

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bio	Re: Ledonia Kimble (partial, POB) (1 page)	08/08/1995	b(6)
002. resume	Re: Daniel Sheehy (partial, DOB, POB) (1 page)	00/00/0000	b(6)
003. list	General Board of Global Ministries (3 pages)	01/05/1996	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19007

FOLDER TITLE:

Education #2 [binder] [2]

2013-0534-S

ry1787

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
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- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

**8/9/95: SAFE AND
DRUG FREE SCHOOLS**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
DATE: WEDNESDAY, AUGUST 9, 1995
FINAL

Scheduling Desk: Julie Hopper
202-456-7561 office
202-456-2317 fax
202-387-5811 home
1-800-528-7823 WHCA #5446

PREV RONThe White House

9:00 am-

1:00 pm OFFICE AND PHONE TIME/LUNCH

1:00 pm-

1:45 pm PRIVATE MEETING
Residence
CLOSED PRESS

Contact: Patti Solis

2:55 pm

BRIEFING for event
Green Room

PARTICIPANTS:

- HRC
- Director Brown
- Ledonia Kimball

Contact: Sarah Farnsworth

3:00 pm-

4:00 pm SAFE AND DRUG FREE SCHOOLS EVENT
East Room
OPEN PRESS

PARTICIPANTS: Approx. 60-70 expected to attend
[See briefing book for further info]

FORMAT:

- HRC, Director Brown, and Ledonia Kimball are announced into the East Room and proceed to lectern
- HRC delivers welcoming remarks, intros Director Lee Brown, and proceeds to seat
- Director Lee Brown gives brief remarks, intros Ledonia Kimball; Director of

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, AUGUST 9, 1995
PAGE 2

Recreation Education and Prevention Summer
Program Drug Free Schools Project, then
proceeds to seat

- Ledonia Kimball gives an overview on the REAP program, describes the first skit, and recognizes one of the mentors -- Alissa Brown
- Alissa Brown discusses how the skit relates to what they do in the program and introduces the skit (HRC and the Director have the opportunity to ask questions of the kids)
- Ledonia calls on graduates of the program to talk about how the program affected their lives -- Mike McCall and Jason Morgan (HRC and the Director have the opportunity to ask questions of the alumnae)
- Director Brown intros DARE officer
- DARE officer talks about the program and intros a DARE student (HRC and the Director have the opportunity to ask questions of the student)
- Director Brown gives closing remarks
- HRC closes program and thanks everyone

Drug Policy Contact: Ricia McMahon 395-6706

RON

The White House

WEATHER FORECAST:

-- Partly sunny with the slight chance of an evening thunderstorm. Wind east to southeast at 5 to 10 knots. Low 67 to 72. High 82 to 87.

August 8, 1995

SAFE AND DRUG FREE SCHOOLS

DATE:	August 9, 1995
TIME:	3:00 pm
LOCATION:	East Room
FROM:	Brenda Costello

I. PURPOSE

To highlight the accomplishments of the Clinton Administration's drug-free schools program and the importance of such programs with a forum of Baltimore City Public School students and Dr. Lee Brown, Director, Office of National Drug Control Policy.

II. BACKGROUND

Safe and Drug Free Schools and Communities Act

The Safe and Drug Free Schools and Communities program is the only school-based federally funded drug prevention program. Funds for drug education go directly to states for grants to local education agencies, community based groups, and institutions of higher education. Some 94 percent of the nation's school districts receive funding -- more than 15,000 school districts. The program funds drug prevention efforts such as Drug Abuse Resistance Education (DARE) and the Baltimore City Public Schools Recreation Education and Prevention (REAP) program.

The President requested \$500 million for the Safe and Drug Free Schools and Communities program for FY 1996. Last week, the House voted to cut the program's funding by 60 percent, to \$200 million. The Senate has not yet acted on this legislation.

The program's FY 1995 funding was \$482 million, however, Congress passed a rescissions bill which cut 49 percent of that funding, scaling it back to \$246 million. The President vetoed this rescissions bill, which he announced at the Drug-Free School Recognition Ceremony in the Rose Garden on June 7, forcing Congress to rewrite the rescissions package and add \$220 million back into the program. The President signed the final rescissions bill on July 27. (State funding figures attached.)

Baltimore City Public Schools Drug Free Schools Peer Leadership Programs

SHOP

Students Helping Other People (SHOP) is a positive peer leadership program that is designed to support high school students in maintaining drug-free lifestyle. The program provides a 3 1/2-day residential training that equips students with knowledge and skills that will help them plan and conduct drug abuse prevention activities in the school and community. SHOP training teams are made up of a maximum of fifteen students and at least one adult advisor.

REAP

The Recreation Education and Prevention (REAP) program is a drug prevention program of the Baltimore City Public Schools and Parks and Recreation Department, which seeks to assist students in developing constructive use of their leisure time. The program is designed to utilize the skills of trained SHOP members to implement prevention activities in area recreation centers.

The goal of the program is to help young people reach their maximum potential physically, socially, mentally, and academically by engaging them in a variety of activities such as recreation, tutoring and drug abuse prevention education which will provide them with a model for constructive use of their time.

Once trained in the SHOP program, students may apply for paid positions with the REAP program. If selected, students are then assigned to a center where they work after school and/or during the summer. There are six recreation centers participating in the program in Baltimore out of a total of 120 recreation centers.

While REAP is a community-based program, SHOP is a school-based program which provides mentor training during the school year.

Program objectives include:

- Training high school students as peer leaders
- Having students experience the components of the work ethic while gainfully employed
- Training students to provide drug abuse prevention information through a variety of delivery styles, including but not limited to tutoring, skits games, educational/ recreational activities, discussion groups, arts and crafts
- Providing employment opportunities for students in select recreation centers
- Presenting information to help school aged children develop resistance skills and strategies that lead to appropriate choice selections
- Establishing a cadre of student employees who model drug-free life styles

The selection of students in the program is based on the following criteria:

- Students must be committed to a drug-free lifestyle and have been drug-free for the past two years.
- Students should have time and interest in being committed to the SHOP program.
- Students should possess leadership capabilities.
- Students should be capable of socializing with a broad spectrum of their peers.
- Students should come from a variety of cultural and socio-economic backgrounds.
- Students must have the emotional and physical ability to participate in the group process. This does not exclude students with disabilities.
- Students must be in good academic standing

Format

Approximately 75 people are expected to attend, including approximately 60 students from the REAP and DARE (Drug Abuse Resistance Education) Programs and the Boys and Girls Club of America. The students will come mostly from the REAP program, however there will also be children from the DARE program as well as The Boys and Girls Club of America. The peer leaders are 16-17 years old and the younger students who will participate in the skit are 9-12 years old, all from the REAP program. Other participants will include Dr. Brown, the REAP Program Director Ledonia Kimball (bio attached), and DARE program representatives. Other guests include public and private agencies, drug prevention organizations, education organizations.

You will open the program with welcoming remarks and then introduce Dr. Brown. Dr. Brown will give brief remarks (draft remarks attached). He will then introduce the REAP summer program Director, Ledonia Kimball, who will give an overview of the program. Following Ledonia's remarks, she will describe and introduce a skit that the children will perform, a skit typically performed in the REAP program on "Saying No to Drugs".

After the skit, Ledonia will open the floor for discussion with the students by recognizing one of the mentor students, providing you with an opportunity to ask questions (sample questions attached). Following this interactive portion of the program will be testimonials from REAP alumni, on how they benefitted from the program.

Director Brown then introduces the DARE officer, who will talk about the program and introduce the student. The DARE student will discuss why the program is important to him. (DARE is a program of specially trained police officers who go into schools to teach students strategies for resisting the temptations and peer pressure of drug use.)

Director Brown makes brief closing remarks, followed by your closing remarks.

III. PARTICIPANTS

-HRC

-Dr. Lee Brown

-Ledonia Kimball, REAP summer program Director

-Students (see list attached)

IV. SEQUENCE OF EVENTS

- HRC opens and gives remarks and introduces Dr. Brown
- Dr. Brown gives remarks and introduces Ledonia Kimball
- Ledonia Kimball gives remarks
- Ledonia opens discussion and introduces skit
- Students perform skits
- HRC asks students questions
- Director introduces DARE officer
- DARE officer speaks, introduces student
- DARE student speaks
- Director Brown makes closing remarks
- HRC closes program and thanks group
- HRC departs

V. PRESS

Open press.

VI. REMARKS

Prepared by Karen Guss.

