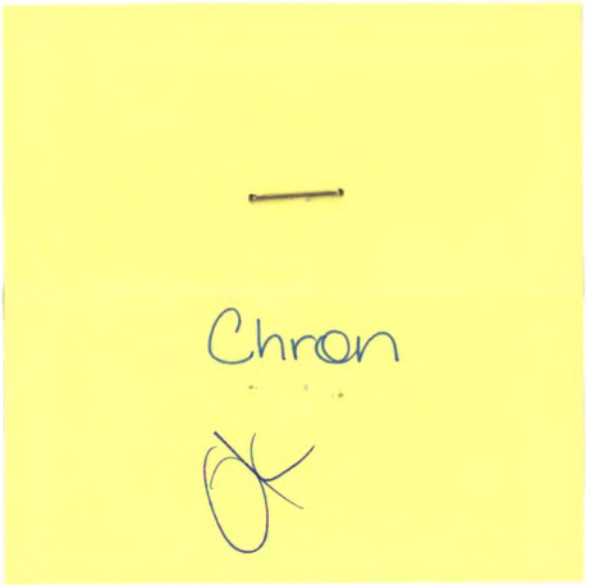
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THE WHITE HOUSE
Washington, DC

OFFICE OF THE STAFF SECRETARY

Fax Transmittal Sheet

To: Neil Comstock

Fax Number: 622-0073 **Telephone Number:**

From: Phil Caplan

Subject: IMF

Date: 7/10/98

Number of Pages (including cover sheet): 3

Message:

(If all pages are not received, please call (202) 456-2702.)

THE WHITE HOUSE

WASHINGTON

Dear Mr. Speaker:

Thank you for your letter concerning the Administration's request for United States participation in the International Monetary Fund's proposed quota increase and New Arrangements to Borrow (NAB). I appreciate your interest in this important matter and hope we will be able to reach a consensus that will permit the House to join the Senate in acting quickly to pass this priority legislation.

I fully appreciate the need to keep Congress and the American public informed about IMF programs and policies. Your letter raises legitimate issues about the need for greater transparency in the IMF and we have been addressing these concerns for some time. In fact, throughout my Administration the United States has been the leading proponent of increased openness at the IMF. The availability to the public -- including via the Internet -- of the Letters of Intent for the recent Asian stabilization programs testifies to the progress resulting from our leadership.

As we continue this active advocacy for enhanced transparency, we are ready to work with you and your colleagues. I have asked the Department of the Treasury to provide your staff with an update on the overall status of our ongoing efforts. In the meantime, I would note that all of the documents mentioned in your letter are already

available, in their entirety, to Members of Congress and designated staff.

I believe the IMF serves clear national economic and strategic interests. Immediate funding of the IMF quota increase and the NAB is needed to protect American workers and American interests. Failure to provide our share of these resources could leave the United States and the world ill-equipped to deal with instability in the global economy. I hope the House will act at the earliest possible opportunity.

Sincerely,

Bill Clinton

The Honorable Newt Gingrich
Speaker of the
House of Representatives
Washington, D.C. 20515-1006

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THE WHITE HOUSE
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EDITORIAL

BY DAVID GERGEN / EDITOR AT LARGE

Protecting kids from guns

Across the country, innovative steps to end schoolyard killings

As the last bullet ricocheted through the latest schoolyard this spring, parents and teachers across the country were feeling helpless against the onslaught of violence that suddenly swept through suburban education. How can you protect innocent children at a time when American households still have more guns than computers and the average child has seen more than 100,000 acts of violence on television by age 12?

Yet, as summer comes, authorities are pointing to a growing number of experimental solutions that are showing promise and could be adopted by other communities before schools reopen this fall. No one claims they will be perfect, but they would surely reduce the carnage of this past year when 70 people were gunned down—22 of them killed—by young teenagers in a spate of copycat killings.

> After carnage, schools begin coping with violence—but parents and Hollywood must also do their part.

Ronald Stephens of the National School Safety Center, associated with Pepperdine University in California, points to a high school in the nearby San Fernando Valley as a model of creativity. There, a dynamic principal (and former reserve deputy sheriff), Robert Kladifko, has introduced a program called WARN—Weapons Are Removed Now—to break the code of silence that teenagers adopt when they hear friends threatening violence. Students from Reseda High run the program, visiting local elementary and middle schools to teach the importance of keeping weapons out and the moral correctness of reporting on those who bring them in.

Crackling excitement. A second initiative at Reseda High is called the Principal's Inner-Ear Council, a group of 30 or so students including known gang members and popular kids commanding respect; they have a direct line to the principal and help him keep order. Kladifko fairly crackles with excitement as he recalls a student recently bringing a butcher knife to school and a council member putting a stop to trouble. The key, he says, is to give students a sense of ownership in their own school.

Elsewhere, some 34 states, led by Florida, North Carolina, Texas, Colorado, and Arizona, are experimenti with the appointment of "school resource officers." T SRO is a law enforcement officer trained to spot and cou sel troubled teenagers, educate others on violence, a arrest those who commit crimes. In the past two years, ported firearm possession has dropped 50 percent North Carolina schools, and principals identified SROs the single most important factor in deterring crime.

Texas is also trying out a law that requires local law e forcement officers to notify school administrators with 24 hours of arresting a student. P vious laws governing juveniles ke these matters secret so that admi istrators often missed warning sig from high-risk kids.

Programs like these should n relieve parents of assuming prima responsibility for the behavior their children. The percentage households with guns is actua down these days, but in homes th do have guns, owners are buildi small arsenals—an average of fi weapons under each roof. No wo der that the schoolyard killers this school year found it easy to get their weapons. Parents who negligen permit a teenager to leave home with a gun should just as legally liable for the consequences as parer who allow teenagers to drink at their home and then k on the highways.

Nor should preventive programs remove the onus fro the entertainment industry. Despite repeated promises the contrary, leaders in that industry continue to po out films and videos hooking people on the notion that olence is just a part of life. They should spend a little tir in Jonesboro and Springfield.

Defenders of the status quo dismiss all these concer arguing—correctly—that the overall crime rate is comi down. What they fail to point out is that the rate of fi arm deaths among children under 15 years of age, i credibly, is still 12 times higher in the United States th in 25 other industrialized nations combined. This scho year brought a flood of copycat killings; now is the tir to begin a new season of copycat solutions.

TO HRC EYES ONLY

BABY TALK

Learning language, researchers are finding, is an astonishing act of brain computation–and it's performed by people too young to tie their shoes

