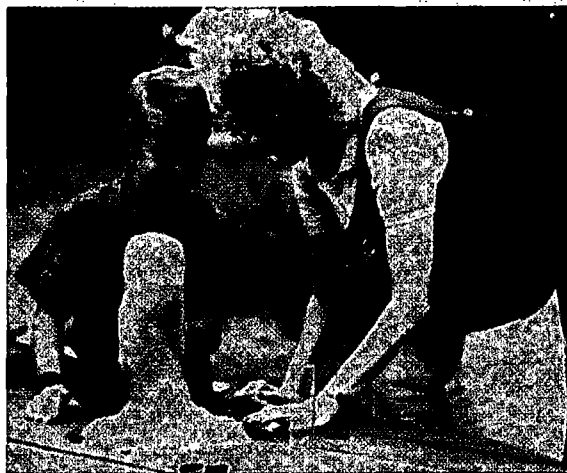
A student's fear of science often stems from a parent who says, "I didn't like science either," or, "Science was so hard for me. I never understood it." Right away a negative image is established. A lot of this fear also comes from older siblings who were taught the wrong way in the very beginning. This is especially true of families whose older kids started in the public school, then the parents decided to homeschool when they had their younger children, withdrawing their older ones who had already learned science the wrong way.

PHS: What are some of the main things that parents and students can do to overcome this fear?

JH: They can be supportive and positive, and participate in the learning process. A lot of parents are telling me that they're learning science along with their students; they are now really excit-

ed and can see what science does. Another thing parents can do is reorganize the school schedule to make science just as important a part of the curriculum as English, literature, and history—which are often more comfortable subjects to teach—instead of scheduling science "if we have the time." Right now science is almost an afterthought to many.

PHS: Can there be too much emphasis on the "fun" part of science?



Excitement bubbles over as Jane and Matthew observe a chemical reaction.

JH: Yes, there can be, but not in the early grades. Science in the early grades *should* be fun. Don't be afraid for it to be fun. With simple explanations, the strong understanding of basic scientific concepts can be developed during this time. The kids in the early grades can go back and do experiments over and over again. It's fun for them; they want to. They'll do an experiment one week, maybe when they're in kindergarten, and I tell parents to go back and do those same experiments again when they are in the second grade because they're going to see them differently.

When students approach high school, they will need to learn these same concepts again in much greater detail. You need to learn a little bit more and introduce a textbook instead of having all hands-on work. It is in high school where a lot of the mathematics they are learning now will be applied to their science.

This is not to say you can't have fun in upper-level science. For example, in Jason's college physics class an assignment was given for which large pieces of

construction paper and thin pieces of wood had to be made into a vessel that would hold the student long enough to paddle across the pool. You never saw anything so funny in your entire life when the vessels and the students hit the water. They were having a ball. Yet it was a good lesson in mathematics, materials, strength, buoyancy, problem-solving, and imagination.

PHS: Is there too little emphasis placed on the role of mathematics in science?

JH: Mathematics and the sciences do go hand-in-hand. They should be emphasized equally in the high-school curriculum. Students can learn how to use a timer, measure something, make charts, and compare results; all this is simple math which they need to know, and this is a great way to learn it. By actually doing an experiment and making a chart, children can determine the results. Kids will usually never do this unless something is really interesting. This does teach math along with science, and it is not difficult.

PHS: What is the easiest and most difficult aspect of teaching science?

JH: The most difficult part of teaching science is making the commitment; making the decision to start. I hear over and over again from parents who feel fearful and inadequate, but parents need to realize they are not alone. Other parents have the same problem as they do. There is a perception that you have to do all these difficult things when teaching. *People are so hung up on complication.* But one of the main reasons why our science is lacking is because we've made it too hard at the elementary school level. There need not be anything difficult about teaching science. *It is only the perception that makes it hard.*

*For more information about Jane Hoffman and her award-winning **Backyard Scientist** series of hands-on science books, science kits, and teaching guide, write to Backyard Scientist, PO Box 16966, Irvine, CA 92623, or send email to Backyardsci@aol.com.*

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Continued from page 6

Things Not Seen V. Things To See & Do

In the junior-high and high-school years, secular biology and physical science courses follow an evolutionary molecule-to-man sequence. Again, individual plants and animals are neglected, and cell biology and genetics are given overwhelming importance. In other words, you'll spend most of your time studying what you can't see (unless you have a *really* high-powered microscope) and what nobody has ever seen (evolution). A few "careers" sidebars are typically thrown in, but students are given no real opportunity to see people doing serious science, so science appears to be a set of unrelated problems and memorization with no applications to anything the student can understand.

How can we balance the microscopic outlook of most science courses? A one-year study of the history of science, or at

least weaving it into the curriculum as Fritz Hinrichs suggests, would make science a lot more meaningful for this age group. Nature walks, zoo excursions, museum outings, and field trips to areas like national parks, the seashore, the mountains, and the desert are also wonderful for getting children literally *into* nature. A factory trip is a chance to experience physics in operation by observing how machines work—including friction, velocity, momentum, and the interactions of gears. Chemistry-related outings include a visit to a police lab or a local chemical company. Any of these trips might spark the interest that leads to a future career

Much remains to be done to make science education scientific once again, not the least of which is training children to have initiative. Today's science consists largely of government- and university-funded people studying tiny slivers of the real world or even substituting mathematical modeling for any interaction with the real world. Ours is an age in danger of losing the big picture—of

not seeing the trees while we concentrate on the forest. The requirement of belief in evolution in order to get a science degree in most institutions is another major stumbling block. But I have hope every time I look at a bright-eyed home-schooled child (otherwise known as "He or She Who Asks Endless Questions"). A love of truth and a need for answers... this is how a scientific renaissance are born!



The Living Art of Discovery

Book series author practices what she preaches

by Paul Doherty, Ph.D.
physicist/teacher at the San Francisco Exploratorium



Jane Hoffman, above, is not only "the backyard scientist," but she is also a teacher and writer. She has written a series of four books entitled *Backyard Scientist*, which invite you to join her in becoming a scientist.

Originally designed for children of elementary school age, the books were soon enthusiastically accepted by parents or educators as they join children in an exploration of the world of science.

I find it stimulating to work at the *Exploratorium* in San Francisco, CA, a science museum that invites visitors to explore science by using exhibits.

Jane Hoffman has achieved a similar satisfaction with her series of books. Anyone can enjoy building the experiments described in her publication, and have even more fun using her experiments to explore science.

When I was a child, I liked to perform experiments with materials from the house. At the *Exploratorium* I am still performing experiments, which may mean that I'm still a child at heart. My parents bought me books of suggested experiments, but many times these experiments did not work. Adults around me didn't know enough about science to figure out what was needed to be done to make them work. Frustrated, I became a scientist so I could figure out such problems for myself.

I remember reading a recipe which uses vinegar to turn an egg rubbery, but the recipe forgot to mention that it would take two weeks of soaking!