August 8, 1995

MEMORANDUM FOR HILLARY RODHAM CLINTON

FROM: Brenda Costello
SUBJECT: Briefings for Wednesday, August 9

Safe and Drug Free Schools Event

- Briefing
- Bio of Ledonia Kimball, Director REAP summer program
- Background on students
- Potential questions for HRC to ask students
- Draft of Dr. Brown's remarks
- Safe and Drug Free Schools and Communities State Grants
- Drug Free Schools Project background
- Office of National Drug Control Policy press release, 6/7/95
- "Alcohol and Other Drug Abuse Prevention: The National Structured Evaluation," U.S. Department of Health and Human Services Third Report to Congress
- "Making Prevention Work," Center for Substance Abuse Prevention/Substance Abuse and Mental Health Administration (front pocket)
- "CSAP Statistical Bulletin, 1995" (front pocket)
- "Cigarettes, Alcohol, Marijuana: Gateways to Illicit Drug Use" (back pocket)
- The University of Michigan study - "Drug use rises among American teen-agers" (back pocket)
- "Cigarette -Smoking Youth More Likely to Use Alcohol and Marijuana than Nonsmokers," Center for Substance Abuse Research, University of Maryland
- Tobacco Marketing to Youth - FDA Fact Sheet
- "On My Mind; Save the Drug Czar," Rosenthal, NYT, 8/4/95
- "Connecticut Q&A: Dr. Kathleen R. Merikangas; On Starting Young to Treat Alcoholism," NYT, 6/12/94
- "Cutting Funding...Move to Kill Tobacco Study Riles Researchers," WP, 8/8/95
- "Clinton Calls for Tough—Yet Practical__Program to Combat Teenage Smoking," WP, 8/8/95

Remarks

- Safe and Drug Free Schools

(TAB)

Drug Free Schools

August 8, 1995

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**Biographical information for
Ledonia Kimble, REAP program**

[001]

- Currently serving as Staff Associate for the development of curriculum monitoring and implementation for the Baltimore City Public Schools Safe and Drug Free Schools Program
- Has worked for the Baltimore City Public Schools for 31 years
- B.S. degree in Health and Physical Education
- Masters degree in Administration and Supervision
- (b)(6)
- Resides in Baltimore Maryland

REAP Peer Leaders

Missa Brown Age 17

- Three years in REAP program
- Inspired to do her part to make a difference in the lives of the youth in here neighborhood after witnessing a drug related shooting (victim unknown) at a college home coming event.

Danyell Strickler Age 17

- First summer in REAP program
- Has a younger brother (12) in program
- Had two friends killed in a drug related shooting, one friend (bystander) was paralyzed.

Nicole Sellman Age 16

- First summer in REAP program
- Has a close friend that is battling with drug addiction

REAP Alumni

Mike McCall Age 19

- Junior at Frostburg State College, Maryland
- With REAP 2 years

Jason Morgan Age 19

- Junior at Hampton University, Virginia
- With REAP 2 years

Sklt Participants

Christopher Campbell Age 12

Jhering Wingfield Age 9

Shante Sims Age 10

Darryl Burrell Age 9

Robert Booker Age 9

Jason Parrott Age 11

Danny Smith Age 9

Justin Johnson Age 7

Marvin Parrott Age 9

Patricia Parrott Age 11

Latoria Hicks Age 12

POTENTIAL QUESTIONS

For the 9-12 year olds:

How did the program change your attitudes?
How serious is this problem for kids your age?
Where do you learn the most about drugs?

For the 17 year olds/ Peerleaders:

Why did you go to this program?
If you could tell me one thing as a parent that I need to know for my daughter about the drug issue what would it be?
How can we reach other young people like you?
What else should we do to get the message out to kids and to help them resist drugs?

For Alumni:

How has this program made a difference in your life?

DRAFT**DRAFT**

REMARKS BY DR. LEE P. BROWN
DIRECTOR, OFFICE OF NATIONAL DRUG CONTROL POLICY
WHITE HOUSE SAFE AND DRUG FREE SCHOOLS FORUM,
AUGUST 9, 1995

I want to recognize the achievement of each child here today, particularly the kids from Baltimore's Recreation, Education and Prevention program. These students are fortunate in that they have had the benefit of learning at an early age the value of a drug free life.

What I want is for all American children to enjoy the same benefits as these youngsters, because the fight against drugs is really a fight for our children and our future.

I learned many years ago that the best way to fight drug abuse is to prevent it before it begins. And that means starting with our smallest citizens so that they will have a head-start in resisting the lure of drugs.

Protecting our children is the reason this Administration is fighting hard to preserve the Safe and Drug Free Schools program. At a time when youth drug use is on the rise, this program serves 39 million children in 94 percent of American school districts.

These young people today will demonstrate in dramatic fashion why Safe and Drug Free schools have been so successful and why drug prevention programs are so needed.

The President had to veto a bill because Congress took back half of the \$482 million for Safe and Drug Free Schools for 1995. President Clinton's action forced Congress to restore nearly full funding.

And now this critical program is under Congressional attack again. Last week, the House approved a 60 percent cut in 1996 funds for the Safe And Drug Free Schools program, a cut of \$300 million from President Clinton's \$500 million request. This is appalling, hypocritical, and downright foolhardy.

While Congress plays politics, we will fight for every investment in our children, especially an investment that ensures that each child has a full stake in this nation's future. The President and I will continue the fight for the Safe and Drug Free schools program--the only school-based federally funded drug prevention program we have.

These young people are role models who can take the anti-drug message to other children in their schools. They are proof that the Safe and Drug Free schools program works. Though these programs can never replace strong parental messages against drug use, they are key in fighting peer pressure and giving our youngsters the strength to grow up drug free.

As you can see on the faces of these children today, learning early about drugs has made a difference for them. And I believe that difference will serve them well far into the future.

Thank you.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES STATE GRANTS

FY 1995 Allocations
FY 1995 ALLOCATIONS

State	Total Allotment (100%)	Allotment To SEA (80%)	Allotment to Governor (20%)
US TOTAL	\$445,908,836	\$356,727,069	\$89,181,767
ALABAMA	7,456,038	6,065,550	1,491,388
ALASKA	2,229,544	1,783,635	445,909
ARIZONA	6,650,532	5,320,426	1,330,106
ARKANSAS	4,480,984	3,584,787	896,197
CALIFORNIA	49,680,531	39,744,425	9,936,106
COLORADO	5,260,947	4,208,758	1,052,189
CONNECTICUT	4,166,030	3,324,824	841,206
DELAWARE	2,229,544	1,783,635	445,909
FLORIDA	19,202,894	15,362,318	3,840,576
GEORGIA	11,199,828	8,959,942	2,239,886
HAWAII	2,229,544	1,783,635	445,909
IDAHO	2,229,544	1,783,635	445,909
ILLINOIS	19,551,262	15,641,010	3,910,252
INDIANA	6,087,117	4,869,694	1,217,423
IOWA	4,015,205	3,212,164	803,041
KANSAS	3,809,629	3,047,703	761,926
KENTUCKY	7,111,028	5,688,822	1,422,206
LOUISIANA	10,026,311	8,021,049	2,005,262
MAINE	2,220,844	1,783,635	445,909
MARYLAND	6,665,737	5,332,590	1,333,147
MASSACHUSETTS	8,323,127	6,658,502	1,664,625
MICHIGAN	17,640,889	14,112,561	3,528,328
MINNESOTA	6,665,919	5,332,735	1,333,184
MISSISSIPPI	6,421,418	5,137,134	1,284,284
MISSOURI	8,156,271	6,525,017	1,631,254
MONTANA	2,229,544	1,783,635	445,909
NEBRASKA	2,417,106	1,933,685	483,421
NEVADA	2,229,544	1,783,635	445,909
NEW HAMPSHIRE	2,229,544	1,783,635	445,909
NEW JERSEY	10,926,289	8,741,031	2,185,258
NEW MEXICO	3,475,092	2,778,474	696,618
NEW YORK	33,744,841	26,995,903	6,748,938
NORTH CAROLINA	9,627,936	7,702,351	1,925,585
NORTH DAKOTA	2,229,544	1,783,635	445,909
OHIO	18,594,922	14,875,938	3,718,984
OKLAHOMA	5,514,018	4,411,214	1,102,804
OREGON	4,562,218	3,649,775	912,443
PENNSYLVANIA	19,008,437	15,206,750	3,801,687
RHODE ISLAND	2,229,544	1,783,635	445,909
SOUTH CAROLINA	5,913,597	4,730,878	1,182,719
SOUTH DAKOTA	2,229,544	1,783,635	445,909
TENNESSEE	8,044,167	6,435,334	1,608,833
TEXAS	35,504,687	28,403,750	7,100,937
UTAH	3,188,294	2,550,635	637,659
VERMONT	2,229,544	1,783,635	445,909
VIRGINIA	8,326,999	6,661,599	1,665,400
WASHINGTON	7,496,175	5,996,900	1,499,275
WEST VIRGINIA	3,538,736	2,830,989	707,747
WISCONSIN	8,206,959	6,565,567	1,641,392
WYOMING	2,229,544	1,783,635	445,909
D.C.	2,229,544	1,783,635	445,909
PUERTO RICO	12,044,196	9,635,357	2,408,839
OUTLYING AREAS:			
TOTAL	4,669,820	3,655,656	913,924
AMERICAN SAMOA	784,483	627,586	156,897
GUAM	1,830,231	1,464,185	366,046
NORTHERN MARIANAS	447,010	357,608	89,402
REPUBLIC OF PALAU	0	0	0
VIRGIN ISLANDS	1,507,896	1,206,317	301,579
INDIAN YOUTH SET-ASIDE	4,569,620	N/A	N/A
NATIVE HAWAIIAN SET-ASIDE	913,924	N/A	N/A
EVALUATION SET-ASIDE	1,000,000	N/A	N/A
TOTAL FUNDING	456,582,000	360,382,765	96,199,235

**DEPARTMENT OF CURRICULUM AND INSTRUCTION
DRUG-FREE SCHOOLS PROJECT**

Background//History: The Drug-Free Schools Project began in 1986 when President Reagan signed into law the Drug-Free Schools and Communities Act, P.L.99-57, October 29, 1986. This act allows Congress to allocate funds to provide drug education to all school age children (K-12). The funds are allocated annually and are administered through the United States Department of Education and awarded to the Governor and the State Department of Education. Each local jurisdiction receives funds according to the student population. Over the past seven years, Baltimore has received eight million dollars to implement drug abuse prevention and intervention programs.