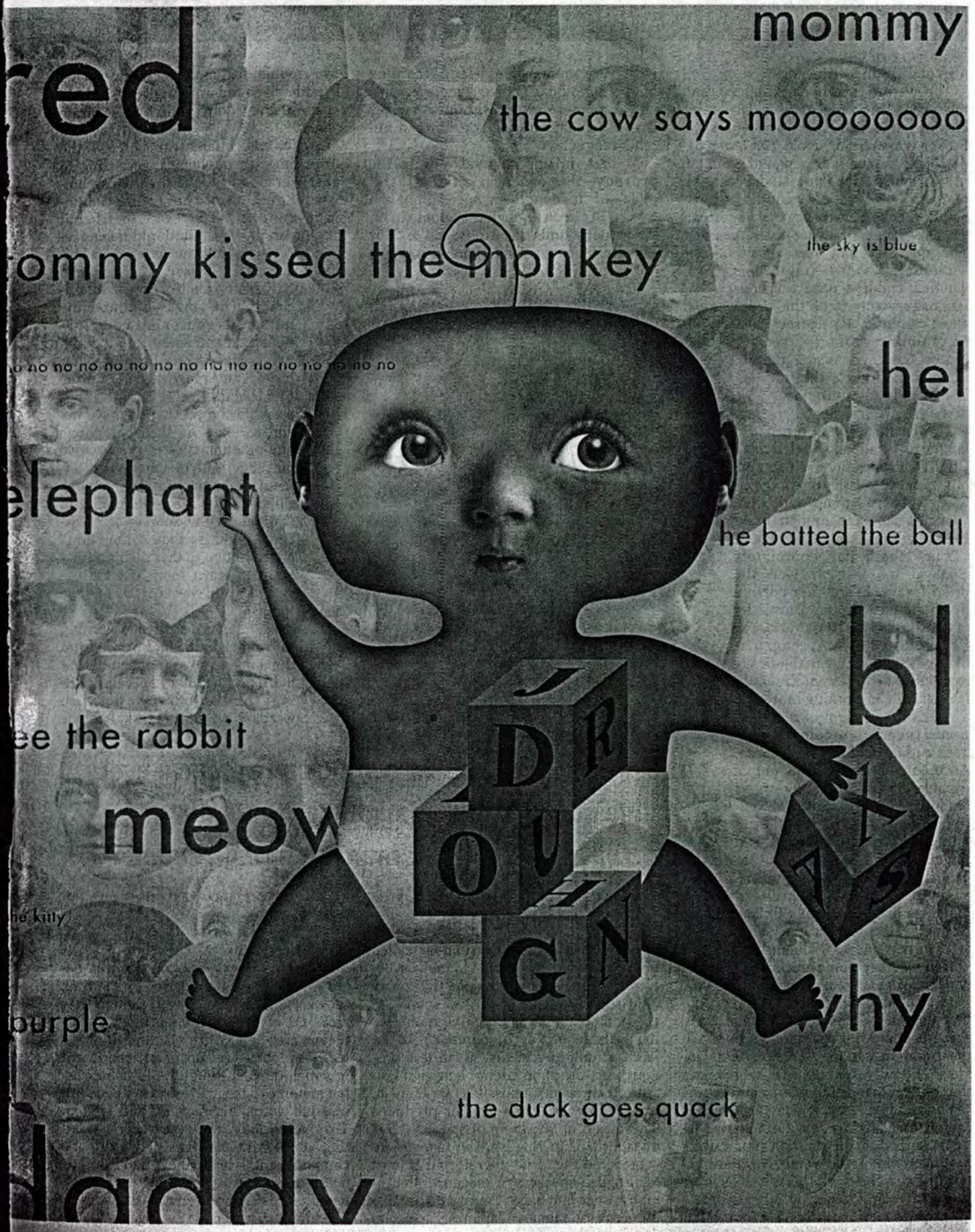
BY SHANNON BROWNLEE

Inside a small, dark booth, 18-month-old Karly Horn sits on her mother Terry's lap. Karly's brown curls bounce each time she turns her head to listen to a woman's recorded voice coming from one side of the booth or the other. "At the bakery, workers will be baking bread," says the voice. Karly turns to her left and listens, her face intent. "On Tuesday morning, the people have going to work," says the voice. Karly turns her head away even before the statement is finished. The lights come on as graduate student Ruth Tincoff opens the door to the booth. She gives the child's curls a pat and says, "Nice work."

Karly and her mother are taking part in an experiment at Johns Hopkins University in Baltimore, run by psycholinguist Peter Jusczyk, who has spent 25 years probing the linguistic skills of children who have not yet begun to talk. Like most toddlers her age, Karly can utter a few dozen words at most and can string together the occasional two-word sentence, like "More juice" and "Up, Mommy." Yet as Jusczyk and his colleagues have found, she can already recognize that a sentence like "the people have going to work" is ungrammatical. By 18 months of age, most toddlers have somehow learned the rule requiring that any verb ending in *-ing* must be preceded by the verb *to be*. "If you had asked me 10 years ago if kids this young could do this," says Jusczyk, "I would have said that's crazy."

Linguists these days are reconsidering a lot of ideas they once considered crazy. Recent findings like Jusczyk's are reshaping the prevailing model of how children acquire language. The dominant theory, put forth by Noam Chomsky, has been that children cannot possibly learn the full rules and structure of languages strictly by imitating what they hear. Instead, nature gives children a head start, wiring them from birth with the ability to acquire their parents' native tongue by fitting what they hear into a preexisting template for the basic structure shared by all languages. (Similarly, kittens are thought to be hard-wired to learn how to hunt.) Language, writes Massachusetts Institute of Technology linguist Steven Pinker, "is a distinct piece of the biological makeup of our brains." Chomsky, a prominent linguist at MIT, hypothesized in the 1950s that children are endowed from birth with "universal grammar," the fundamental rules that are common to all languages, and the ability to apply these rules to the raw material of the speech they hear—without aware-

ILLUSTRATIONS BY JOYCE HASSELBERTH FOR *USN&WR*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daddy

ness of their underlying logic.

The average preschooler can't tell time, but he has already accumulated a vocabulary of thousands of words—plus (as Pinker writes in his book, *The Language Instinct,*) "a tacit knowledge of grammar more sophisticated than the thickest style manual." Within a few months of birth, children have already begun memorizing words without knowing their meaning. The question that has absorbed—and sometimes divided—linguists is whether children need a special language faculty to do this or instead can infer the abstract rules of grammar from the sentences they hear, using the same mental skills that allow them to recognize faces or master arithmetic.

The debate over how much of language is already vested in a child at birth is far from settled, but new linguistic research already is transforming traditional views of how the human brain works and how language evolved. "This debate has completely changed the way we view the brain," says Elissa Newport, a psycholinguist at the University of Rochester in New York. Far from being an orderly, computer-like machine that methodically calculates step by step, the brain is now seen as working more like a beehive, its swarm of interconnected neurons sending signals back and forth at lightning speed. An infant's brain, it turns out, is capable of taking in enormous amounts of information and finding the regular patterns contained within it. Geneticists and linguists recently have begun to challenge the common-sense assumption that intelligence and language are inextricably linked, through research on a rare genetic disorder called Williams syndrome, which can seriously impair cognition while leaving language nearly intact (box, Page 52). Increasingly sophisticated technologies such as magnetic resonance imaging are allowing researchers to watch the brain in action, revealing that language literally sculpts and reorganizes the connections within it as a child grows.

The path leading to language begins even before birth, when a developing fetus is bathed in the muffled sound of its mother's voice in the womb. Newborn babies prefer their mothers' voices over those of their fathers or other women, and researchers recently have found that when very young babies hear a recording of their mothers' native language, they will suck more vigorously on a pacifier than when they hear a recording of another tongue.

At first, infants respond only to the prosody—the cadence, rhythm, and pitch—of their mothers' speech, not the words. But soon enough they home in on the actual sounds that are typical of their parents' language. Every language uses a different assortment of sounds, called phonemes, which combine to make syllables. (In English, for example, the consonant sound "b" and the vowel sound "a" are both phonemes, which combine for the syllable *ba,* as in *banana.*) To an adult, simply perceiving, much less pronouncing, the phonemes of a foreign language can seem impossible. In English, the p of *pat* is "aspirated," or produced with a puff of air; the p of *spot* or *tap* is unaspirated. In English, the two p's are considered the same; therefore it is hard for English speakers to recognize that in many other languages the two p's are two different phonemes. Japanese speakers have trouble distinguishing between the "l" and "r" sounds of English, since in Japanese they don't count as separate sounds.