What I needed as a child was a series of simple-to-understand hands-on science books. In Hoffman's version of this classic experiment, she mentions the time needed

to perform the experiment, lists the materials you need, explains the procedure, suggests questions to ask while you perform the experiment, and suggests an explanation for what happens.

Ms. Hoffman is a regular visitor and lecturer at the museum, bringing with her not only the latest experiments in her books, but also a refreshing excitement for science that is contagious.

For example, as she talks about one of her books, *Backyard Scientist Series Two*, she describes an experiment which uses a 9-volt battery to bleach the color out of blue ink dissolved in salt water. This is an interesting experiment which involves a lot of science; electricity, color, chemistry and more. Children are surprised to learn that an electric current has a visible effect.

During her lectures to children and parents, Hoffman often requests audience participation as she takes them step-by-step through such a procedure. "Science becomes real and exciting," explains one jubilant third grader.

At the *Exploratorium*, we build exhibits and then put them out on the floor of the museum to see how people react and play with them. We learn by watching our visitors; Jane learns by watching children; teachers learn by watching students; and children learn from observing teachers.

Adults besieged with questions from students will appreciate the readable discussions of some of the ideas of science touched on in each experiment in the Hoffman science series. Professional scientists may be critical of some fine details, but they would be missing the point of the series, which is to encourage exploration and thought.

Learn science by doing science

Discussions in the book series provoke thought and suggest ways of thinking about observations, in the same manner that a professional scientist might think about observations. And, at the *Exploratorium*, we also believe that the way you learn science is by doing science.

There is a proliferation of fine hands-on science products available for educators. With proper research, teachers can locate and explore many products to inform and stimulate students to learn science.

Jane Hoffman's books are just one example of the refreshing sources of experiments that can challenge young minds and enhance any elementary curriculum. **CIRCLE # 650 FOR MORE INFORMATION**

"I believe that science should come first."

Jane Hoffman



Education Today: Your background was not initially in science education. So how did you get started?

Jane Hoffman: My son was interested in science at an early age, so I went to the library to get books on experiments we could do. There wasn't very much available, and the needed materials were impossible to find. So we started coming up with our own ideas.

At that time I was also teaching a course for the city on cooking with children. I suggested teaching a course in doing science experiments with kids, which I titled *The Backyard Scientist*. It soon became so popular that it was offered by 14 cities in Orange County. I began to train others to teach the courses. As a result, I was hired as a school consultant in the county and began to train elementary-school teachers in hands-on science techniques.

ET: What is a child's typical introduction to science in school?

Hoffman: It's changing now, but certainly when I began back in 1980, there was little early science education. Students would start science in 4th or 5th grade by using textbooks and reading rather than doing science.

Even now when I work with teachers, they tell me they never received hands-on training in their college methods classes. When they discover how easy it is, they return to their classes eager to get the students involved with experiments.

ET: You presented at last year's National Association for the Education of Young Children's annual conference, so you

The Backyard Scientist

Jane Hoffman, an enthusiastic writer and science lecturer, has written six award-winning books and trains adults to use hands-on methods to teach science. ET Editor-in-Chief Lynn McBrien spoke with her about turning kids and adults on to science.



obviously believe in teaching science to preschoolers.

Hoffman: I believe that science should come first, even before reading and math. Exploring, mixing, putting things together all help a child learn how to think clearly and sequentially. These are skills they need to read and work with numbers. They also increase their vocabulary as they learn science concepts. I find that preschool teachers are always looking for new and creative activities, in part because they can't have their students sitting and reading for long time periods.

ET: What do you recommend that parents look for in good school science programs?

Hoffman: Hands-on science, of course,

but that's hard to find. Schools are trying, but hands-on science takes time, and teachers need support from administrators in order to create an effective school-wide science program. Some schools are doing just that. For instance, I recently returned from doing teacher workshops in Baltimore. That district is committed to making science education a priority. For it to work, the schools must allow time and money for professional development.

Parents need to supplement school science learning by providing hands-on opportunities at home too.

ET: So what do you say to the busy working parent who is already short on time?

Hoffman: I talk to lots of skeptical parents. The biggest hurdle is just getting them to try that first experiment with their child. Once they do, they discover they are having fun too, and they will want to do more. Besides, all parents spend some time with their kids; they might as well choose a constructive and fun activity to do together. The experiments I recommend in my books are easy and require materials that you already have in the house or can purchase at the local department store. And once a child gets started, he or she can usually do more without constant adult participation.

To order one of Hoffman's *Backyard Scientist* books (\$9.74 each) or a science kit (\$12.50 each), or to receive information on her teacher in-service workshops for your school, call 714/551-2392.

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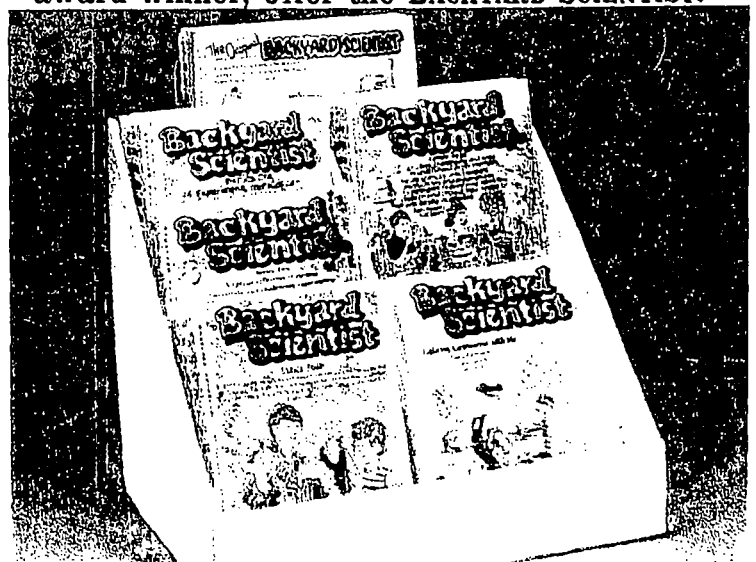
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Jane Hoffman, The Backyard Scientist!!! "Jane has developed the resources and materials that bridge the gap between knowledge and the learning process by featuring hands-on experience of scientific principles using everyday items that children might find around their homes."