Current Implementation Status:

- A current Student Drug Policy has been developed (Fall, 1993).
- Drug-abuse prevention curricula have been developed and implemented for all grade levels.
- Teachers are trained annually to deliver effective drug abuse prevention instruction.
- Peer leadership prevention support programs are available to students at all learning levels, e.g., Just Say No, Students Helping Others and Understanding Themselves; Students Helping Other People, Recreation, Education, and Prevention Program, and Drug-Free Trails. (More than 10,000 students participate in these programs annually.)
- The Students Assistance Program operates in 21 secondary to assist students in need of help with drug related problems.
- Parents are actively involved in prevention programs at local schools.

Projections:

The focus of the project will change to include more violence prevention, i.e., conflict resolution, peer mediation, and safety activities. Greater numbers of non-public schools will participate in the project. Currently 80% are participating.

Funding:

- The future funding for FY 95-96 will be reduced based on the reduction of Federal budget allocation.
- The recommended allocation has been \$7.55 per student.
- 70% of the total budget will be allocated to schools (FY 1995-96).

EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF NATIONAL DRUG CONTROL POLICY
Washington, D.C. 20500

FOR RELEASE:
WEDNESDAY, JUNE 7, 1995

CONTACT: Bob Weiner/A. Revis-Yeoman
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DR. LEE BROWN, DIRECTOR, WHITE HOUSE OFFICE OF NATIONAL DRUG
CONTROL POLICY, COMMENTS CONCERNING WHITE HOUSE ROSE GARDEN
RECOGNITION OF SAFE AND DRUG FREE SCHOOLS AND PRESIDENTIAL VETO
OF RESCISSION PACKAGE

Today President Clinton, who has provided great leadership on this issue, hosted a Rose Garden Ceremony recognizing over 100 schools as having exemplary Safe and Drug Free School programs, practices and policies for the 1994-95 school year. Thirty-two states and the District of Columbia were recognized as having schools with the most successful, comprehensive, or noteworthy prevention programs. Student representatives from each school were invited along with federal officials including myself, Education Secretary, Richard Riley, and representatives from the fields of education, crime and drug prevention. President Clinton encourages the youth of our country to be drug-free and will resist any effort to deprive our children of the kinds of programs they need to help them resist the ever present lure of drugs and violence.

Drug use among young people is on the rise. It is foolish for Congress to reduce the only federally-funded drug prevention and anti-violence program for nearly 20 million students in over 90 percent of our schools. These programs include conflict mediation, after school activities from debating to sports, peer mediation counseling, teacher training concerning children's drug use and violence, research and advice on personal drug problems and host of others. Under current Drug Free Schools Programs, many schools saw a 25% decrease in tobacco and other drug use.

As the nation's Drug Policy Director, and as a member of the President's Cabinet, I would like to emphasize the importance of the Safe and Drug Free Schools Program currently being threatened by Congress. The new Republican majority in Congress has passed a bill cutting the Safe and Drug Free Schools Program in half from \$482 million to \$236 million. The future of this legislation is still uncertain but President Clinton is vetoing the current version as part of the Rescission Package. It is outrageous that the Republicans have cut in half the most effective education program we have teaching our young people to avoid drugs and violence, at a time when drug abuse among our young is rising. This is like cutting our troops when we are at war.

*Third Report
to Congress on*

**Alcohol and Other
Drug Abuse
Prevention:**

**The National
Structured
Evaluation**

**U.S. Department of Health and Human
Services
Washington, D.C.**

Executive Summary

This report is the third in a series of three that responds to language in Section 3522 of the Anti-Drug Abuse Act of 1988 (P.L. 100-690), mandating that the Secretary of Health and Human Services conduct "a structured evaluation of the different approaches utilized across the Nation to reduce [alcohol and other] drug abuse." Specifically, the report presents the findings and [implications] of a multiyear study that reviewed prevention initiatives conducted during the years 1986 through 1992. This study therefore captures the evolving state of the prevention field during a period of rapid growth and innovation. The Center for Substance Abuse Prevention (CSAP) of the Substance Abuse and Mental Health Services Administration (SAMHSA) was designated by the Secretary as the lead agency for implementation of this National Structured Evaluation (NSE).

Characteristics of Effective Prevention

After identifying and defining seven core approaches to prevention of alcohol and other (AOD) drug abuse, the NSE found that:

- No single approach was rated consistently superior in effectiveness across all types of desired outcome and all populations. Instead, the NSE data suggest a complex pattern of relative strengths and weaknesses, some of which appeared to be specific to individual age groups.
- Although explicit concern about the culture of a population served by prevention cannot overcome problems in implementation of prevention, such concern appeared to enhance the effectiveness of cases of successful interventions targeted to vulnerable individuals.

- Among programs conducted from 1986 through 1992 the prevention approaches that received the highest score on effectiveness concentrated on a few well-chosen types of activities. Some of these seemingly uncomplicated examples of successful prevention were derived from a sophisticated application of current scientific knowledge about the origins and continuation of AOD abuse.

Methodology

The NSE sought information^{*} from any type of effort that sought to prevent alcohol and other drug abuse except programs that were solely treatment oriented and programs that were devoted solely to reduction of tobacco use; a separate review of the latter has been included as an appendix to this report. After collecting documentation from over 2,300 prevention initiatives, the NSE identified 1,642 that were within scope and were described in sufficient detail to permit coding. The NSE's scope encompassed all efforts to prevent AOD abuse, including programs funded by the public and private sectors and programs targeted at individuals of all age groups, at families, and at institutional change. Of these, 309 (18.8%) provided evaluations that documented one or more of the following types of outcome:

- Reduction or delay of AOD problem behavior
- Change in AOD-related knowledge and/or attitudes
- Effects on risk and protective factors that may reduce future AOD abuse

Completion of the analysis required several methodological innovations, including the following:

- Development of a new unit of analysis—the prevention "module"—that consists of the set of prevention activities applied to a given population within a defined period of time;

- Development of tools and procedures to standardize assessment of the methodological rigor of the evaluations conducted among the AOD abuse prevention initiatives;
- Development of tools and procedures to standardize assessment of effectiveness of prevention modules in achieving the desired outcome categories, ranging from very effective to ineffective; and
- Use of cluster analysis, a sophisticated statistical technique, to organize prevention modules into seven prevention approaches, based on recurring patterns of activities used in prevention programming.

Mean effectiveness scores for the seven approaches provided the basis for meeting the congressional mandate of an evaluation of AOD abuse prevention as implemented throughout the United States.

The Seven Approaches to AOD Abuse Prevention

The seven approaches for AOD abuse prevention identified in the NSE can be summarized as follows:

- The **Positive Decisionmaking** approach, usually consisting only of didactic education of AOD-related subjects and development of generic social, decision-making, and mental health skills, was the most frequently adopted approach to individual intervention. Although a few examples of the approach received high ratings for effectiveness, most prevention initiatives adopting the Positive Decisionmaking approach were successful only in changing AOD-related knowledge and attitudes. The examples of the approach applied to young children, generally rated low in effectiveness.
- All examples of the **Safety/Health Skills** approach included safety education activities and most examples also included didactic AOD education and training either in personal skills or specific task-related skills. Although this approach may describe many worksite

prevention efforts, most examples identified for the NSE were conducted in suburban secondary schools. Examples of the approach appeared to hold promise as an effective strategy to prevent AOD problem behaviors among individuals who already are motivated to give priority to health and safety concerns.

- The **Psychosocial Skills** approach consisted of skills development *without* AOD education; the examples studied, often featured increased access to drug-free alternative activities. The NSE findings indicate that examples of the approach were successfully implemented by many different types of agencies using a wide variety of settings, formats, and personnel. Examples of the Psychosocial Skills approach measuring changes in risk and protective factors among young children and the incidence of AOD use among adolescents received the most consistent high scores for effectiveness. However, examples of the approach generally did not produce major alteration of attitudes and knowledge related to AOD use.
- The **Counseling Intensive** approach is defined by the combination of didactic AOD education with individual counseling and/or family intervention. Most often applied to adolescents and families at high risk for AOD abuse, examples of the approach usually involved fewer than 25 weeks of participation. Seventy percent of the examples of the Counseling Intensive approach addressing risk and protective factors among adolescents were rated effective. However, examples of the approach rarely documented effective results for other age groups or other types of outcomes.
- Examples of the **Case Management** approach included several funded by the Pregnant and Postpartum Women and Infants (PPWI) program that sought to prevent birth complications among the children of pregnant women with a history of substance abuse. The defining combination of activities for this approach included individual counseling, case management, and training in specific task-oriented skills, including parenting skills. Examples of

prevention initiatives adopting the Case Management approach often planned more than 75 weeks of client contact. Like the Counseling Intensive approach, the Case Management approach received its highest ratings for effectiveness in mitigating long-term risk factors for AOD abuse. The PPWI programs were especially successful in positively affecting birth outcomes and early childhood development, with associated savings in health and social costs.