Polyglot tots. Infants can perceive the entire range of phonemes, according to Janet Werker and Richard Tees, psychologists at the University of British Columbia in Canada. Werker and Tees found that the brains of 4-month-old babies respond to every phoneme uttered in languages as diverse as Hindi and Nthlakampx, a Northwest American Indian language containing numerous consonant combinations that can sound to a nonnative speaker like a drop of water hitting an empty bucket. By the time babies are 10 months to a year old, however, they have begun to focus on the distinctions among phonemes of their native language and to ignore the differences among foreign sounds. Children don't lose the ability to distinguish the sounds of a foreign language; they simply don't pay attention to them. This allows them to learn more quickly the syllables and words of their native tongue.

An infant's next step is learning to fish out individual words from the nonstop stream of sound that makes up ordinary speech. Finding the boundaries between words is a daunting task, because people don't pause . . . between . . . words . . . when . . . they speak. Yet children begin to note word boundaries by the time they are 8 months old, even though they have no concept of what most words mean. Last year, Jusczyk and his colleagues reported results of an experiment in which they let 8-month-old babies listen at home to recorded stories filled with unusual words, like *hornbill* and *python.* Two weeks later, the researchers tested the babies with two lists of words, one composed of words they had already heard in the stories, the other of new unusual words that weren't in the stories. The infants listened, on average, to the fa-

Little polyglots. An infant's brain can perceive every possible sound in every language. By 10 months, babies have learned to screen out foreign sounds and to focus on the sounds of their native language.

miliar list for a second longer than to the list of novel words.

The cadence of language is a baby's first clue to word boundaries. In most English words, the first syllable is accented. This is especially noticeable in words known in poetry as trochees—two-syllable words stressed on the first syllable—which parents repeat to young children (BA-by, DOG-gie, MOM-my). At 6 months, American babies pay equal amounts of attention to words with different stress patterns, like gi-RAFFE or TI-ger. By 9 months, however, they have heard enough of the typical first-syllable-stress pattern of English to prefer listening to trochees, a predilection that will show up later, when they start uttering their first words and mispronouncing giraffe as *raff* and banana as *nana.* At 30 months, children can easily repeat the phrase "TOM-my KISS-ed the MON-key," because it preserves the typical English pattern, but they will leave out the *the* when asked to repeat "Tommy patted the monkey." Researchers are now testing whether French babies prefer words with a second-syllable stress—words like *be-RET* or *ma-MAN.*

Decoding patterns. Most adults could not imagine making speedy progress toward memorizing words in a foreign language just by listening to somebody talk on the telephone. That is basically what 8-month-old babies can do, according to a provocative study published in 1996 by the University of Rochester's Newport and her colleagues, Jenny Saffran and Richard Aslin. They reported that babies can remember words by listening for patterns of syllables that occur together with statistical regularity.

The researchers created a miniature artificial language, which consisted of a handful of three-syllable nonsense words constructed from 11 different syllables. The babies heard a computer-generated voice repeating these words in random order in a monotone for two minutes. What they heard went something like "bidakupadotigolabubidaku." *Bidaku,* in this case, is a word. With no cadence or pauses, the only way the babies could learn individual words was by remembering how often certain syllables were uttered together. When the researchers tested the babies a few minutes later, they found that the infants recognized pairs of syllables that had occurred together consistently on the recording, such as *bida.* They did not recognize a pair like *kupa,* which was a rarer combination that crossed the boundaries of two words. In the past, psychologists never imagined that young infants had the mental capacity to make these sorts of inferences. "We were pretty surprised we could get this result with babies, and with only brief exposure," says Newport. "Real language, of course, is much more complicated, but the exposure is vast."

Learning words is one thing; learning

WILLIAMS SYNDROME

Rare disorder reveals split between language and thought

Kristen Aerts is only 9 years old, but she can work a room like a seasoned pol. She marches into the lab of cognitive neuroscientist Ursula Bellugi, at the Salk Institute for Biological Studies in La Jolla, Calif., and greets her with a cheery, "Good morning Dr. Bellugi. How are you today?" The youngster smiles at a visitor and says, "My name is Kristen. What's yours?" She looks people in the eye when she speaks and asks questions—social skills that many adults never seem to master, much less a third grader. Yet for all her poise, Kristen has an IQ of about 79. She cannot write her address; she has trouble tying her shoes, drawing a simple picture of a bicycle, and subtracting 2 from 4; and she may never be able to live independently.

Kristen has Williams syndrome, a rare genetic disorder that affects both body and brain, giving those who have it a strange and incongruous jumble of deficits and strengths. They have diminished cognitive capacities and heart problems, and age prematurely, yet they show outgoing personalities and a flair for language. "What makes Williams syndrome so fascinating," says Bellugi, "is it shows that the domains of cognition and language are quite separate."

Genetic gap. Williams syndrome, which was first described in 1961, results when a group of genes on one copy of chromosome 7 is deleted during embryonic development. Most people with Williams resemble each other more than they do their families, with wide-set hazel eyes, upturned noses, and wide mouths. They also share a peculiar set of mental impairments. Most stumble over the simplest spatial tasks, such as putting together a puzzle, and many cannot read or write beyond the level of a first grader.

In spite of these deficits, Bellugi has found that children with the disorder are not merely competent at language but extraordinary. Ask normal kids to name as many animals as possible in 60 seconds, and a string of barnyard and pet-store examples will tumble out. Ask children with Williams, and you'll get a menagerie of rare creatures, such as ibex, newt, yak, and weasel. People with Williams have the gift of gab, telling elaborate stories with unabashed verve and incorporating audience teasers such as, "Gadzooks!" and "Lo and behold!"

This unlikely suite of skills and inadequacies initially led Bellugi to surmise that Williams might damage the right

the abstract rules of grammar is another. When Noam Chomsky first voiced his idea that language is hard-wired in the brain, he didn't have the benefit of the current revolution in cognitive science, which has begun to pry open the human mind with sophisticated psychological experiments and new computer models. Until recently, linguists could only parse languages and marvel at how quickly children master their abstract rules, which give every human being who can speak (or sign) the power to express an infinite number of ideas from a finite number of words.

There also are a finite number of ways that languages construct sentences. As Chomsky once put it, from a Martian's-eye view, everybody on Earth speaks a single tongue that has thousands of mutually unintelligible dialects. For instance, all people make sentences from noun phrases, like "The quick brown fox," and verb phrases, like "jumped over the fence." And virtually all of the world's 6,000 or so languages allow phrases to be moved around in a sentence to form questions, relative clauses, and passive constructions.

Statistical wizards. Chomsky posited that children were born knowing these and a handful of other basic laws of language and that they learn their parents' native tongue with the help of a "language acquisition device," preprogrammed circuits in the brain. Findings like Newport's are suggesting to some researchers that perhaps children can use statistical regularities to extract not only individual words from what they hear but also the rules for cobbling words together into sentences.

This idea is shared by computational linguists, who have designed computer models called artificial neural networks that are very simplified versions of the brain and that can "learn" some aspects of language. Artificial neural networks mimic the way that nerve cells, or neurons, inside a brain are hooked up. The result is a device that shares some basic properties with the brain and that can a complish some linguistic feats that re children perform. For example, a neu network can make general categories o of a jumble of words coming in, just as child learns that certain kinds of wor refer to objects while others refer to a tions. Nobody has to teach kids th words like *dog* and *telephone* are noun while *go* and *jump* are verbs; the way th use such words in sentences der onstrates that they know the diffe ence. Neural networks also ca learn some aspects of the meanir of words, and they can infer son rules of syntax, or word orde Therefore, a computer that was fe English sentences would be able t produce a phrase like "Johnny a fish," rather than "Johnny fish ate which is correct in Japanese. Thes computer models even make son of the same mistakes that real childre do, says Mark Seidenberg, a comput tional linguist at the University of Soutl ern California. A neural network d signed by a student of Seidenberg's t learn to conjugate verbs sometimes i sued sentences like "He jumped me th ball," which any parent will recognize a the kind of error that could have com from the mouths of babes.