Home School Digest

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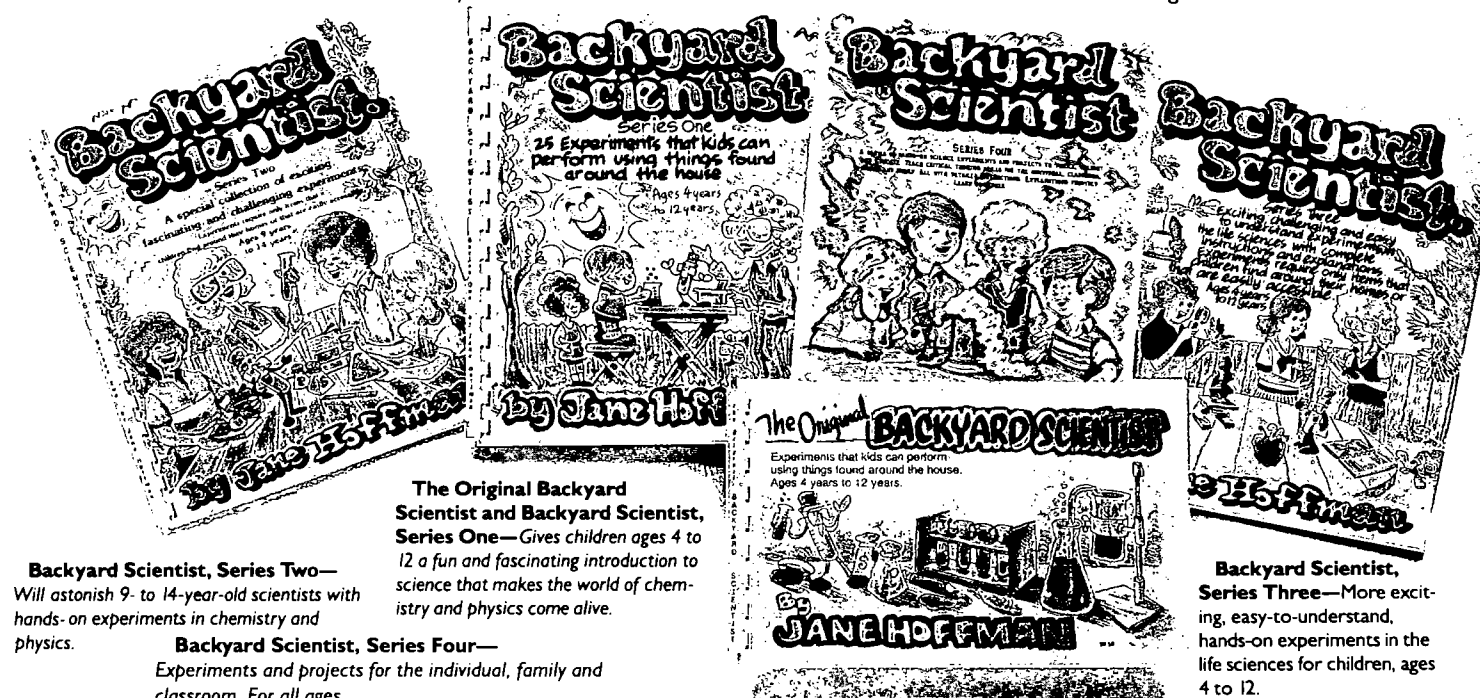
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"My mom is a teacher and thinks this book is the greatest."

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"I loved The Original Backyard Scientist. I like things I hadn't thought of doing by myself."

Chris—Age 6½

"I love The Backyard Scientist books. They are so great."

Thomas—Age 7

"I loved the Case of the Mystery Lights because we could do it quickly by ourselves."

Michael—Age 9

"I tried your experiments with my students and they went wild with excitement."

First-Grade Teacher, Illinois

"I just want to let you know how much we enjoy your book. As a mother of eight, I really appreciate the clear instructions that allow a child to work independently, from collecting materials through the questions that foster creative thinking and deductive reasoning. I'm waiting to see your next book."

**Jan Vreeland,
Waukesha, Wisconsin**

"We really enjoyed The Original Backyard Scientist. It's a great book!"

**Mrs. Jones,
Home Schooling Mom**

SEE BACK FOR ORDERING INFORMATION

Jane Hoffman's work is recognized by the National Science Foundation as a unique teaching resource. Her books are used by home, private and public schools as a curriculum resource. All The Backyard Scientist books have received the Award of Merit from "Curriculum Product News" magazine. Besides writing books and articles and working as a science curriculum consultant to public and private schools, Jane is also a much sought-after speaker for home-schooling conventions, T.V. and radio appearances, science fairs and teachers' conventions.



Look What People Are Saying About Jane Hoffman's "The Backyard Scientist"

"For the easiest and most enjoyable approach to science experiments, I recommend (The Backyard Scientist) by Jane Hoffman."

Mary Pride, The Teaching Home

"Her goal (is) to see the public school system adopt an ongoing, daily, hands-on science curriculum. No one can say that Jane Hoffman isn't doing her part to try to achieve this aim."

Nita Kurmins Gilson, The Christian Science Monitor

"(Hoffman's) own curiosity and energy are a large part of the appeal of The Backyard Scientist. 'I love watching the kids learn, watching them begin to think critically,' she says. 'I believe that science makes a difference in the way a child learns.'"

The Chicago Tribune

"Anyone who can read, or get an assistant to read, can have fun building the experiments described in The

Backyard Scientist series and then have even more fun using (Hoffman's) experiments to explore science."

Paul Doherty, Ph.D., Physicist/Teacher

"Jane Hoffman's contributions to early science education have been duly acknowledged by the National Science Foundation. Hoffman says its simply because the books are easy to understand."

Tracy Childs The Irvine World News

"What makes these experiments special is their hands-on nature. A firm believer that science makes a difference in how a child learns, Hoffman encourages kids to think for themselves, to ask questions and to observe the world around them."

Science Books & Films

"Jane Hoffman's Backyard Scientist books provide many opportunities for moving, touching, exploring, extending and relating. The activities kindle intellectual engagement."

Juanita Polston, First-Grade Teacher

"Intended for children ages 9-14, the collection of challenging experiments creates learning experiences to stimulate curiosity for science. Students learn how a jet plane gets the power to fly and what it takes to make a pin float in the air.

Diagrams illustrate the procedure, and questions lead the children through the observation process to the solution to each experiment. The

experiments require only items that students can find around their homes or that are easily accessible. All of the experiments have been pre-tested extensively with groups of children."

Curriculum Product News

"I believe that you have many of the answers to our problems with science education in the early grades."

Mary Kohleman, National Science Foundation, Washington, D.C.

"Jane Hoffman's two delightful and highly popular books, The Original Backyard Scientist and Backyard Scientist, Series One, are easy to read, and easy to look at, too, thanks to the many way-out illustrations by Lanny Ostroff. The experiments themselves? Well, they're all sorts of wonderful-magnetic balloons, soap-powered boats, and on and on.

There are a lot of good reasons why you should order the books, but if you need another one, just remember you're doing it for a worthy cause—your students."

Teaching K-8



"Jane Hoffman is a great interview. She's animated and articulate. Days after her feature aired, we were still getting calls at the station from people who wanted to order her books."

Brad Barton, KRLD NewsPlus

"Your recent interview on our Morning Edition program was outstanding. Your Backyard Scientist series drew plenty of interest and calls from our listeners."

Frank Anthony, Morning Edition Producer, Radio Station WDHA

"Popcorn, ice cubes and string are among the materials used in her experiments... most of which the children conduct themselves. But the main ingredient is the enthusiasm that Jane generates in the fledgling scientists."