- The **Multidirectional** approach characterized prevention efforts that attempted to provide many disparate activities and services to every client. It may aptly be described as a "scattershot" approach. Often provided to school-aged ethnic minority clients in large city environments, examples of the approach generally did not receive high effectiveness ratings for any type of measured outcome. Overall, they rated lower in effectiveness than prevention efforts that adopted a more limited mix of activities.
- The **Environmental Change** approach attempted to alter the community environment to make it less hospitable to AOD abuse and more conducive to prevention. Examples of activities identified among the many examples of the Environmental Change approach efforts include:
 - development of community linkages in support of prevention, including formulation of Action Plans, needs assessments, interagency agreements, and other tasks found in CSAP's Community Partnership projects;
 - institution of new restrictions on AOD marketing, sales, distribution, and use;
 - increased enforcement of existing AOD restrictions; and
 - training for professionals and other community intermediaries to increase their effectiveness as agents for prevention (e.g.

community policing training for patrolmen, server intervention among bartenders).

The NSE findings did not specify which types of Environmental Change activities were most effective for individual communities, but evaluation results clearly indicate that examples of the approach can produce significant reduction of AOD problem behavior and can positively affect risk and protective factors. CSAP's Community Partnership grant program and the Robert Wood Johnson Fighting Back program are designed to yield additional information on the effectiveness of forming prevention coalitions in reducing AOD abuse.

New Research and Evaluation Priorities

The NSE findings help to define an agenda of further research to determine "what works" in reducing AOD abuse. This agenda includes research on the relationship among the three types of outcome examined in the NSE, on the overall impact of AOD abuse prevention activities and the cost-benefit or cost-effectiveness of specific activities, and on the process for producing systemic change in support of prevention. An additional research task is to determine which risk and protective factors are both potent and capable of being affected by prevention efforts. Finally, given that the NSE provides a snapshot view of prevention from 1986 through 1992, a continuation of the NSE process would be useful to determine whether the knowledge gains since passage of the Anti-Drug Abuse Act of 1988 are reflected in improvements in the practice of AOD abuse prevention during the 1990s.

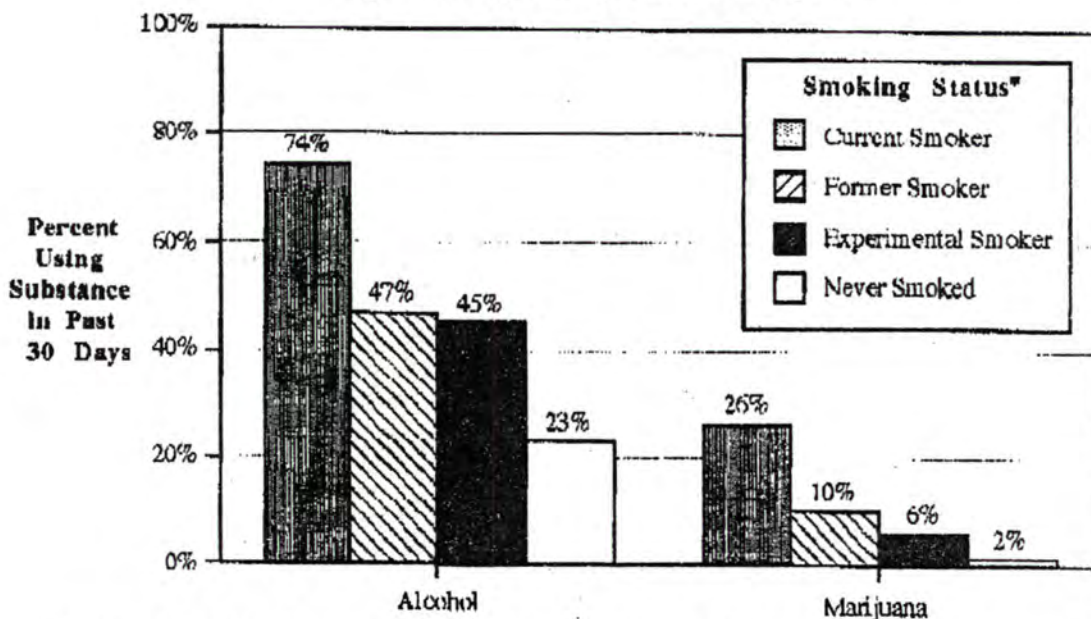
A Weekly FAX from the Center for Substance Abuse Research

University of Maryland at College Park

Cigarette-Smoking Youth More Likely to Use Alcohol and Marijuana Than Nonsmokers

Recently released data from the 1992 National Health Interview Survey of Youth Risk Behavior indicate that there is an association between cigarette smoking and use of alcohol and marijuana among youth 12 to 21 years of age. Current smokers were 3 times more likely to have used alcohol within the past 30 days and 13 times more likely to have used marijuana than youth who had never smoked. These relationships were "stronger at the younger ages, but remained consistent . . . among youth 18-21 years of age" (p. 2).

**Percentage of Youth Aged 12 - 21
Who Used Alcohol or Marijuana in the Past 30 Days,
By Smoking Status, United States, 1992***



*Data were collected from in-person interviews of 10,645 youth aged 12 to 21 in the general household population of the United States, conducted from April 1992 through March 1993.

*Current: Youth who had smoked at least one cigarette in the past 30 days.

Former: Youth who had at one time smoked at least one cigarette per day for 30 days, but had not smoked cigarettes in the past month.

Experimental: Youth who had smoked at least one or two puffs of a cigarette, but had never smoked cigarettes every day for 30 days and had not used cigarettes in the past 30 days.

Never: Youth who had never had even one or two puffs of a cigarette.

SOURCE: Adapted by CESAR from data from J.C. Willard and C.A. Schoenborn. "Relationship Between Cigarette Smoking and Other Unhealthy Behaviors Among our Nation's Youth: United States, 1992." Advance Data, Number 263, April 24, 1995. National Center for Health Statistics, Centers for Disease Control and Prevention.

CESAR FAX is supported by a grant from the Governor's Drug and Alcohol Abuse Commission.

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Tobacco Marketing to Youth

"While cigarette companies claim that they do not intend to market to children, their intentions are irrelevant if advertising affects what children know. RJ Reynolds Tobacco Company is as effective as the Disney Channel in reaching 6 year-old children. Given this fact and the known health consequences of smoking, cigarette advertising may be an important health risk for children."

Fischer, et al., Journal of the American Medical Association, December 11, 1991.

Teenagers respond to tobacco advertising.

- * The Surgeon General has concluded that tobacco advertising and promotion do appear to stimulate cigarette consumption.¹ About 85 percent of adolescent smokers prefer either Marlboro, Newport, or Camel, the three most heavily advertised cigarette brands.²
- * After the Joe Camel campaign was introduced, Camel's market share among underage smokers jumped from 0.5 percent to 32.8 percent in three years.³

Tobacco advertisements are appealing to kids.

- * Tobacco advertising emphasizes themes (sexual attraction, social acceptance, thinness, and independence) which appeal to youth.⁴
- * Six year olds are familiar enough with cigarette advertising that they match the 'Old Joe' Camel character with cigarettes as often as they pair Mickey Mouse with the Disney Channel.⁵ When asked what cigarette brand was most frequently advertised, only 13.7 percent of adults named Camel, compared to 28.5 percent of adolescents (12 to 17 years old). Recognition of the Joe Camel campaign was highest among 12 and 13 year olds.⁶

Children are frequently exposed to tobacco advertising.

- * Cigarette advertising expenditures for promotional items such as hats, t-shirts, and key chains quadrupled, from \$184 million to \$756 million, between 1991 and 1993. These items bear no health warnings and are easily obtained by kids.⁷
- * Thirty percent of kids (12 to 17 years old), both smokers and nonsmokers, own at least one tobacco promotional item.⁸
- * While overall cigarette advertising in magazines has declined sharply, the number of ads per issue in magazines with substantial youth readership has remained constant.⁹

The public supports regulation designed to prevent teenage tobacco use.