But neural networks have yet to com close to the computation power of a toc dler. Ninety percent of the sentences u tered by the average 3-year-old are gran matically correct. The mistakes they d

Discriminating minds. Toddlers listen for bits of language like *the,* which signals that a noun will follow. Most 2-year-olds can understand "Find the dog," but they are stumped by "Find gub dog."

RICK RICKMAN—MATRIX FOR *USN&WR*

Kristen Aerts, 9, has the gift of gab but struggles with math.

hemisphere of the brain, where spatial tasks are processed, while leaving language in the left hemisphere intact. That has not turned out to be true. People with Williams excel at recognizing faces, a job that enlists the visual and spatial-processing skills of the right hemisphere. Using functional brain imaging, a technique that shows the brain in action, Bellugi has found that both hemispheres of the brains of people with Williams are shouldering the tasks of processing language.

Bellugi and other researchers are now trying to link the outward characteristics of people with Williams to the genes they are missing and to changes in brain tissue. They have begun concentrating on the neocerebellum, a part of the brain that is enlarged in people with Williams and that may hold clues to their engaging personalities and to the evolution of language. The neocerebellum is among the brain's newest parts, appearing in human ancestors about the same time as the enlargement of the frontal cortex, the place where researchers believe rational thoughts are formulated. The neocerebellum is significantly smaller in people with autism, who are generally antisocial and poor at language, the reverse of people with Williams. This part of the brain helps make semantic connections between words, such as *sit* and *chair,* suggesting that it was needed for language to evolve.

make are rarely random but rather the result of following the rules of grammar with excessive zeal. There is no logical reason for being able to say "I batted the ball" but not "I holded the rabbit," except that about 180 of the most commonly used English verbs are conjugated irregularly.

Yet for all of grammar's seeming illogic, toddlers' brains may be able to spot clues in the sentences they hear that help them learn grammatical rules, just as they use statistical regularities to find word boundaries. One such clue is the little bits of language called grammatical morphemes, which among other things tell a listener whether a word is being used as noun or as a verb. *The,* for instance, signals that a noun will soon follow, while the suffix *ion* also identifies a word as a noun, as in vibration. Psycholinguist LouAnn Gerken of the University of Arizona recently reported that toddlers know what grammatical morphemes signify before they actually use them. She tested this by asking 2-year-olds a series of questions in which the grammatical morphemes were replaced with other words. When asked to "Find the dog for me," for example, 85 percent of children in her study could point to the right animal in a picture. But when the question was "Find *was* dog for me," they pointed to the dog 55 percent of the time. "Find *gub* dog for me," and it dropped to 40 percent.

Masters of pattern. Researchers played strings of three-syllable nonsense words to 8-month-old babies for two minutes. The babies learned them by remembering how often syllables occurred together.

Fast mapping. Children may be noticing grammatical morphemes when they are as young as 10 months and have just begun making connections between words and their definitions. Gerken recently found that infants' brain waves change when they are listening to stories in which grammatical morphemes are replaced with other words, suggesting they begin picking up grammar even before they know what sentences mean.

Such linguistic leaps come as a baby's brain is humming with activity. Within the first few months of life, a baby's neurons will forge 1,000 trillion connections, an increase of 20-fold from birth. Neurobiologists once assumed that the wiring in a baby's brain was set at birth. After that, the brain, like legs and noses, just grew bigger. That view has been demolished, says Anne Fernald, a psycholinguist at Stanford University, "now that we can eavesdrop on the brain." Images made using the brain-scanning technique positron emission tomography have revealed, for instance, that when a baby is 8 or 9 months old, the part of the brain that stores and indexes many kinds of memory becomes fully functional. This is precisely when babies appear to be able to attach meaning to words.

Other leaps in a child's linguistic prowess also coincide with remarkable changes in the brain. For instance, an adult listener can recognize *eleph* as *elephant* within about 400 milliseconds, an ability called "fast mapping" that demands that the brain process speech sounds with phenomenal speed. "To understand strings of words, you have to identify individual words rapidly," says Fernald. She and her colleagues have found that around 15 months of age, a child needs more than a second to recognize even a familiar word, like *baby.* At 18 months, the child can get the picture slightly before the word is ending. At 24 months, she knows the word in a mere 600 milliseconds, as soon as the syllable *bay* has been uttered.

Fast mapping takes off at the same moment as a dramatic reorganization of the child's brain, in which language-related operations, particularly grammar, shift from both sides of the brain into the left hemisphere. Most adult brains are lopsided when it comes to language, processing grammar almost entirely in the left temporal lobe, just over the left ear. Infants and toddlers, however, treat language in both hemispheres, according to Debra Mills, at the University of California–San Diego, and Helen Neville, at the University of Oregon. Mills and Neville stuck electrodes to toddlers' heads to find that processing of words that serve special grammatical functions, such as prepositions, conjunctions, and articles, begins to shift into the left side around the end of the third year.

From then on, the two hemispheres assume different job descriptions. The right temporal lobe continues to perform spatial tasks, such as following the trajectory of a baseball and predicting where it will land. It also pays attention to the emotional information contained in the cadence and pitch of speech. Both hemispheres know the meanings of many words, but the left temporal lobe holds the key to grammar.

This division is maintained even when the language is signed, not spoken. Ursula Bellugi and Edward Klima, a wife and husband team at the Salk Institute for Biological Studies in La Jolla, Calif., recently demonstrated this fact by studying deaf people who were lifelong signers of American Sign Language and who also had suffered a stroke in specific areas of the brain. The researchers found, predictably, that signers with damage to the right hemisphere had great difficulty with tasks involving spatial perception, such as copying a drawing of a geometric pattern. What was surprising was that right hemi-

sphere damage did not hinder their fluency in ASL, which relies on movements of the hands and body in space. It was signers with damage to the left hemisphere who found they could no longer express themselves in ASL or understand it. Some had trouble producing the specific facial expressions that convey grammatical information in ASL. It is not just speech that's being processed in the left hemisphere, says MIT's Pinker, "or movements of the mouth, but abstract language."

Nobody knows why the left hemisphere got the job of processing language, but linguists are beginning to surmise that languages are constructed the way they are in part because the human brain is not infinitely capable of all kinds of computation. "We are starting to see how the universals among languages could arise out of constraints on how the brain computes and how children learn," says Johns Hopkins linguist Paul Smolensky. For instance, the vast majority of the world's languages favor syllables that end in a vowel, though English is an exception. (Think of a native Italian speaking English and adding vowels where there are none.) That's because it is easier for the auditory centers of the brain to perceive differences between consonants when they come before a vowel than when they come after. Human brains can easily recognize *pad, bad,* and *dad* as three different words; it is much harder to distinguish *tab, tap,* and *tad.* As languages around the world were evolving, they were pulled along paths that minimize ambiguity among sounds.

Birth of a language. Linguists have never had the chance to study a spoken language as it is being constructed, but they have been given the opportunity to observe a new sign language in the making in Nicaragua. When the Sandinistas came to power in 1979, they established schools where deaf people came together for the first time. Many of the pupils had never met another deaf person, and their only means of communication at first was the expressive but largely unstructured pantomime each had invented at home with their hearing families. Soon the pupils began to pool their makeshift gestures into a system that is similar to spoken pidgin, the form of communication that springs up in places where people speaking mutually unintelligible tongues come together. The next generation of deaf Nicaraguan children, says Judy Kegl, a psycholinguist at Rutgers University, in Newark, N.J., has done it one better, transforming the pidgin sign into a full-blown language complete with regular grammar. The birth of Nicaraguan sign, many linguists believe, mirrors the evolution of all languages. Without conscious effort, deaf Nicaraguan children have created a sign that is now fluid and compact, and which contains standardized rules that allow them to express abstract ideas without circumlocutions. It can indicate past and future, denote whether an action was performed once or repeatedly, and show who did what to whom, allowing its users to joke, recite poetry, and tell their life stories.