Women's Day Magazine

"... (Backyard Scientist series) is the best" hands-on "experience a young reader can help him or herself to."

Children's Bookwatch

"As a teacher, I truly appreciated your book. It was well organized and easy to follow. The experience with a variety of scientific concepts has sparked further interest in several areas with many of the students. They have asked for more!"

Amy Korenak, Resource Teacher

"Jane Hoffman is back with yet another collection of experiments designed to stimulate and excite the young learner. Jane's fourth book, Backyard Scientist, Series Three, focuses on the life sciences. Young experimenters will learn how their



"By introducing them to science early and by showing them that it can be fun, the intimidation that is often felt by students regarding science, chemistry and physics can be greatly reduced."

Home School Digest

lungs, muscles and vocal cords operate, what reflex actions are, what is in soil and much more. Questions are included to help develop critical thinking skills. And of course, each

experiment is accompanied by a full explanation."

Home Education Magazine

"Hoffman prefaces her looseleaf collection with good advice such as: 'Always work with an adult' and 'Never taste anything you are experimenting with' (unless specifically instructed to do so). Experiments include practice in growing mold and splitting the atom. Just kidding about the last, though Hoffman does include an experiment using a drop of oil that simulates the effect of atomic fission."

Michael Dirda, The Washington Post



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P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[007a]

Thank you
(Items
for return)

February 19, 1997

Hillary Rodham Clinton, First Lady
White House
Washington, D.C.

Dear Mrs. Clinton:

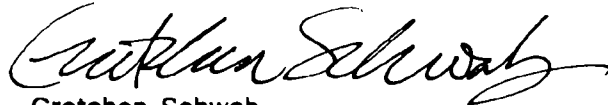
Your article, "Comfort and Joy," in Time's February 3 issue, was warm and inspiring. Since it embodied much of what we try to communicate through Even Start, a family literacy program, I made copies of your article and passed them on to my GED students.

Enclosed you will find transparencies of a series of paintings that depicts children reading and incorporates good children's literature. One, with a quote from Tomie dePaola (used by permission), and not included, received an Honorable Mention. Magda and The Velveteen Rabbit has been selected to be part of a show in Agora Gallery in New York City later this fall. The Courage Inside Us On The Road To Oz was a commissioned piece for a Dallas library. All have been well received by the art community as well as children, educators and general public. My original intention was to have them used as posters in libraries; then I thought of stamps (wouldn't it be great if every time we licked a stamp we were reminded to read to our children!). If you haven't already chosen artwork to be used at the spring White House conference referred to in your article, and again in the President's State of the Union Address, I invite you to use one or all of the enclosed images. I believe they will, if subliminally, inspire children to pick up a good book and read.

You may keep the slides if you think you may have future use of them. Otherwise, a self-addressed envelope has been enclosed for your convenience.

Thank you for the direction you are providing professionals and their respective organizations to greater involvement in this vital area of America's future.

Respectfully yours,



Gretchen Schwab
Educator and Artist

Enclosure

Gretchen Schwab

P6/(b)(6)

Arlington, TX 76011

P6/(b)(6)

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
007b. envelope	ExpressMail, Gretchen Schwab to FLOTUS (partial) (1 page)	02/20/1997	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15633

FOLDER TITLE:

[Early Childhood Development Conference Correspondence [1]

2012-1035-S
kc978

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]
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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.

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The sender has requested notification upon delivery.
Immediately upon receipt, please telephone:

Name: Gretchen Schwab

Tel. No. P6/(b)(6)



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75006
FEB 19 1997
AMOUNT

\$10.75

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EXPRESS MAIL

UNITED STATES POSTAL SERVICE

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EXPRESS MAIL NEXT DAY SERVICE



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Initials of Receiving Clerk	Weight lbs.	
ACCEPTANCE	☐ International Country Code	
☐ Next Day Delivery or ☐ Second Day Delivery		
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DELIVERY WAS ATTEMPTED	Date: M. D. Y.	Time: A.M. P.M.
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ADDRESSEE'S COPY

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Hillary Clinton

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007c. envelope	postage paid return, Gretchen Schwab (partial) (1 page)	nd	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15633

FOLDER TITLE:

[Early Childhood Development Conference Correspondence] [1]

2012-1035-S
kc978

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

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[007c]



Photos

Gretchen Schwab

P6/(b)(6)

Arlington, TX 76011

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
007d. envelope	postage paid return (reverse), Gretchen Schwab (partial) (1 page)	nd	P6/b(6)

COLLECTION:

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First Lady's Office
Domestic Policy Council (Nicole Rabner)
OA/Box Number: 15633

FOLDER TITLE:

[Early Childhood Development Conference Correspondence] [1]

2012-1035-S
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[007d]

Gretchen Schwab

P6/(b)(6)

Arlington, TX 76011

Photos



Clinton Library Transfer Form

Case #, if applicable	2012-1035-S	Accession #		
Collection/Record Group	Clinton Presidential Records	Series/Staff Name	Domestic Policy Council	
Subgroup/Office of Origin	First Lady's Office	Subseries	Rabner, Nicole	
Folder Title	Early Childhood Development Conference	OA Number	15633	Box Number
Description of Item(s)	Four color slides sent by Gretchen Schwab to FLOTUS re artwork for the Early Childhood Development Conference			

Donor Information				
Last Name:	First Name:	Middle Name:	Title:	
Affiliation:	Phone (Wk):	Phone (Hm):		
Street:	City:	State (or Country):	Zip:	

Transferred to:	Audio/Visual Department
Other (Specify):	

Transferred by:	Kim Coryat
Transfer Point	During Processing

Date of Tranfer	9/26/2012
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Case #, if applicable	2012-1035-S	Accession #		
Collection/Record Group	Clinton Presidential Records	Series/Staff Name	Domestic Policy Council	
Subgroup/Office of Origin	First Lady's Office	Subseries	Rabner, Nicole	
Folder Title	Early Childhood Development Conference	OA Number	15633	Box Number
Description of Item(s)	Four color slides sent by Gretchen Schwab to FLOTUS re artwork for the Early Childhood Development Conference. Stored in AV regular storage on 12-5-4-5			

Donor Information

Last Name:		First Name:		Middle Name:		Title:	
Affiliation:		Phone (Wk):		Phone (Hm):			
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Transferred by:	Kim Coryat
Transfer Point	During Processing

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PHOTOCOPY
PRESERVATION

National Adoption Month, 1996

By the President of the United States of America

A Proclamation

Thousands of American children have never known what it is like to belong to a family—to grow up with the comfort and security that most of us take for granted. They are children whose parents, for a variety of reasons, are unable or unwilling to care for them. Instead, these children often find themselves drifting from home to home in foster care. They live every day without mothers or fathers to guide them, nurture them, and tell them that they are special.

Adoption is a commonsense solution that places children in permanent homes with parents who will offer them love and security. National Adoption Month is a time for all Americans to reflect on the rewards of joining children who need families with adults who seek the responsibilities and joys of parenthood. This month is an opportunity to celebrate family, especially families formed by adoptions.