- * According to a recent survey, adults overwhelmingly support measures which would prohibit tobacco advertising which appeals to children. Seventy-one percent favor extending regulation of nicotine products, such as patches and gum, to cigarettes; 73 percent believe tobacco ads without pictures and cartoons would make smoking less appealing to kids; 74 percent think cigarette pack coupons for promotional items which appeal to youth should be eliminated.¹⁰ Sixty-one percent of adults believe that the tobacco industry encourages teenagers to smoke.¹¹

1. "Reducing the Health Consequences of Smoking: 25 Years of Progress," A Report of the Surgeon General, Department of Health and Human Services, 1989.
2. "Comparison of Cigarette Brand Preference of Adult and Teenage Smokers," Morbidity and Mortality Weekly Report, Centers for Disease Control, 1992.
3. "RJR Nabisco's Cartoon Camel Promotes Camel Cigarettes to Children," Journal of the American Medical Association, December 11, 1991.
4. "Current Trends in Cigarette Advertising and Marketing," New England Journal of Medicine, Vol. 316, 1987.
5. "Brand Logo Recognition by Children Aged 3 to 6 Years," Journal of the American Medical Association, December 11, 1991.
6. "Does Tobacco Advertising Target Young People to Start Smoking?" Journal of the American Medical Association, December 11, 1991.
7. Federal Trade Commission, "1995 Federal Trade Commission Report to Congress for 1993," 1995.
8. "Teen-age Attitudes and Behaviors Concerning Tobacco," Gallup International Institute, September 1992.
9. "Minority Issues," Tobacco Use: An American Crisis, Washington, DC: American Medical Association, 1993.
10. "Youth Access to Tobacco," Robert Wood Johnson Foundation, February, 1995.
11. New York Times/CBS Poll, May 1994.

Smoking is a Pediatric Disease

"... While the epidemic of disease and death from smoking is played out in adulthood, it begins in childhood. ... [A] person who hasn't started smoking by age 19 is unlikely to ever become a smoker. Nicotine addiction begins when most tobacco users are teenagers, so let's call this what it really is: a pediatric disease."

FDA Commissioner David Kessler, in a speech at the Columbia University School of Law, March 8, 1995.

Most smokers begin smoking during childhood and adolescence.

- * If people do not begin to use tobacco as youngsters, they are highly unlikely to begin smoking as adults. Eighty-nine percent of adult smokers began by age 18; 16 percent began by age 12; 37 percent by age 14, and 62 percent by age 16.¹
- * Three thousand young people become regular smokers every day. Most of the smokers who replace those who quit or die prematurely from smoking-related disease are children or teens.² Almost 1,000 of those 3,000 young smokers will die of tobacco-related disease.³
- * In 1993, 29.9 percent of the nation's high school seniors were current smokers (they had smoked within the past 30 days) and 19 percent smoked daily. Among eighth-grade students, 16.7 percent were current smokers and 8.3 percent smoked daily. Among high school seniors, 10.7 percent were using smokeless tobacco and 3.3 percent were doing so daily.⁴
- * The average teen smoker starts smoking at age 13 and becomes a daily smoker by age 14.5.⁵
- * Almost 75 percent of daily smokers in high school still smoke 7 to 9 years later, even though only 5 percent had thought they would definitely be smoking 5 years later.⁶
- * In 1992, approximately two-thirds of adolescent smokers reported that they wanted to quit smoking, and 70 percent indicated that they would not have started smoking if they could choose again.⁷

Rates of tobacco use are rising among youth.

- * The latest research from the "Monitoring the Future Study" conducted by the University of Michigan and sponsored by National Institute of Drug Abuse shows a continued increase from 1991 to 1994 in smoking prevalence among teens of all ages. In 1994, 18.6 percent of eighth-graders said they had smoked in the past month, a 30 percent increase from 1991, when the figure was 14.3 percent. Nine percent of eighth-graders said they smoked daily in 1994. Among tenth-graders, 25.4 percent said they had smoked in the past thirty days in 1994, up 22 percent since 1991, and 31.2 percent of high school seniors reported smoking in the last thirty days, a 12 percent increase since 1991.⁸
- * Adolescent (ages 14-17) smoking initiation rates decreased slightly from 1980-1984, and then increased from 1985-1989, a period in which the rate of young adults and overall prevalence of smoking among adults decreased steadily. This lack of progress in decreasing smoking among youth resulted in more than 600,000 additional teenagers starting to smoke.⁹
- * Between 1970 and 1986, the use of snuff increased 15 times and the use of chewing tobacco 4 times among males aged 17-19 years.¹⁰

1. Data from the National Household Surveys on Drug Abuse, United States, 1991. Office on Smoking and Health, Centers for Disease Control and Prevention.
2. "Trends in Cigarette Smoking in the United States," Journal of the American Medical Association, January 6, 1989.
3. Food and Drug Administration Statement, July 13, 1995.
4. "Monitoring the Future Study," Press Release, the University of Michigan, Ann Arbor, January 31, 1994.
5. Teenage Attitudes and Practices Survey II, 1993, unpublished data. Cited in the Robert Wood Johnson Foundation Survey, "Results of a National Household Survey to Assess Public Attitudes About Policy Alternatives for Limiting Minor's Access to Tobacco Products," December 1994.
6. National Institute on Drug Abuse, National Survey Results on Drug Use from Monitoring the Future Survey, 1975-1992. Cited in "Trends in Tobacco Use Among Youth," Centers for Disease Control and Prevention, March 1994.
7. "Teenage Attitudes and Behavior Concerning Tobacco: Report of the Findings," George H. Gallup International Institute, 1992.
8. "Monitoring the Future Study," University of Michigan, Ann Arbor, cited in Wall Street Journal, July 20, 1995; New York Times, July 20, 1995.
9. "Trends in Smoking Initiation Among Adolescents and Young Adults -- United States, 1980-1989," Morbidity and Mortality Weekly Report, Centers for Disease Control and Prevention, July 21, 1995.
10. "Reducing the Health Consequences of Smoking: 25 Years of Progress. A Report of the Surgeon General, 1989," U.S. Department of Health and Human Services.



"In summary, the evidence is unequivocal — the US public has been duped by the tobacco industry. No right-thinking individual can ignore the evidence. We should all be outraged. . . ."

Editorial signed by all the members of the Board of Trustees of the American Medical Association, Journal of the American Medical Association, July 19, 1995, p. 256.

Smoking Control Advocacy Resource Center (SCARC)
ACTION ALERT

July 24, 1995

Issue: FDA Moves to Regulate Tobacco Products: PM Launches Youth Plan

Summary

Earlier this month, the Food and Drug Administration (FDA) submitted a report to the White House concluding that tobacco is a drug that falls under the agency's jurisdiction, and offered regulatory proposals centered around preventing youth from smoking. The action represents a landmark opportunity to reduce the toll of tobacco.

Although the proposal has not been made public, it is believed to include recommendations for a ban on the sale of cigarettes from unattended vending machines; stricter laws on restricting tobacco sales to minors; measures to curb advertising and promotions appealing to youth; and additional warnings on cigarette packages and ads about nicotine's addictiveness and other hazardous ingredients in tobacco. Although President Clinton has publicly stated that he shares FDA's concern about youth smoking, he has not yet made any statements on possible actions to curb youth smoking.

The proposal is politically sensitive for the President: Republicans are likely to attack new regulations as an example of government over-reaching itself, and tobacco-state legislators have warned Clinton that support for tobacco regulations could cost him political support in the South. If Clinton does support the regulations, the tobacco industry will likely sue FDA, challenging its authority over tobacco, and Congress will likely try to cut off funding for the agency through an appropriations (funding) bill. If such a bill were passed, Clinton could veto it, and it is unclear whether tobacco supporters would have enough votes to override the veto.

In an attempt to preempt the growing momentum for FDA regulation, Philip Morris has announced a voluntary program designed to prevent youth smoking called "Action Against Access." The program is an attempt to gain control of the debate on youth smoking; last March, FDA Commissioner David Kessler labeled smoking a "pediatric disease" and argued for a "comprehensive and meaningful approach" in curbing youth smoking.

The Action Against Access program allows Philip Morris to argue that it is sincere about preventing youth from smoking and is providing an alternative to unnecessary government regulation. The heavily publicized program incorporates some, but not the most significant, of the Institute of Medicine's recommendations to prevent youth access to tobacco. PM's program includes changes in state legislation to

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license retailers who sell tobacco; limits on vending machines; increased minimum age signage; cigarette package labeling; and denying merchandising benefits to merchants fined or convicted of selling cigarettes to minors. (For more information on the Institute of Medicine's report, "Growing Up Tobacco-Free." see SCARC Action Alert, "Institute of Medicine to Release Report on Children and Smoking," August 31, 1994.)

The announcement of PM's program and statements by some tobacco-state lawmakers now supportive of some limited access measures, such as banning vending machines and restricting advertising appealing to youth, indicate that the industry will be all-too-willing to engage in regulatory and legislative tinkering and will offer promises of self-regulation in order to deflect meaningful actions to reduce tobacco's harm. The tobacco industry is most afraid of FDA's designation of nicotine as an addictive drug under its regulatory authority, since the formal legal finding can help change Americans' perspective on tobacco and goes to the heart of the industry's successful, years-long public relations strategy of depicting smoking as a common "lifestyle choice" made by adults. The tobacco industry is lobbying President Clinton and Congress to accept voluntary action or a compromise along the lines of Philip Morris' Action Against Access program, eliminating FDA's authority over tobacco products.