Linguists have a long road ahead of them before they can say exactly how a child goes from babbling to banter, or what the very first languages might have been like, or how the brain transforms vague thoughts into concrete words that sometimes fly out of our mouths before we can stop them. But already, some practical conclusions are falling out of the new research. For example, two recent studies show that the size of toddlers' vocabularies depends in large measure on how much their mothers talk to them. At months, according to a study by Jane Huttenlocher of the University of Chic the children of talkative mothers had more words in their vocabularies t children whose mothers were more t turn. By age 2, the gap had widened to words.

In other words, children need input they need it early, says Newport. Parki toddler in front of the television won't prove vocabulary, probably because k need real human interaction to att

Strict grammarians. Most 3-year-olds rarely make grammatical errors. When they do, the mistakes they make usually are the result of following the rules of grammar with excessive zeal.

meaning to words. Hearing m than one language in infancy ma it easier for a child to hear distinctions between phonemes more than one language later on.

Newport and other linguists h discovered in recent years that window of opportunity for acqu ing language begins to close arou age 6, and the gap narrows w each additional candle on the bir day cake. Children who do not lea a language by puberty will never fluent in any tongue. That mea that profoundly deaf childr should be exposed to sign langua as early as possible, says Newport their parents are hearing, th should learn to sign. And scho might rethink the practice of wa ing to teach foreign languages un kids are nearly grown and the wi dow on native command of a seco language is almost shut.

Linguists don't yet know h much of grammar children are able absorb simply by listening. And th have only begun to parse the genes or a cidents of brain wiring that might gi rise, as Pinker puts it, to the poet, the conteur, or an Alexander Haig, a M Malaprop. What is certain is that la guage is one of the great wonders of t natural world, and linguists are still b ing astonished by its complexity and power to shape the brain. Human b ings, says Kegl, "show an incredible e thusiasm for discourse." Maybe what most innate about language is the pa sion to communicate.

Reuss/Bryan/Penn

THE PRESIDENT HAS SEEN
6-10-98

A boom market in politics

Record numbers of small investors are changing the political landscape

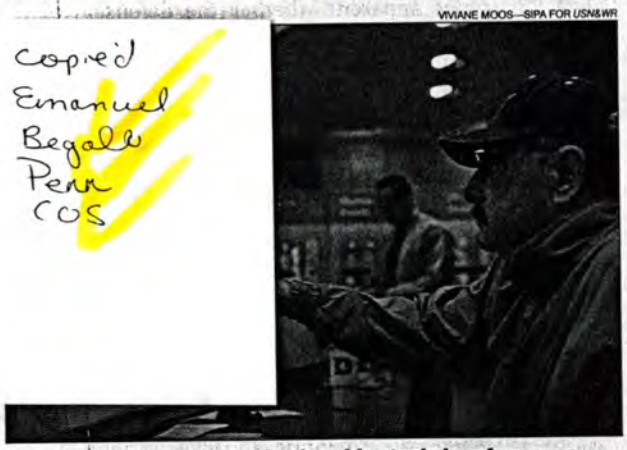
BY ANN REILLY DOWD

Carpenter Elgin Samuels doesn't own a pinstriped suit. But every morning before he straps on his tool belt for a day of framing houses in Maryland, he tunes in to Bloomberg TV to check how the European and Asian markets fared overnight. During his lunch break, he visits the library to pore over corporate performance statistics in *Value Line*, the bible of professional stock pickers. Back on the construction site, he may use his cell phone to call his broker. And after dinner, he cruises the Internet looking for investment tips.

There has been much discussion of the extent to which people like Samuels are changing the nature of the stock market. What is only now becoming clear is the extent to which they could change politics as well. According to the Federal Reserve Bank Survey of Consumer Finance, the proportion of American households that own stocks, either directly or through mutual funds and pension plans, has more than doubled, from 19 percent in 1983 to 41 percent in 1995, the latest year for which official numbers are available. As a result, more and more voters are thinking of themselves as "investors" as well as "workers." Combined with a market that has tripled in the past eight years and, despite bumps, has suffered no sustained fall since 1987, this increased household attention to the stock market has altered the political landscape: Populist cries against Wall Street have lost some punch, pro-growth economic policies have gained broader support, and Social Security faces possible dramatic reforms. "This new investor class will be the engine for the next great realignment in American politics," predicts Al From, president of the centrist Democratic Leadership Council.

Copied Emanuel Begala Penn COS

VIVIANE MOOS—SIPA FOR *USN&WR*



An investor gets online to check on his stocks' performance.

Swing group. While populists such as conservative commentator Patrick Buchanan and liberal House Minority Leader Richard Gephardt are still pitching class politics—warning, for instance, that globalization will lead to lost jobs—their appeals have lost much of their impact as more and more Americans have gotten in on the booming market. Both Bill Clinton and Newt Gingrich see these new investors as a decisive swing group. Republicans view them as natural allies, but Clinton pollster Mark Penn estimates that such voters account for 28 percent of the Democratic base, making it the fastest-growing segment of the party. They are a prime reason Clinton and his "New Democrat" allies in Congress have become such strong proponents of balanced budgets, free trade, Social Security reform, and targeted tax incentives for savings and investment. The shift on taxes, for instance, has been telling. After increasing capital-gains taxes and severely restricting IRAs in 1986, Congress last year cut the top capital-gains rate from 28 percent to 20 percent and enacted broad new tax incentives for education and retirement savings, including the generous new Roth IRAs. Even Gephardt, a longtime proponent of higher capital-gains taxes, now proposes keeping the new 10 percent capital-gains rate for low- and middle-income investors. California Rep. Robert Matsui, a senior Democrat on the Ways and Means Committee, says he first noticed the change coming in 1993 when a group of labor union officials visited him and urged him to *cut* capital-gains taxes so they could reap the rewards of their stock holdings. "You can't even argue that a cut will benefit the rich now. People's eyes glaze over. You can't use class warfare anymore."

The rise of the small investor has also contributed to Americans' increased willingness to contemplate Social Security reforms that would allow people to invest part of their payroll taxes in financial assets like stocks, bonds, and mutual funds. "Privatization is now a live possibility because investing has become something real to people," says Republican South Carolina Rep. Mark Sanford who won a landslide re-election in 1996 after making Social Security reform a cornerstone of his campaign. Gingrich makes a more sweeping prediction: "Every person in America will be a capitalist within three or four years because they will all have that money that they are investing, that they are saving. You will change the whole attitude."

Not everyone sees the shift in attitude as dramatic or permanent. Dean Baker of the liberal Economic Policy Institute notes that while the number of people who have a stake in the stock market has grown, most people still have relatively little invested: The median value of stock held by American families rose only from $10,400 in 1989 to $13,500 in 1995. Consequently, he says, other issues will more likely determine their political outlook. If the recent volatility in the market turns into a downdraft, people could get squeamish about tying their retirement too closely to Wall Street. "If we see a major correction of 2,000 to 3,000 points, it will be very hard to sell privatization," Baker says. Should the market drop over a longer period, the pro-investor attitude could be replaced by a desire for government to protect individual savings. The prevalence of enthusiastic capitalists always diminishes during a bear market.

Ann Reilly Dowd is the former Washington bureau chief of Money *magazine.*

'98 JUN 3 PM5:32

THE WHITE HOUSE

WASHINGTON

✓

Nancy - | ~~STAFF~~/SCAN OBH

these must be the photos that were missing from your album. I just received them from Janet

Pam

Janet sent 8 photos down already

6/4/98

Phil -

Pam Cicetti returned and said the First Lady was doing her own T.Y. note and the First Lady felt that the POTUS should also do a T.Y. note -

Send to Burkhardt?