Our Nation has no greater responsibility than to ensure that every child has the chance to live up to his or her God-given potential. We can help meet that challenge by identifying a permanent, loving family for every child waiting in the foster care system.

Among the approximately 86,000 children who will await adoption within the next few years are tens of thousands with special needs. Many of these, through no fault of their own, wait years for adoption. Yet when these children are accepted into loving family environments, they can bring the same joy, affection, and love to their adoptive families as other children bring.

In recent years, we have made important strides in encouraging parents to adopt. I have signed legislation to help facilitate adoptions by prohibiting discrimination based on race or ethnicity in placement decisions, increasing the recruitment of adoptive parents, and providing a tax credit to families who adopt children.

Much remains to be done, however. As a Nation, we must continue to work to remove obstacles to adoption, to recruit new adoptive families, to offer financial incentives for placements, and to provide support to parents adopting children with special needs. Nothing should stand in the way of providing every boy and girl in America the permanent, loving home each of them deserves. Children are, after all, our country's most precious resource and our most important responsibility.

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim November 1996 as National Adoption Month. I urge the people of the United States to observe this month with appropriate activities and programs and to participate in efforts to find permanent homes for waiting children.

IN WITNESS WHEREOF, I have hereunto set my hand this twenty-ninth day of October, in the year of our Lord nineteen hundred and ninety-six, and of the Independence of the United States of America the two hundred and twenty-first.

William J. Clinton

[Sunday, May 28, 1995]

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PRESERVATION

CLINTON LIBRARY PHOTOCOPY

PARADISE

's military men and women are better
ed and more skilled than ever before—but...

THEY'RE FIGHTING TO STAY ABOVE THE POVERTY LINE

REPORT BY AL SANTOLI



INSIDE: Why We Need To Read To Our Children

In a dynamic program, working adults spend lunch hours helping kids learn to love reading.

When You Read To A Child, Everybody Wins

THE IDEA IS stunningly simple: Get adults—office workers, police officers, hospital personnel and corporate executives—to read to children one-on-one during their lunch hours. Each adult is paired with a child. Together they explore the world that books open up.

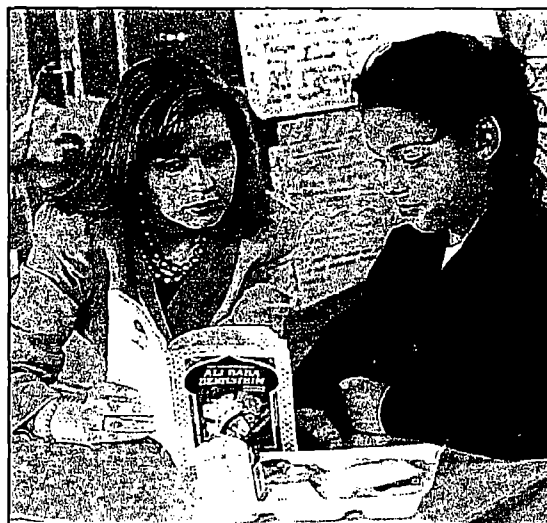
That's what Arthur Tannenbaum, a New York executive, imagined when he created Everybody Wins in 1989, a little more than a year before he retired. Now

he wants to spread the idea across the country. He has started by bringing his program to the nation's capital and getting some U.S. Senators to sign up.

"We need to nurture and teach children," says Tannenbaum, 64. "It's a community job that should involve more than schools and teachers. I want to make it easy for people to get involved."

This is how Everybody Wins works: Each adult volunteer spends one school lunch hour a week with an individual child, reading for pleasure from good children's literature. The schedule is arranged and monitored by a school coordinator who is hired and paid by Everybody Wins. The coordinator usually has at least one child attending the same school. "It's important to have parents involved," says Tannenbaum. "We don't want to put more burdens on the school." Parents, companies or the school can initiate the program by contacting Everybody Wins.

The readers and children come from varied backgrounds. "We have hospital workers from the city working with kids in poor communities, and we have stockbrokers from the suburbs read-



Once a week, Millie Guzman volunteers to read with Crystal, 9, during lunch hour at her school.

ing with kids from the city," says Tannenbaum. The children are in grades one to six.

There are 14 participating schools with Everybody Wins programs. Eight are in New York City, five are in Connecticut, and Everybody Wins recently came to Washington, D.C., as well. Sens. James Jeffords (R., Vt.), chairman of the Senate subcommittee on education, Paul Simon (D., Ill.) and Paul Wellstone (D., Minn.), as well as about 100 Senate staff members, began the program in March at Brent Elementary School, just blocks from the Capitol. The Senators and Capitol Hill staff members are spending one day a week eating lunch with and reading to the children, just as volunteers do in other cities. One difference: Each Senator has been paired with another volunteer to guarantee that a child always has a reading partner—even when travel schedules keep the lawmakers away.

Helen Seelig is the school coordinator at P.S. 59 in New York City, where her two children were students. "We have 120 volunteers for 320 students in this school already," she said. "Even-

B Y C O L I N G R E E R

tually, we want each child to have an adult reading partner. Our children need people to reach out to them."

Arthur Tannenbaum grew up in New York City and attended its public schools. For most of his working life, he was a businessman in a textile company. During the 1980s, Tannenbaum recalls, he read report after report in the press about how our nation's schools were failing. At the same time, he also read about how much a close relationship with a caring adult could help children to learn. "With big classes, that's not always so easy," he says. "We can't afford to wait until there is enough money to have individualized instruction in the classroom. I looked around for what I could do to make things better, and I started from where I was in my corporate office near a public school."

For many years, studies have shown that children make more rapid progress in reading and language skills when they're read to by adults—especially their parents—at any early age. An international team of researchers, which analyzed many of the earlier studies, recently confirmed that conclusion in the *Review of Educational Research*.

In 1991, Tannenbaum retired and devoted himself to building Everybody Wins. Today, the program has about 1000 volunteers. "Recruiting volunteers is the easiest part of operating the program," he says. "Raising the money is the hard part. The corporations generally support their volunteers, but that doesn't cover all of our costs."

But he adds, "The costs are really minimal when you think of what's coming out of this. About \$250 a year covers the cost of the coordinator, mailing and telephone. We ask companies to cover \$250 for each participating employee, but we raise some money from foundations and individuals to cover the costs of our partnerships with city agencies and nonprofits." Volunteers come from more than 40 companies, including Bear Stearns, Colgate-Palmolive, DuPont, MasterCard, as well as hospitals and the New York City police.

The police department joined last year. "In many schools, children come from neighborhoods where the police and the community have quite antagonistic relationships," says Tannenbaum. "I began to think: What if police officers take one lunch hour a week and read to a child? If we begin to build strong relationships at a very early age, wouldn't the result be important for the police and the community? Even parents

might find their relationship with the police changing as they do the job of coordinating the program at the local school."