Tobacco industry self-regulation has a long history of producing no real action on tobacco control. For example, in 1964, after Surgeon General Luther Terry issued his report on the health hazards of smoking and federal regulation appeared imminent, the tobacco industry launched a program to prevent kids from smoking. The program was headed by a former New Jersey governor and collapsed as soon as the threat of federal regulation disappeared.

The voluntary advertising code is another example of the weakness and unenforceability of industry self-regulation. Among its provisions, the code mandates that cigarette ads do not feature models that are or appear to be under 25 years of age, do not suggest that smoking is essential to success or sexual attraction, and do not suggest that the healthy and attractive people pictured in its ads are that way due to cigarette smoking. Even if the voluntary code was an effective way to reduce smoking rates, it has been routinely ignored.

Although PM is now pledging to support the enactment of "reasonable" state youth access legislation, the tobacco industry has worked tirelessly at the state level to gut and sabotage meaningful youth access measures. A Louisville Courier-Journal expose of tobacco industry lobbyists at the state level called them "champions of anemic legislation." Last year in Minnesota, for example, the tobacco industry lobby helped defeat a youth access bill which would have imposed stiff penalties on retailers who sold cigarettes to minors. In Kentucky, the tobacco lobby helped pass a weak youth access bill in 1992 which imposed only small fines on retailers (\$10 for the first violation) and placed the responsibility for enforcement in the hands of the Agriculture Department, which has yet to enforce the law.

National data shows support for actions to make tobacco less accessible to children. According to a February, 1995 survey by the Robert Wood Johnson Foundation, 92 percent of Americans believe the nicotine in cigarettes is addictive, and 68 percent believe it is easy for children to purchase cigarettes. Other findings of the survey:

- * 74 percent favor banning all cigarette vending machines.
- * 70 percent favor not allowing coupons on cigarette packs to obtain promotional items that appeal to kids.
- * 78 percent favor keeping tobacco products behind the counter to prevent shoplifting.
- * 73 percent believe tombstone advertising -- limiting advertising to words only, with pictures and cartoons prohibited -- would make smoking less appealing to youth.

- * 71 percent favor extending regulation of nicotine products, such as nicotine patches and gum, to cigarettes.

Philip Morris' promises of self-regulation fall far short of the comprehensive changes needed to protect youth from tobacco. The company's program consists of some cosmetic changes, such as increased signage, and other measures that, even if carried out, will be inadequate to meet the challenge of preventing youth from smoking.

A consensus in the tobacco control community is that a comprehensive approach, whether enacted through regulatory action, legislative action, or a negotiated compromise, should consist of actions in each of the following categories:

Youth Access - A comprehensive set of actions designed to reduce the illegal sale and distribution of tobacco products to minors that contains an effective monitoring and enforcement mechanism and does not preempt more forceful local efforts;

Advertising and Marketing - The goal should be a complete ban on tobacco advertising. An interim step could be the elimination of advertising and marketing techniques used by the tobacco industry to put tobacco products into the hands of children and that appeal to children or contribute to the atmosphere and attitude which make tobacco products desirable to children;

Youth-Oriented Public Education - A well-funded public education campaign targeted at children is essential to provide kids with both the reasons and incentive to refrain from smoking.

Product Control - Almost every product we ingest in the United States is subject to health and safety standards governing how the product is manufactured. The exception is tobacco. The tobacco industry has routinely manipulated the manufacture of its products to control the levels of nicotine and other ingredients and has developed but not used the technology to produce so-called safer cigarettes, even while denying that their products are addictive or cause disease. The FDA should be permitted to develop standards for the different components of tobacco products to better protect consumers.

Objectives

1. To generate support for FDA regulation of tobacco products to protect children from becoming addicted to tobacco.
2. To expose "Action Against Access" as a public relations endeavor, not a meaningful attempt to reduce youth smoking.

Useful Quotes

"Smoking begins as a pediatric disease. Each day, 3,000 children become regular smokers and almost 1,000 of them will eventually die from diseases related to smoking. The focus of our attention is to find ways to discourage children from starting in the first place."

Food and Drug Administration statement, July 13, 1995.

"My concern is apparently what the FDA's concern is, and that is the impact of cigarette smoking, particularly on our young people, and the fact that cigarette smoking seems to be going up among our young people, and certainly among certain groups of them. And I think we ought to do more about that than is being done. And I'm willing to do that."

President Clinton, New York Times, July 14, 1995, p. A18.

"The concept -- pediatric disease -- qualifies as an epiphany, given the acknowledged authority of society over a minor. He/she has to go to school, has to wait until a certain age before being allowed to drive, to vote, to drink beer. It yields no substantial libertarian ground to add to the list enforcement mechanisms designed to dissuade the 15-year-old from taking up aching experiences (those who give up smoking), and at the other end premature and painful death."

William F. Buckley Jr., in a syndicated column printed in The (South Carolina) Post and Courier, March 16, 1995.

"Research by the FDA and by the Institute of Medicine of the National Academy of Sciences found that it is easier to prevent children from starting to smoke than it is to get addicted smokers to quit. Experts say no other addiction is so tenacious. . . . Smoking is an addiction that is almost exclusively acquired between ages 12 and 19; of those who try to take up smoking after that age, only a very small percentage become addicted. But during those formative years, 91 percent of all smokers become hooked for life. If fewer teenagers smoke in each successive generation, hundreds of thousands of deaths per year could be prevented."

Philip J. Hilts, New York Times, July 16, 1995, Section 4, p. 3.

"We know that no proposal we could make, no matter how far-reaching, will satisfy those whose agenda it is to regulate cigarettes in a manner that would severely restrict, if not prohibit, the sale of cigarettes to adults. . . . We believe Action Against Access represents a rational, effective approach to the key issue -- how to prevent minors from smoking -- and we believe that reasonable people will agree with us."

James Morgan, CEO of Philip Morris USA, Philip Morris Press Release, June 27, 1995.

"While [the Action Against Access program] has the appearance of a positive step, if the tobacco industry is truly interested in keeping cigarettes out of the hands of minors, they would stop spending millions in states like Minnesota to defeat efforts to strengthen laws banning tobacco sales to kids."

Hubert H. Humphrey III, Minnesota Attorney General, Wall Street Journal, June 28, 1995, p. A3.

"By pretending to care about our nation's youth, their future customers, Philip Morris has once more demonstrated its ability to say one thing while doing another."

Reps. James Hansen (R-UT) and Martin Meehan (D-MA), "Dear Colleague" letter, June 30, 1995.

"Let's see. Philip Morris wants to sell cigarettes -- that's its business. And most smokers start when they are teen-agers. Yet last week the company said it would go all out to keep minors from smoking. . . . What this means (choose one): a) Philip Morris, in a stunning about-face, actually wants fewer people to smoke, or b) 'They are scared,' as an American Heart Association spokesman said, and want to undercut efforts to regulate tobacco as a drug and head off state efforts to clamp down on sales to minors."

New York Times, July 2, 1995, Section 3, p. 2.

Framing Suggestions

Philip Morris is not a credible source on preventing youth from smoking.

After 30 years of denying the risks of smoking and opposing tobacco control measures, is Philip Morris a credible source of youth access measures? Action Against Access is a cynical public relations ploy, an attempt to substitute one company's unenforceable self-regulation for comprehensive and meaningful youth-centered tobacco policy. Philip Morris' sincerity should be measured by its actions over the years sabotaging youth access measures, not by its anti-youth smoking rhetoric.

Action Against Access is not a comprehensive proposal.

Action Against Access is a limited proposal from one company; it does not guarantee how other companies will behave regarding youth smoking. PM referenced the Institute of Medicine's (IOM) recommendations on restricting youth access to cigarettes, but ignored the IOM's recommendations for curbing advertising and marketing that appeals to young people. The program makes no mention of

the proven health hazards and addictiveness of smoking, merely repeating the ineffective message that smoking is an adult choice.

FDA's proposed regulations will protect kids.

Reducing tobacco use by children is the key to reducing the death toll from tobacco; 89 percent of adult smokers began by age 18. Although tobacco use among adults has declined over the last decade, recent studies indicate that the rates among youth are rising.

The FDA protects consumers from injury from all other consumable products by overseeing how they are manufactured, distributed, labeled, and marketed. It is time that we subject tobacco to these same requirements.

Suggested Actions

1. Write or call the White House to urge President Clinton to support FDA's authority to regulate tobacco as a drug and FDA regulations to protect children. The address is: 1600 Pennsylvania Avenue NW, Washington, DC 20500. The phone number is (202) 456-1111.
2. Contact local media outlets to explain the importance of strong federal regulations to protect children from tobacco. Use the enclosed fact sheets. Make the point that Philip Morris' Action Against Access program is a public relations move to fend off federal regulation.
3. Write or call your Member of Congress, urging him or her to support FDA's authority to regulate tobacco as a drug and FDA regulations designed to protect children.
4. Write to former senator Warren Rudman, urging him to resign as Action Against Access' independent auditor if Philip Morris refuses to incorporate all of the IOM's recommendations. His address is: Paul, Rifkind, Wharton & Garrison, 1615 L St., NW, Suite 1300, Washington, DC 20036.
5. **A broad show of support for FDA's proposal is critical. Organize your coalitions and networks to speak out in favor of it. Please feel free to share this Action Alert with your colleagues and members.**

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August 4, 1995, Friday, Late Edition - Final

SECTION: Section A; Page 27; Column 6; Editorial Desk

LENGTH: 717 words

HEADLINE: On My Mind;
Save The Drug Czar

BYLINE: By A. M. ROSENTHAL

BODY:

Four or five times a week I get letters saying yes, I agree that crime and drug abuse are twin enemies of American society, but what can one person do to make a difference?