Yes ✓ ___

No ___

Janet Howard C.

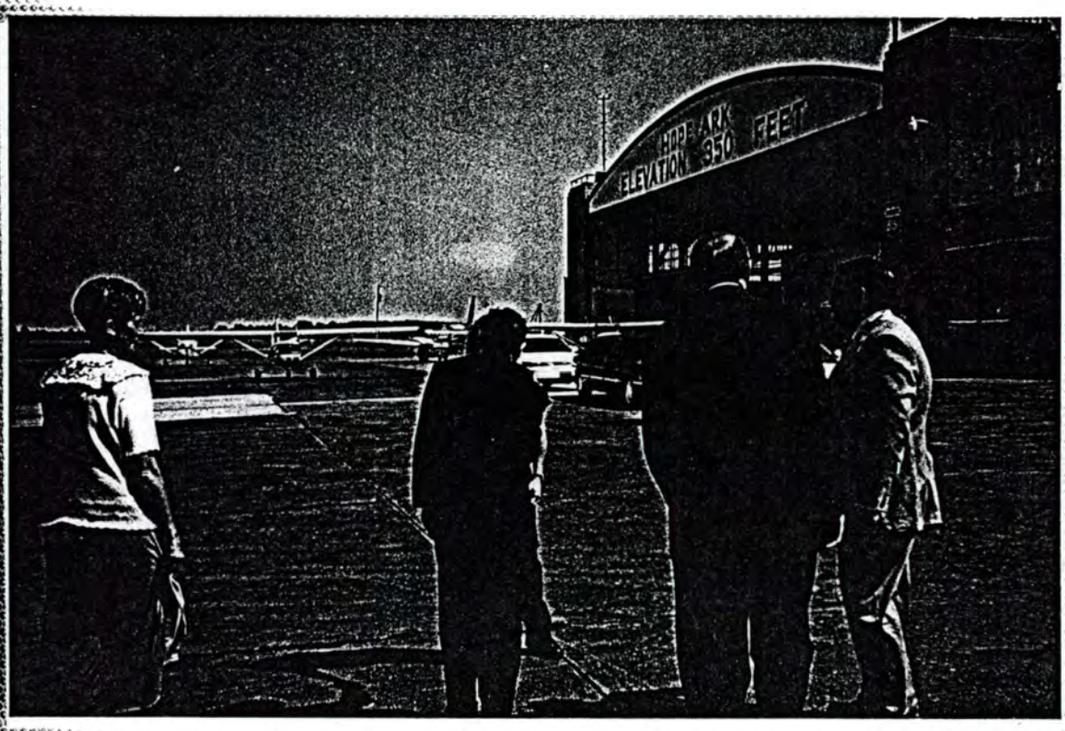
JANET A. HOWARD
DIRECTOR, INTERNATIONAL GOVERNMENTAL AFFAIRS
MANAGER, WASHINGTON OFFICE

800 CONNECTICUT AVENUE, N.W.
SUITE 711
WASHINGTON, D.C. 20006
TEL (202) 973-2650
FAX (202) 296-0047

The Coca-Cola Company

Arrival and Welcoming Reception
Hope, Arkansas

May 17, 1998



'98 JUN 10 PM5:31

Mrs. Haynes' ESL Class

Cherry Hill School
River Edge, NJ 07661

Office of the President
1400 Pennsylvania Avenue
Washington, D.C.

We are writing to ask you to oppose HR 3892 "The English Language Fluency Act" because it is a bad law that will hurt us and our families.

We are students in Cherry Hill School in River Edge, New Jersey. We have only studied English for 7 months. Our teacher has worked very hard to teach us English and help us feel good about ourselves. This year we had to take standardized tests. These tests were very hard. We could not understand most of the material. It made us feel bad about ourselves. I don't think new ESL students should have to take important tests in English until their teachers think they are ready.

We are happy to be in the United States. We want to learn English. But this new law will make hurt all children coming to the United States. We need help to learn English. Please veto against HR 3892.

Sincerely yours,

Judie Haynes, ESL teacher
4th grade ESL students

Youl Han
Wan Peng Sun
Ron Seidel
Kaori Tsusuda
Antony Kaplan
Eric Tang
Elena Koslova

6-10-98
To Burkhardt for reply?
Yes ✓ No —

B.

Dear Mr. President

I am 2nd grade Japanese girl.
I have been in E.S.L for 8 months.
I am in Mrs. Haynes' E.S.L class.
If we didn't have E.S.L, I wauldn't know any English
I Learned to read, write and talk.
Plese support bilingual and E.S.L in the U.S.A May you come cherry Hill School in New Jersey.

Veto H.R. 3892.

Sincerely,
Kaori Tsukada

Dear Mr. president

I am 8 years old + from Russia.
I am a 3 grader.
I have been in America for 1 year.
I have been in Esl for 1 year.
I learned how to read, talk, and speak English.
If we didn't have it Esl it would be very difficult
to learn English. Please support bilingual and Esl in
U.S. Veto H.R. 3892

sincerely
Antoniy Kaplan

Dear Mr. President

Hello? Mr. President.
How are you?
I am a 4th grade student in Cherry Hill school and was born in Korea. I have been in United State for 12 months and I have been in E.S.L. for 8 months.
If we didn't have E.S.L. it would be very really difficult and I wouldn't be able to talk. I only knew "Ok... no.. yes.."
Please support bilingual and E.S.L. in the U.S.A.
People coming to the U.S.A. like me need help with Social Studies, Science, English (Language). This is hard I can't understand, can't read.

Sincerely,
Youl Han

veto H.R. 3892

Dear Mr. President:

I am a fourth grade student from China, I hav been in America for one year, I've have been in E.S.L for one year too. I am in Mrs. Haynes' ESL class. I learned to read, write and talk. If we didn't have E.S.L., some students from other countries couldn't learn English, so please suppo bilingual and E.S.L in the U.S.

And I wish you can come to Cherry Hill school.

Jun, 2, 1998

Wan Peng sun

In the U.S veto H.R. 3892

Dear Mr. President

I am a 3rd grader from Israel. I have been in America for 8 months. I have been in E.S.L. for 7 months. I learned to read and to talk. If we didn't have ESL it would be very hard. Please support bilingual and E.S.L. in the U.S. Veto H.R. 3892.

Sincerely,

Ron Seidel

6/10/98

Phil —

I'll defer to you [redacted] JUN 10 [redacted] 4:58
Slattery really wanted POTUS to see this. Can we do a nice acknowledgement?

Thanks, Janet Murguia

6/10/98

Send to Burkhardt?

Yes ✓

No _____

Dan -
as this is incoming
per request I sent
your earlier re: Slattery
former Rep
Phil

WILEY, REIN & FIELDING

Former Member of Congress
1983 - 1995

1776 K STREET, N.W.
WASHINGTON, D.C. 20006
(202) 429-7000

JIM SLATTERY
(202) 429-7264

FACSIMILE
(202) 429-7049

June 3, 1998

The Honorable William J. Clinton
President of the United States
The White House
1600 Pennsylvania Ave., NW
Washington, DC 20500

Dear President Clinton:

Thank you very much for signing the proclamation establishing an import quota on wheat gluten.

In the big picture of things, I know this is a very small matter. But for the 300 families in my hometown of Atchison, Kansas, whose jobs are on the line, it is huge. It is especially important to me because my last vote as a member of Congress was for the legislation implementing the Uruguay Round Agreement. Unfortunately, the gluten problem arose out of the Uruguay Round Agreement.