Detective Richard Baudin at New York City Police Headquarters agrees. "I can do a better job if I can connect to these youngsters early on," he says. "I'd much rather read to them than arrest them."

The Everybody Wins volunteers don't try to teach youngsters *how* to read. They share in the reading, though Tannenbaum says the greatest benefits are realized when adults read to the children. "The whole point," he insists, "is to get kids interested in reading. All the books tell you that, but we don't do it enough. Once the interest is there, wonderful things begin to happen."

Wonderful things seem to happen both to the child and the adult readers. "I grew up in the South Bronx," says Millie Guzman, who is 30 and works in the mortgage capital department at Bear Stearns in New York. She volunteers at P.S. 116 in the city. "I had a role model who really made a difference in my life,

and I want to do the same for my reading partner, Crystal. I don't like to hear people complain about schools not working. I want to get in there and try to help." Millie is excited about her relationship with Crystal, 9. "In the summer, she wrote me a beautiful letter telling me how much she missed me and, believe it or not, how much she missed school. Even her mother called to thank me for becoming so special in Crystal's life."

"This isn't my typical lunch," says Marco Golding—27, tall and well-dressed—who works at Colgate-Palmolive in New York and volunteers at a public school nearby. "I didn't realize that my world there could be connected to the world here. I think that educating our children is a real responsibility for all of us. People in the corporate community can do a lot if they only step out from behind their desks."

"So many of my students are developing a positive respect for reading books and for themselves," says Riba Signorile, a sixth-grade teacher at P.S. 116. About 75 of her students have participated in the program in the last five years.

"When people reach out to one another, something is there that wasn't there before," says Tannenbaum. "Then, if you can use that something to help provide needed encouragement for learning, you're doing quite a lot. We're making a lot happen without a lot of bureaucracy and expense. This idea is turning people on, getting kids interested in reading and renewing people's trust in each other."

In the next year, Tannenbaum expects to start Everybody Wins programs in Illinois, Vermont, Minnesota, New Jersey and Hawaii. "I'd like to see the program be as familiar in communities as burger joints and convenience stores," he says. "The design is so simple that anyone can do it."

He pitches his idea to companies like a combination visionary and accountant: The product is sound, the cost is reasonable, and the results are terrific. And executives have been quick to see the program's value. Some companies in the New York area are talking about encouraging people in their offices in other states to sign up.

"We don't ask a lot," says Arthur Tannenbaum. "We ask what can be given without too much trouble. But we ask what is important. That's what makes it work." ■

For more information, write: Everybody Wins, Dept. P, 165 E. 56th St., New York, N.Y. 10022.

Wishing WELL
preschool

4317 Avenue D, Brooklyn, N.Y. 11203 --- (718) 451-1800

Fax (718) 451-2028
An Early Intervention Program

February 14, 1997

President William J. Clinton
The White House
1600 Pennsylvania Avenue, NW
Washington, D.C. 20502

Dr. Elaine Pasternack
Director

Audrey Powerstein
Principal

Mr. President:

It was truly exciting to hear your State of the Union Speech especially in the area of education.

As educators for over 25 years we have seen the downgrading of our schools and lack of emphasis on superlative educational standards. What a misuse of our greatest natural resources - our children.

Your comments were encouraging, especially in the area of preschool education an area that should be an entitlement for all our youngsters.

We have been trailblazers in this field, leaving the security of the public school system to open our own school and have had exhilarating accomplishments. We have included some press releases that tell of some of our positive events.

We are excited by your proposals and ready to roll up our sleeves, share our expertise and suggest activities with you and your other panel members.

Would you review our resumes and consider us as educators of early childhood to participate? Thank you for your consideration.

Very respectfully yours,

Dr. Elaine Pasternack

Dr. Elaine Pasternack
Director

Audrey Powerstein

Audrey Powerstein
Principal

EP/AP:iks

cc: Mrs. Hilary Rodham Clinton
Mrs. Tipper Gore

C:\WP51\DOCS\CLINTON.LTR

Welcome to Education for Learning with Love

DR. ELAINE PASTERNAK

Director - Wishing WELL Preschool

4317 Avenue D • Brooklyn, New York 11203 • Telephone: 718 451 - 1800 • Facsimile: 718 451 - 2028

OBJECTIVE

Request to participate in

- 1). White House Conference on Early Learning convened by Mrs. Hillary Rodham Clinton and President William Clinton.
- 2). Annual Family Conference hosted by Vice President, Al Gore and Mrs. Tipper Gore.

PROFESSIONAL EXPERIENCE

- ▶ Founder and Co-director of ten year old preschool for special education enrolling 200 children yearly. Our program has a reputation for delivering quality services. Many superlative initiatives were conceived and delivered as result of staff and administrative collaborations.
- ▶ Special education coordinator for 13 years with New York City public school where many innovative exciting programs were developed.
- ▶ Special education teacher of early childhood population in New York City public schools.
- ▶ Kindergarten - First grade teacher - 4 years in New Jersey Public schools.
- ▶ Officer of New York City Coalition for Children with Special Needs - a group that represents 85 preschools in New York City, and advocates to retain and deliver services to this population.
- ▶ Adjunct professor at Pace University, School of Education in Special Education.
- ▶ Speaker at seminars at State College of New Jersey, Pace University and with elected officials meetings on topic of Early Childhood Education.

EDUCATION

Doctorate in Special Education, Teachers College, Columbia University.

Sixth Year Certificate in Administrative and Supervision, Brooklyn College

Masters - Early Childhood Education, Teachers College, Columbia University

Bachelor of Arts - Kindergarten - Primary Education, State Teachers College, Trenton, New Jersey.

CERTIFICATION

Supervisor and Administrator New York State,

Special Education Teacher New York State

Principal - New York City

Teacher, New York City - Kindergarten through Grades 6

AUDREY POWERSTEIN

Principal - Wishing WELL Preschool

4317 Avenue D • Brooklyn, New York 11203 • Telephone: 718 451 - 1800 • Facsimile: 718 451 2028

OBJECTIVE

Request to participate in

- 1). White House Conference on Early Learning convened by Mrs. Hillary Rodham Clinton and President William Clinton.
- 2). Annual Family Conference hosted by Vice President, Al Gore and Mrs. Tipper Gore.