Here is one thing that is urgent -- I mean today, as soon as you finish this column. Pick up the phone, call both your senators in Washington. Push beyond receptionists and then say you do not want the office of the drug policy coordinator -- known as the drug czar -- wiped out.

That's right -- suddenly a termination campaign has popped up. It would hurt the whole drug war, and accomplish exactly nothing except to stick a finger in President Clinton's eye; high price for sport.

Senators and aides on both sides of the issue think public opinion could make the difference if voters react fast. The vote could come anytime.

The office of the drug czar was created in President Reagan's time with bipartisan backing. It was the center of a detailed public and Congressional debate before it was approved. Now, with no real debate at all, some senators led by Richard C. Shelby, Republican of Alabama, are moving to eliminate the budget for the coordinator and staff. "Terminate" is Senator Shelby's word, precisely right.

Opponents of termination ask for public help. The termination drive has received little attention so far and its supporters would just as soon keep it that way until the deed is done.

The Shelby measure has been written into a bill approved in committee and now before the Senate, tucked into a \$22 billion appropriations bill.

As a supporter of the drug coordinator-czar concept but often a critic of the way it has been handled by the Bush and Clinton White Houses -- fine talk, mingy support -- I think it makes no common sense to wipe it out. Neither do leaders of anti-drug groups I have talked with -- police chiefs to therapists.

The Federal Government spends \$14 billion a year fighting drugs in the three essential areas. The money goes to enforcement -- police, special agents, courts. It goes to interdiction -- fighting smuggling and cartels. And it goes to therapy for addicts. That is long and expensive but shows real signs of success, particularly in prisons -- and gives hope and energy to the whole anti-narcotics struggle.

About 50 agencies and departments are involved in anti-drug work. Until now, the complaint against the drug czars was that they did not have enough power to force cabinet secretaries and department heads to work together. The complaint was valid and the remedy plain: Give them more. Instead, the termination measure would just end current coordination and planning. It would substitute a big fat nothing.

All the Shelby legislation does is to take dead aim at the drug coordinator and his office. Total savings for coordination termination would come to \$10 million -- in a \$14 billion government anti-drug budget. High-tech therapy research and anti-cartel programs directly under the coordinator, Lee Brown, costing about \$130 million, would be moved to the Treasury and Justice departments, whose chiefs say they should stay where they are.

Senator Shelby says Mr. Clinton himself is at fault, for cutting back the drug czar's staff drastically after he became President, which he did, and by not pushing the drug war hard enough. Mr. Clinton's leadership has sometimes seemed to us anti-drug types as ranging from absent to lackadaisical. But for Congress to hobble the war by wiping out its coordinator seems a strange way of inspiring the President or the country.

Senator Shelby says that Mr. Brown, by emphasizing treatment and prevention, has sent a message that "doing drugs is not a crime." That is a false accusation against this former New York City Police Commissioner -- and undocumented. Mr. Brown has risked and received the venom of the pro-drug lobby by denouncing not just hard drugs but marijuana, that favorite wedge of the drug legalizers.

Senator Joseph Biden, Delaware Democrat, shaped the 1988 drug czar legislation and now fights to save it. Senator Robert Dole is thinking it over. Maybe he is also thinking, given his own possible future, that sometimes Presidential eye-gouging just gets to be too expensive a sport for the country. You could give him a ring, too, to encourage such good thinking.

23RD STORY of Level 1 printed in FULL format.

Copyright 1994 The New York Times Company
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June 12, 1994, Sunday, Late Edition - Final

SECTION: Section 14CN; Page 3; Column 1; Connecticut Weekly Desk

LENGTH: 1558 words

HEADLINE: Connecticut Q&A: Dr. Kathleen R. Merikangas;
On Starting Young to Treat Alcoholism

BYLINE: By ALIX BOYLE

BODY:

ALCOHOLISM is the largest preventable public-health problem in the United States today, says Dr. Kathleen R. Merikangas, director of the Genetic Epidemiology Research Unit at Yale University. Although treatment is successful for some people, Dr. Merikangas says that pinpointing children susceptible to the disease and treating them is vital to preventing it in the next generation.

Dr. Merikangas, an associate professor of psychiatry and epidemiology who has studied the causes of alcoholism for 15 years, spoke about her research in an interview at her New Haven office. Here are some excerpts from the conversation.

Q. How do you identify people susceptible to drug and alcohol abuse?

A. One of the major predictors of alcoholism is early smoking. Approximately 80 percent of the people with alcoholism are also smokers, and there is a dramatically strong link between those two substances. And the fact that they use tobacco first may have very important implications for trying to understand the link between these two substances.

One of the second signs is that children of alcoholics and people who eventually develop alcoholism tend to report that they can drink more alcohol without having the negative effects. They say they can hold more liquor at parties and they have less impairment, or they perceive they have less impairment. They feel less drunk than somebody who does not have high risk for alcoholism or who doesn't develop it.

Q. What makes people susceptible to drug and alcohol abuse?

A. That's a question that has numerous studies around the country trying to

gain understanding. The reason to focus on susceptibility is because we have not been very successful in developing treatment programs for adults for drug and alcohol abuse. We've decided that we need to go backward and try to understand people who are high risk and people who are vulnerable, so that perhaps we can prevent the development of alcoholism. And I think this is particularly true for drug abuse.

So the focus of our group and others around the country is to examine the children of parents with alcoholism and/or drug abuse to gain understanding of what these risk factors may be. A study in Denmark recently followed children to age 30 and found that the major predictors in very early life, this would be around the age of 6 or under, are increased impulsivity, low frustration tolerance and some indicators of impaired cognition -- difficulty making decisions. It seems particularly pronounced when the person is under stress. The response to stress seems to be impaired in some way.

Q. It's almost as if people with these characteristics are drinking to be normal, to tolerate stress.

A. Yes, that's our hypothesis. None of this is going to apply to all alcoholism, and I think this is the difficulty. Alcoholism is obviously made up of many different subtypes with different causes. If we can even identify a proportion of alcoholics and drug abusers who develop because of specific pathways, then we will have accomplished a great task.

Q. What is alcoholism?

A. Alcoholism is divided into alcohol abuse and dependence.

With abuse, the people have some kind of consequences in their social, occupational or educational roles, or they have difficulty with the law. The alcohol causes problems. As you can imagine, that's highly variable, because if somebody gets arrested for drunken driving, then he's identified as having problems with alcohol. But for this definition of abuse, you can even have problems within your own family and still be identified as an alcoholic. It's very common. One in every five males, for example, meets the criteria for alcohol abuse at some point in his life.

With dependence, the people become preoccupied with the use of alcohol, they can no longer use the substance with control. In common lay terms, this would be an addiction.

Q. At what age do you begin talking about alcoholism with children?

A. I would probably begin in the late grade school -- fifth, sixth, seventh grade. It depends on your social and peer network. In some areas in the inner

city, the children are exposed at a much earlier age than they are in the suburbs. But we think that exposure in the suburbs is dramatically underreported. It does cross the socioeconomic boundaries. It's just much more hidden in the suburbs and the upper classes. In the highest echelons of society, we see a lot of alcoholism and drug abuse.

Q. Once you identify children who are susceptible, how should they be treated?

A. You may try to get them engaged in Al-Anon and group forms of treatment where they can get support for deciding to be abstinent before they even begin. That's easier said than done. But when children see the scourge of alcoholism, when they see the devastation in the family, there are a lot who say, "I'll never touch alcohol," because this has been so painful to grow up this way.

I think it's very important to educate kids about the dangers of smoking and alcohol and drugs. The child who is not at risk may benefit from this kind of educational approach, particularly if you apply it early enough. The children who are really at risk, who may have family disruption, they may go home and the parents are neglectful, often the mother is an alcoholic. These are the parents who are not coming to the school, they're not helping the child to develop self-esteem, they're not driving the child to activities.

You want to get the kids before puberty. You want them to feel success at something, so they can develop some self-esteem. You need to find a sport or an activity that really helps them to have some success on their own, because if a child has self-esteem, that's the beginning of this whole resistance. The advice for prevention is to target the children who are really at increased risk. These are the ones that the programs don't touch at all.

We need to work with the family, we need really intensive intervention. The best thing we can do is help the parents. If mom's depressed, if dad's alcoholic, one of the best things we can do is get the family into Al-Anon or Alateen, to treat the underlying psychiatric disorder in the parents and to work with the family to minimize the dysfunctional patterns.

Q. Is alcoholism more prevalent now than 20 years ago?

A. No. In fact, the rates of alcohol use are going down. Over the last decade, we found a decrease in the per capita consumption of alcohol in the United States. We find that people are drinking less hard liquor, and more people are using beer and wine. Teen-agers tend to use more beer and wine and don't understand that this can have as much alcohol content as the stiff drink.