Your action will make it possible for Midwest Grain Products and Manildra Milling Company to implement an adjustment plan that will enable them to introduce some new innovative products and vigorously compete with the protected and subsidized European producers.

It is very encouraging to know that officials within your Administration at the International Trade Commission, USDA and USTR saw clearly the injustice being done to this small U.S. industry and had the courage to stop it.

This case should be used by you as an example of how existing trade remedies work when enforcement is entrusted to officials who are willing to use their authority to do what common sense dictates and justice requires. I hope this action will be helpful in the next Congressional debate on fast track to demonstrate your personal commitment to protecting the interests of small businesses and workers who face unfair foreign competition.

Mr. President, thanks to you the system worked this time and the lives of hundreds of families have been made more secure.

Thanks again.

Sincerely,

Jim Slattery

-- THE PRESIDENT HAS SEEN

6-10-98

Dan Burkhardt:
Please coordinate
the reply.

Tab A w/ cover memo pg 1 + memo Berger/COS

Tab C w/pg 1 cover memo + memo - Lew/Emanuel/COS
Burkhardt to do reply

Tab D w/pg 1+2 cover memo + memo - VP/Begala/COS/
Penn

Tab E w/pg 2 cover memo + memo - VP/HRC/
Blumenthal/Begala/
Smith/COS

Tab G w/pg 2 cover memo + memo - VP/Winograd/
Koskinen/COS

Tab H w/pg 2 cover memo + note from Leahy - personal file

MEMORANDUM FOR THE

FROM: PHIL CAPLAN
SEAN MALOI

SUBJECT: Recent Informa

We are forwarding the following recent information items:

(A) **Berger Memo on U.S. Aid to Palestinian Broadcasting Corporation (PBC)** -- responds to your question concerning a letter circulating in the Senate charging that the U.S. supports anti-Israeli PBC programing; says content of some PBC programs has been objectionable (*e.g.*, kids reciting poems that praise suicide bombers); however, there has never been any direct USIA financial aid to the PBC; USIA donated $158,000 worth of equipment to the PBC in 1995 and conducted training to increase PBC staffers' professionalism: after November 1995, when it became clear that the PBC would not maintain its independence, USIA halted equipment donations; however, two satellite dishes intended for VOA reception were recently provided.

(B) **Trip Report on Mexican Fires from Sec'y Glickman and USAID** -- provides a detailed summary of U.S. assistance; says Mexican government is handling the fire response nearly as well as we could, given the fires' remote location; we have agreed to continue technical and air support; our people are "totally integrated" into the Mexican government's fire-fighting team; also planning reforestation and fire prevention cooperation; U.S. response will be formalized in a Memorandum of Understanding to be signed this week; did not detect any negative spillover from the reaction to Operation Casablanca; Mexicans have publicly and privately expressed great appreciation for our help; number of fires is steadily decreasing, from 277 on May 22 to 143 last week; large priority fires have declined to 18.

(C) **Letter from AG Reno on At-Risk Children with Jack Lew Cover Note** -- asks you to fight for the $95M FY99 budget proposal for programs to prevent juvenile delinquency; this is a big increase over the current funding level ($20M) and should be a high priority in negotiations with Congress; in a cover note we requested, Jack says the Appropriation Committees, which began their work this week, may try to divert the funds to juvenile justice block grants, which we oppose; OMB will include language supporting the $95M increase and opposing block grants in its communications with Congress.

(D) **Gun Violence Study forwarded by Rahm** -- Peter Hart Research Associates recently conducted four focus groups on gun violence for Handgun Control, Inc.; the results

unmistakably demonstrate that the issue of gun violence is a grave and increasingly important concern among all sectors of the public; recent school shootings have refocused Americans on the issue; young children are now at the center of the public's concerns about gun violence; the groups reveal limitations on the public's willingness to impose new restrictions on gun ownership and manufacturing, but there is a strong desire to "do something" about the problem; *please see study for details.*

(E) ***Atlantic Monthly* Article, "The Southern Captivity of the GOP," from Rahm** -- lengthy article Rahm thought you'd find very interesting; in it, Christopher Caldwell, a senior writer at the *Weekly Standard*, argues that the GOP is looking more and more like the Democrats of the 1970s and 1980s, and less and less like the party that overthrew them; says the Republicans are in a geographic and cultural box (*i.e.,* the South and Mountain West), with political demography tilting against them; *please see article.*

(F) **Waiver Authority Executed on Your Behalf** -- during your recent travel, we executed on your behalf a PD granting a waiver to the Palestinian Authority needed to keep its Washington office legally open.

(G) ***Congressional Record* Excerpt forwarded by Erskine** -- May 11th edition contains the floor remarks of Senator Bennett, the new chairman of the Senate's committee on the Y2K problem; Bennet offers his view of the problem in such areas as: utilities, telecommunications; transportation, financial services, government services, manufacturing, and litigation; compares the problem to the Tour of Babel; says we're facing the possibility that after January 1, 2000, we will not be able to talk to each other.

(H) **Congressional Correspondence forwarded by Janet Murgia -- (1) Note from Senator Moynihan** -- says you have achieved many remarkable things, however, "getting my picture (with you) on the sports page of *USA Today* is surely one of the more stunning. Thank you for having me and grandson Michael Patrick;" also says he is "honored to be invited to accompany you to India this fall;" he accepts "with the greatest sense of the opportunity you will have there;" **(2) Note from Senator Leahy** -- thanks you for your videotaped remarks at the Vietnam Veterans dinner; says, "I know we share the same goal. . . . without your personal resolve we would never have got as far as we have;" adds a handwritten post-script: "Bill, you are a good friend and your personal comments meant more to me and my family then I can ever tell you."

We have also received the following item:

Note from Russell W. Meyer, Jr. via Erskine -- Meyer, the Chairman and CEO of Cessna, wrote to thank you for hosting the Welfare to Work anniversary; says the "progress in just one year has been impressive," but "the challenge lies ahead. . . . to integrate the men and women who are essentially unemployable;" also invites you to play golf at Pine Valley; Erskine responded directly, thanking Meyer, but politely advising him that you would not likely be able to golf at Pine Valley because it apparently does not have female members; *we'll have Dan Burkhardt prepare a reply for your signature.*

Tab A w/ cover memo pg 1 + memo Berger/CCS
Tab C w/pg 1 cover memo + memo - Lew/Emanuel/OS
Burkhardt to do reply
Tab D w/pg 1 cover memo + memo - VP/Begala/COS/
Pew
Tab E w/pg 2 cover memo + memo - VP/HRC/
Blumenthal/Begala/
Smith/OOS
Tab G w/pg 2 cover memo + memo - VP/Klinegrad/
Koskinen/COS
Tab H w/pg 2 cover memo + note from Leahy - personal file

Dan Burkhardt:
Please coordinate
the reply.

MEMORANDUM FOR THE

FROM: PHIL CAPLAN
SEAN MALON

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6-10-98

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF MANAGEMENT AND BUDGET
WASHINGTON, D.C. 20503

THE DIRECTOR

June 2, 1998

MEMORANDUM FOR THE PRESIDENT

FROM: Jacob J. Lew
Acting Director

SUBJECT: Letter from the Attorney General on At-Risk Children

The attached letter from the Attorney General asks you to highlight a $95 million request in your 1999 budget for programs to prevent juvenile delinquency. The AG points out that this is a significant increase over the current $20 million funding level and believes it should be a high priority of the Administration in the upcoming negotiations with Congress on 1999 appropriations.

It is quite likely that the appropriators will attempt to avoid funding the increase we have requested and instead try to fund the juvenile justice block grant, which we proposed to terminate in your budget. The Appropriations Committees in the House and Senate begin work on the 1999 spending bills this week. We will include language in communications with Congress on appropriations bills supporting funding for the $95 million target and objecting to Congressional attempts to spend money on untargeted approaches (such as the juvenile justice block grant).