PROFESSIONAL EXPERIENCE

- ◆ TEACHER - ELEMENTARY SCHOOLS
NEW YORK CITY BOARD OF EDUCATION
- ◆ GUIDANCE COUNSELOR - NEW YORK CITY PUBLIC SCHOOL
- ◆ ASSISTANT PRINCIPAL
NEW YORK CITY PUBLIC SCHOOL
- ◆ MEMBER PROFESSIONAL ORGANIZATIONS

NEW YORK CITY COALITION FOR CHILDREN WITH SPECIAL NEEDS
COUNCIL FOR EXCEPTIONAL CHILDREN

EDUCATION

Sixth year graduate degree in Administration and Supervision
MA Guidance
Bachelor of Arts - Elementary Education

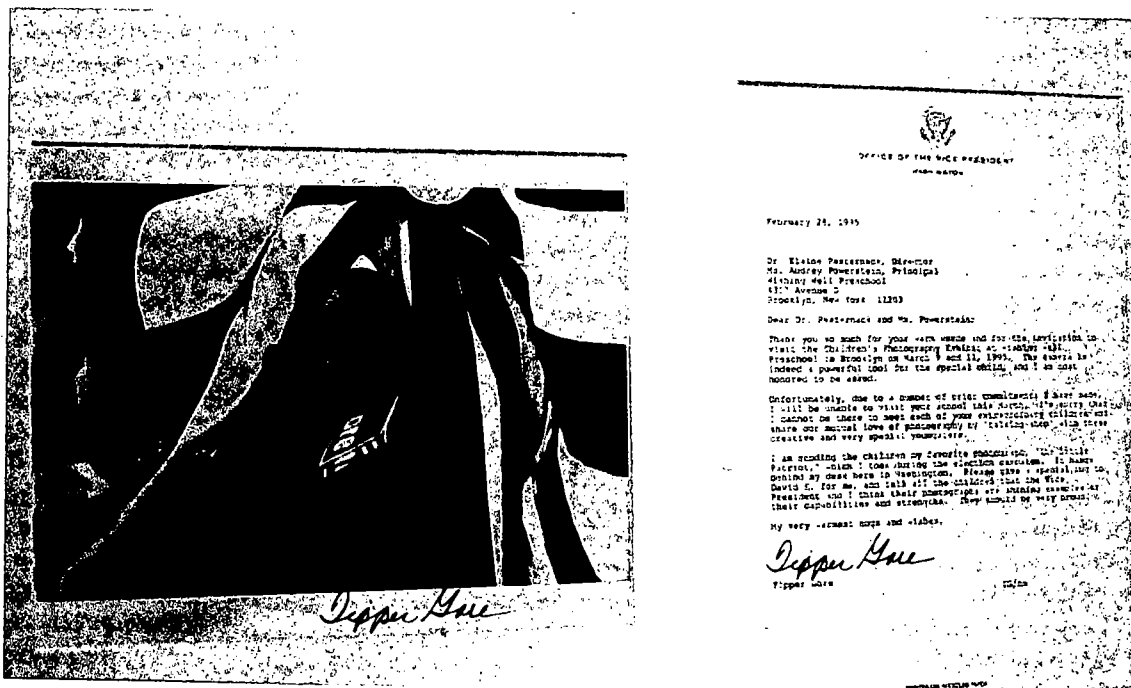
CERTIFICATION

New York State School District Administrator
Principal, New York City Board of Education
Guidance Counselor New York State

MILESTONES



**Proud moment Wishing WELL photos on display at
The Russell Senate Office Building**



Response from Mrs. Tipper Gore to our 1995 Graduation Invitation

ACCESS to OSERS

Vol. II, No. 2

OCTOBER 20, 1995

PHOTO EXHIBIT ON DISPLAY IN ROOM 3065



We are pleased to inform all staff that an exhibit of photographs taken by children with developmental disabilities who attend **Wishing Well Preschool in Brooklyn, New York**, is currently on display in the Gloria White Conference Room, 3065 Switzer. These photographs, taken by the students themselves, depict what is important to them and how they view their world. To create the exhibit, entitled "Through My Eyes," one group of preschoolers took cameras home, while other students took photographs at school and in the surrounding neighborhood. Each child made his or her own decision concerning the subject matter of the photograph taken. The exhibit, comprised of 31 sensitive and moving photographs, documents these children's instinctual responses. Technical style was not the primary goal; it was deemed most important to exhibit the actual works of these children, respecting and valuing their artistic expressions.

Wishing Well Preschool, which participates in the Section 619 Preschool formula grant program funded out of OSEP, opened its doors in November

1986, and has since been effectively serving the needs of preschoolers with developmental delays. The school's co-founders are Dr. Elaine Pasternack and Audrey Powerstein, career educators who lived out a dream with the inception of the school. Young children are referred to the Wishing Well Preschool program because of suspected delays in development; all students receive complete evaluations to determine the specific areas in need of remediation. An integrated curriculum provides activities that relate to the four areas of growth and development: social-emotional, language, cognitive and physical. The program is facilitated through an interdisciplinary team approach that is geared to meeting the individual abilities of the whole child.

The exhibit will be on loan to OSERS through mid-November, so please stop by 3065 and take a peek; you'll be glad you did! If you have any questions regarding the exhibit, please contact Mary Winkler in the Executive Office; she can be reached at 205-8435.

CALLING ALL STAFF

- WHAT:** An OSERS *ALL STAFF MEETING*. The topics will include a discussion of OSERS Reengineering: Where We Are Today; and the kick-off of the 1995 OSERS Combined Federal Campaign.
- WHEN:** Wednesday, November 1
11:00 a.m. to 1:00 p.m.
- WHERE:** The Great Hall
Hubert H. Humphrey Building

Neighborhoods

Phone items to (718) 237-5028
• Fax (718) 793-6422
• e-mail nynewsdy@panix.com

Don't Miss This Special Exhibit

By Andrea Braverman

AN EXHIBIT OF PHOTOS taken by 3-year-olds is in itself unusual. But when these children are developmentally delayed, it becomes extra special.

The Michael Rosenfeld Gallery at 24 W. 57th St. is showing "Through My Eyes," a photography exhibit by the children of the Flatbush-based Wishing Well Preschool, through Saturday.

The school runs a federally funded early intervention program aimed at remediating children into mainstream kindergarten classes through educational and therapeutic means.

"I'm overwhelmed by the talent of the youngsters and the dedication of the adults affiliated with the Wishing Well," said Halle Harrisburg, director of the gallery.

The Wishing Well, co-founded by Elaine Pasternack and Audrey Powerstein, started 8 years ago with eight children.

It has grown to accommodate 200 and has about a 60-percent success rate, where its graduates are deemed age-appropriate.

The directors credit the program's success to a mo-

3-year-olds' photos displayed at gallery

tivated, caring staff and a transdisciplinary approach. This philosophy treats the whole child through a combination of speech, occupational and physical therapies and counseling. "It's a process that is done every day. It involves nurturance, structure and a clear focus on meeting each child's individual needs," Pasternack said.

Many of these children come from chaotic homes where parents aren't able to provide a sense of security. "We envisioned and created a classroom that is a safe place for children to grow and improve or overcome their deficits," Powerstein said.

The images in the photographs range from haunting to playful.

The common thread is the emotion they display, unusual for such young children, most of whom have extreme difficulty even communicating.

Some photos are shot in the class with friends as subjects. Some seem to be self-portraits, with askew

images of innocent eyes trailing off the bottom of the frame.

Others capture the streets of Flatbush, with all the raw energy, despair and confusion of this tough urban interior.

"I wish I could take photographs like these. They penetrate," said Judith Crawford, art teacher at The Wishing Well, who conceived the project.