Attachment

Dan Burkhardt:
Please coordinate
the reply.

Copied
Lew
Emanuel
COS
Burkhardt

Office of the Attorney General
Washington, D.C. 20530

May 27, 1998

The Honorable William J. Clinton
President of the United States
Washington, DC 20500

Dear Mr. President:

This letter follows our discussion after the youth violence meeting at the White House.

I think the most critical element of any new juvenile justice legislation is substantial, guaranteed funding for delinquency prevention. You have done an extraordinary job pursuing new funds for childcare, especially after-school programs. But in the context of juvenile justice, we must also have dedicated funds to focus on at-risk children -- not just to hold them accountable, but to prevent their delinquency in the first place. Specifically, we must fund the initiatives *not* offered after school, such as anti-truancy efforts, counseling efforts for troubled children, and the remarkably successful family intervention programs like nurse home visitation and parent assistance. If we fail to support programs that are *primarily* focused on delinquency reduction, we may miss our opportunity to make a profound dent in youth crime.

Oregon Governor John Kitzhaber said it correctly after Springfield's tragedy last week: "All of us should look at how we have failed as a society .... It has been a priority to build prison cells and prison beds -- after the fact. These actions in no way prevent juvenile violence."

How much money is necessary? Your FY 1999 budget seeks $95 million for the Department's general delinquency prevention fund (the "At-Risk Children's Initiative," or "Title V"). While I think everyone would agree this sum falls far short of being able to assist all the at-risk children in the country, it was an important starting point, since current funding is only *$20 million*. But if substantial additional funds could be found within the constraints of a balanced budget, there is no question that they are needed. At a minimum, I hope you will insist on $95 million for general delinquency prevention, both in the Senate juvenile justice reauthorization bill, if it comes to the Floor, and in the FY 99 appropriations process.

You noted at the meeting that you are frustrated that you have not been able to persuade America of the value of crime prevention. But I think you have. Everywhere I travel in this country, mayors, police chiefs, and sheriffs tell me *they* need prevention efforts because they cannot fight crime alone. Your strong leadership with these groups has shifted opinion about what keeps communities safe. Let us build on that shift and ensure substantial new funds for delinquency prevention, so that we may really help stop youth crime before it starts.

Respectfully,

Janet Reno

Janet Reno

6/10/98

Send to Burkhardt

Yes ✓

No ___

June 5, 1998

Russell W. Meyer, Jr.
Chairman
Chief Executive Officer

President Bill Clinton
The White House
1600 Pennsylvania Avenue N.W.
Washington, D.C. 20500

Dear Bill:

I am sending this letter through Erskine Bowles because I thought it might reach you more quickly than simply addressing it to the White House.

First, thanks again for hosting the meeting and other activities to celebrate the first anniversary of Welfare to Work. It was an enormous treat for the two ladies from our 21st Street Training Program and certainly a day that Tonya Oden will never forget.

While progress in just one year has been impressive, the greater challenge lies ahead because too many people are not sharing in the economic expansion. The key is not simply to employ during a robust economy, but to train, encourage, support and integrate the men and women who are essentially unemployable.

In any event, we're proud that our program was recognized and you can be assured of our continued commitment. In fact, we will celebrate our 10th anniversary at 21st Street at the end of next year.

On another subject, I wanted to follow up on the golf game at Pine Valley that we discussed. I gave all the details to Erskine and won't repeat everything in this

Cessna Aircraft Company One Cessna Boulevard, Wichita, Kansas 67215, 316/941-8000, Fax 316/941-8400
Mailing Address: P.O. Box 7706, Wichita, Kansas 67277-7706

letter except to say that Pine Valley is easily accessible by helicopter and uniquely secure. You could come and go practically without notice and the secret service people would love it.

In my view Pine Valley is clearly the finest golf course in the world. There is nothing else quite like it and I know you'd enjoy playing there.

I suggested to Erskine that you fly up early in the morning. The helicopter pad is adjacent to the practice tee so it couldn't be more convenient. We can warm up, play 18 holes, have lunch and you'll be back at the White House by mid-afternoon.

I'll be pleased to ask Arnie to join us or you can bring another friend. Whatever you'd like to do is fine with me and I don't need much advance notice.

Thanks again for hosting the Welfare to Work celebration. It wasn't as exciting as your visit to Wichita, but a great day nonetheless.

Sincerely yours,

Mark

ERSKINE B. BOWLES

JUN 9 1998

Russ —

I too enjoyed meeting with you — Having spent a good portion of my life in your products I have great respect for your company and for what you have done to it. We also greatly appreciate all you have done to make the welfare to work initiative a success —

On the golf — I know the President would love to play with you and I know he wants to play both Pine Valley & Cypress. I had to withdraw from Pine Valley when I came to the administration which as you can imagine may have been my biggest sacrifice. So I'm not sure the President can play there (because no female members). At any rate any time he'll be here let me know and I'll arrange for you to play with him — Hopefully one day I will get to play Cypress & PV — there are no two better places —

Sincerely Erskine

Mr. Russell W. Meyer, Jr.
Chairman & C.E.O.
Cessna Aircraft Co.
Post Office Box 7706
Wichita, KS 67277-7706

June 5, 1998

Russell W. Meyer, Jr.
Chairman
Chief Executive Officer

Mr. Erskine B. Bowles
Chief of Staff to the President
The White House
1600 Pennsylvania Avenue N.W.
Washington, D.C. 20500

Dear Erskine:

I appreciated the opportunity to get acquainted during The Welfare to Work meeting in the Roosevelt Room last week. I thought we had a constructive discussion and it is clear that we have made impressive progress during this first year.

It's also clear that we have a long way to go in this country to enlarge the playing field that provides educational and training opportunities. In my view, we are just scratching the surface and it's essential that we take advantage of both the momentum we have already generated and a robust economy. When things inevitably flatten out, the individuals most at risk are those we have successfully integrated into the work force during the past year.

In any event, progress is encouraging and we continue to expand our training program at Cessna, which is about to enter its ninth year. We just graduated our 27th class two weeks ago.

When President Clinton was here for the dedication of our new 21st Street training facilities last November, we talked about getting together for a golf game at either Pine Valley or Cypress Point at a mutually convenient

Cessna Aircraft Company One Cessna Boulevard, Wichita, Kansas 67215, 316/941-8000, Fax 316/941-8400
Mailing Address: P.O. Box 7706, Wichita, Kansas 67277-7706

time. We discussed this subject again following the meeting in the White House last week and he suggested that you be included. He was very complimentary about your game, but said he was "getting closer."

I would be pleased to host a game at Pine Valley which as you know is uniquely located in a very secluded area and would make the security people happy. It is conveniently accessible by helicopter, with a large landing pad at the far end of the practice area. I have used it many times and it is a large, safe, well protected area.

You can probably get there from Washington in about 45 minutes. The best time to play is in the morning, so we could loosen up on the practice tee, play 18, have lunch there and you'd be back in Washington later in the afternoon.

I'd be glad to ask Arnold Palmer, who is a close friend, to play with us. I spoke with Arnie yesterday and his schedule for the summer is reasonably flexible.

You have no doubt played at Pine Valley and I think Bill would really enjoy being there. It is probably the finest course in the world. And one of the most humbling.

In any event, Erskine, you have an open invitation to play and I don't need very much advance notice. I have enclosed a letter to the President which I'd appreciate your passing along to him.

Let me know if this is of interest and thanks again for helping to host The Welfare to Work activities. It was an enormous thrill for two of our 21st Street graduates to be there.

Sincerely yours,