The goals of the project were to improve the children's motor skills, ability to work together and ability to understand directions. However, they gained much more.

The response to the photos and the exhibit has given them the acknowledgement that they can do something wonderful and worthwhile.

In conjunction with the exhibit, the gallery is hosting a free symposium for educators and therapists called "How to Reach Children in Creative Ways." It will take place tomorrow, from 6 to 8 p.m. Reservations are required; call (212) 247-0082.

There is no fee for evaluation at the Wishing Well, and, if accepted, school services include door-to-door transportation. For tuition charges and more information, call (718) 451-1800. ■

Andrea Braverman is a free-lance writer.

The Michael Rosenfeld Gallery, 24 W. 57th St., is showing "Through My Eyes," photography by the children of the Flatbush-based Wishing Well Preschool, through Saturday. Included are photos by, from left, Hasinie Jelanie Watson, Denny Shaw and Lisa Gray.





To "Wishing Well" and staff "thanks for giving
my child and many children the tools to dream
because I can now dream. Thank again. June Rayson
(Mother)

Please include a recent picture of our graduate if possible



Child's Name Latoya A. CRAWFORD

Year Graduated 1992

Present School PS 380 @ K811

Do you have a fond memory of Wishing WELL that you could share with us.

I thank God for the wonderful staff
at Wishing Well for all the hard work and
effort that they gave to Latoya from the time
she entered the school at seven months. When
she left there was a big difference in her life. Wishing
Well gave her that BIG PUSH you will always
have a place in my heart. Thank you again with
ALL my Love ms BACKman
see you soon

Please include a recent picture of our graduate if possible



Child's Name Sybil St. Hilaire

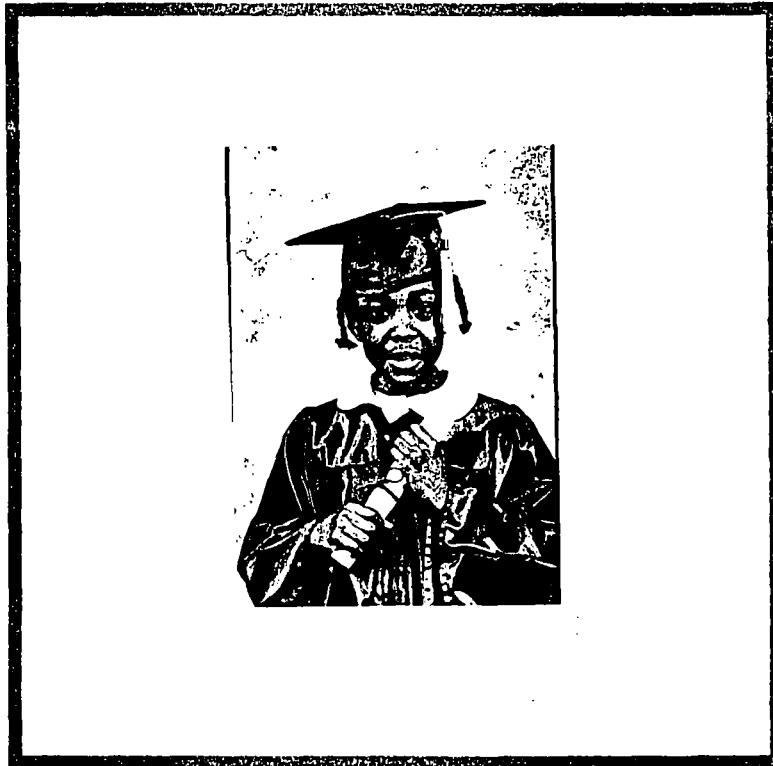
Year Graduated 94

Present School PS 198

Do you have a fond memory of Wishing WELL that you could share with us.

I am still enjoying the Benefit of the
Knowledge acquired From "Wishing Well".

Please include a recent picture of our graduate if possible



Child's Name Joy Ashley Burton

Year Graduated 1995

Present School St. John's Elementary School

Do you have a fond memory of Wishing WELL that you could share with us.

Joy will not forget all the
attention and love she received from
the teachers and staff of wishing well

Thank you!
B. Burton

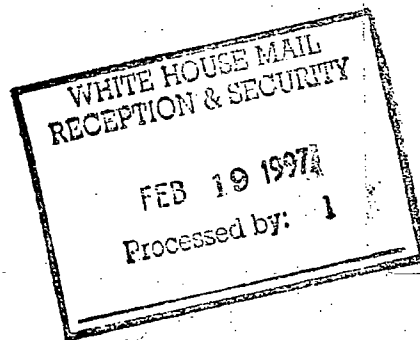
Wishing Well PreSchool Inc.

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Brooklyn, NY 11203

Leanne Johnson

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John Hancock Child Care Center



Child Care

November 1990

Supplement

JH Enters Child Care World

When the doors open to John Hancock's new Child Care Center the week after Thanksgiving, John Hancock will join some 200 corporations and 600 hospitals that have set up child care centers on or near their premises.

The center, located on the first and second floors of the Stuart building adjacent to the post office, will operate from 7:00 a.m. to 6:00 p.m., five days a week. Sixty-seven children are enrolled now, and an additional 14 will begin using the center in January 1991. The ultimate capacity of the Center will be 200 children.

"A typical child in day care in this country will spend 10,000 hours in day care before that child goes to school. Ten thousand hours is a very long time to be in one place for a little person and as we built this center, staffed it and put our policies and procedures into place, we tried to remember that statistic," says David D'Alessandro, president of the Corporate Sector and chairman of the Child Care Implementation Task Force.

Home office and subsidiary employees in the Boston area are eligible to use the center, provided they are the legal parent, legal guardian or foster parent of the child—or the spouse of any of these.

Employees will be invited to view the center in early November. A list of scheduled times will be distributed in the near future.

The Stuart building was chosen because it is convenient to all Hancock's home office buildings,



unique feature for a downtown location.

"After all the research and planning, it's a pleasure to see the John Hancock child care center project come to fruition," says Hancock

1990," David says. "The development, design and operation of the John Hancock child care center are consistent with corporate objectives."

"To remain competitive in the

center is one way to do that," says Stephen Brown, Hancock's president & chief operations officer.

"The work force is changing, and to remain competitive we must change along with it," he says.

"We believe this is a major investment in the future quality and diversity of our work force," David says. "Most relevant, we are convinced that the facility will assure that we can recruit and retain the caliber of workers who will keep us competitive in the marketplace well beyond the year 2000."

During the 1990s, on average 51 out of every 100 job applicants will be women and 34 will be minorities. In the home office, the

has the first and second floor space needed for the infants and toddlers and offers enough open space to house two outside playgrounds, a

Chairman Jim Morton.

"The task force's charge was to make a safe, on-site, high-quality child care center a reality by

industry, employers must increasingly offer benefits to help working parents manage both work and family obligations. The child care

— David D'Alessandro

continued on page two