Q. What is the economic impact of alcoholism?

A. For alcohol abuse, it was \$10.5 billion per year, direct costs, in 1990.

It's not only the direct impact on the employment sector, the occupational sector where people are working and there's a lack of productivity or lost productivity. But there's also the cost of the medical illness that alcohol causes, particularly when it's combined with smoking.

There are estimates that vary; 25 to 30 percent all the way up to 60 percent of all hospital beds are occupied by people with the complications of alcoholism. So the expenses are not only to the employers, but also to the health-care sector. A large proportion of automobile accidents are the result of alcohol. It's a tremendous cost.

People are focusing more on drug abuse than alcohol abuse now, because they see it as a more serious problem because of the criminality associated with it. So a lot of the programs that have been instituted are to teach the children about drugs without taking seriously the alcohol, which is also a drug and probably has more serious complications over a lifetime. I think it's the nation's No. 1 preventable public health problem.

I got my master's working with alcoholics doing psychodynamic therapy, and I realized this wasn't the way to go. I saw their families, and I realized this is a disease and people really can't help themselves. They promise you that they're not going to drink anymore, and they do mean it. It's not that these people have these moral flaws. This is a disease which affects their thinking and begins to take over their lives and that of their families.

I wanted to understand what the causes of this were. The policies, which are strictly aimed at treatment, are not going to really help the next generation. We find that they're at equal or increased risk. The majority of families across the world are affected by one of these major problems: alcoholism, depression, anxiety, drug abuse. The children are not alone, and it's very important we work together to try to help people. Even if we can't prevent alcoholism in the parent, prevent the devastating consequences it's going to have on the next generation.

Q. Some psychologists say that only about one third of substance abusers will remain abstinent following treatment. What's your feeling about that?

A. I think it's probably true. The statistics are grim. Our efforts must be placed at prevention, and it's even more so for drug abuse, because the statistics are even worse when we look at heroin, crack, and these kinds of substances, which are much more powerfully addicting.

GRAPHIC: Photo: Dr. Kathleen R. Merikangas heads a research unit at Yale. (Janet Durrans for The New York Times)

LANGUAGE: ENGLISH

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GRAPHIC: Photo: Dr. Kathleen R. Merikangas heads a research unit at Yale. (Janet Durrans for The New York Times)

LANGUAGE: ENGLISH

Cutting Funding ...

Washington Post
August 8, 1995
P. A7

Move to Kill Tobacco Study Riles Researchers

By Rick Weiss
Washington Post Staff Writer

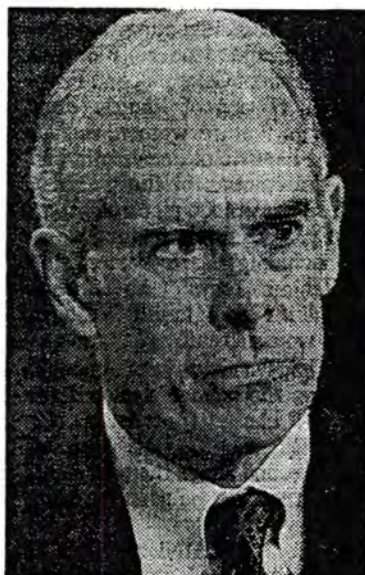
Amid criticism that Congress has been too involved in deciding how the National Institutes of Health should spend its research dollars, the House emphasized last week that next year's \$12 billion appropriation should be parceled out on the basis of scientific value. But legislators couldn't resist making one notable exception.

The House Appropriations Committee instructed the National Cancer Institute (NCI) to stop funding an ongoing study of how lawmakers may be influenced by contributions from the tobacco industry.

The directive has riled researchers and public health officials, who see it as a political intrusion into the traditionally independent scientific grant-making process. The study in question, which received top scores from an internal NCI review committee last year and is now starting the second of three years of funding, focuses on industry practices and government policies that affect an individual's decision to smoke. Preliminary results from the study, highly critical of the tobacco industry, have already been published in some of the world's top medical and public health journals.

"For the U.S. Congress to politicize the decision as to what specific research is or is not funded, thereby circumventing the NIH's peer review system which has been used so successfully for so many decades, is reprehensible," said George D. Lundberg, editor of the *Journal of the American Medical Association*, which has published many of the grant's results. "In my view, the public health of millions of Americans is far more important than the political health of a few tobacco-state congressmen."

The demand to cut funding for the \$600,000 project came from the office of Rep. John Edward Porter (R-Ill.), chairman of the Labor, Health and Human Services and Education subcommittee, and is included in a report to the NCI approved by the House Appropriations Committee. The report does not have the force of law and the NCI has made no official response. But congressional and scientific sources said the committee's word-



REP. JOHN EDWARD PORTER
... his office issued the directive

ing is so specific as to be impossible for the NCI to ignore.

NCI officials said they could not recall any other instance of Congress specifically cutting off approved funds for an individual NIH-funded investigation. Some expressed concern that the directive might presage new efforts to block scientific or social research embarrassing to elected officials or contrary to the interests of the lobbyists who contribute to their campaigns.

"It is unusual for Congress to take this much interest in a particular grant," said Marc Manley, chief of the NCI's public health applications research branch, which funded the grant as part of the branch's larger mission to help prevent cancer. "The quality of the work has been sound scientifically."

Manley said the challenge comes at a particularly sensitive time. A new director of the NCI was just appointed last week by President Clinton, and the president is now considering controversial changes in the way tobacco is regulated.

In a statement released yesterday, Porter said: "Clearly, smoking contributes greatly to the incidence of cancer and other diseases. That is why it is so important, for example, to study why people smoke and how to discourage them from doing so. In this case, however, the study that has been funded focuses on the political process and those who lobby legislatures on to-

bacco policy. This is not clinical or behavioral research and should not have been funded through the NCI."

The committee's report, which circulated around NCI last week, reads in part: "The committee was disturbed to learn that NCI has funded a research grant studying tobacco industry campaign contributions to State legislators and voting records by those individuals on tobacco control initiatives. While the Committee is not rendering judgment on the merits of the grant proposal, it feels strongly that such research projects do not properly fall within the boundaries of the NCI portfolio, especially when nearly three-quarters of approved research projects go unfunded."

"Accordingly, the Committee does not provide any further funding for this research grant within the NCI appropriation."

Among the most visible reports financed by the grant was a study published in *JAMA* last year showing that state lawmakers who receive money from tobacco interests are as much as 42 times more likely to vote with the industry than are others, and a series of articles published in *JAMA* two weeks ago analyzing the contents of internal research documents obtained from the tobacco company Brown & Williamson.

"The reason the scientific community and the public has confidence in the NIH and other government science agencies is their independence of judgment of what is the best science," said Stanton A. Glantz, the University of California at San Francisco researcher who won the grant and led the studies. "This is a direct intervention in this process."

Glantz said the research is medically relevant because cigarette smoke is the cause of at least 80 percent of the nation's lung cancers, a disease that is almost always fatal and so is best fought by prevention. "In biomedical terms you can think of the tobacco industry as a disease vector like a malarial mosquito," he said. "If you want to beat malaria, you have to understand the malaria mosquitoes that spread malaria. And if you want to prevent lung cancer, you have to study the tobacco industry to see how it spreads smoking."

Clinton Calls For Tough—Yet Practical—Prog

By Ann Devroy
Washington Post Staff Writer

President Clinton said yesterday he wants a "tough and mandatory" program to discourage smoking among young people but not one the tobacco industry can delay for years with legal challenges.

The statement, made in an interview with National Public Radio, reflects the competing practical and political imperatives at play as Clinton and his aides struggle to produce a new anti-smoking initiative.

White House officials caution that Clinton has not made a decision on whether the Food and Drug Administration should regulate nicotine as a drug and propose new rules to discourage teenage smoking as part of such a regulation.

Clinton—who has had weeks of discussion with his aides and with congressional Demo-

crats who favor or oppose regulating tobacco—is seeking a route to regulation that is stronger than voluntary steps by the industry, his aides said.

Officials had said the president could make a decision in time for a speech tomorrow in North Carolina, the heart of tobacco country, but last night they cautioned that a series of complex legal issues would likely delay a decision until later.

Asked about the issue, Clinton said in the NPR interview, "I think we need a tough and mandatory-type program. But I don't want to see us in a position where we act like we're going to do something, but we wind up in years and years and years of costly litigation while kids continue to be bombarded with advertisements plainly designed to get them to smoke."

Clinton outlined some of the areas that could be attacked to discourage teenage

smoking. He cited advertisements that encourage adolescents to smoke as well as motivational activities that do the same. He criticized the unattended sale of cigaret-

*"I don't want to see us
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— President C

vending machines, which makes enforcement of the ban against underage smoking impossible. He cited the lack of a "real, comprehensive national law" against the sale

(TAB)

Remarks

REMARKS OF HILLARY RODHAM CLINTON
SAFE AND DRUG FREE SCHOOLS EVENT
AUGUST 9, 1995

It is a pleasure to welcome you all to the White House.
[Acknowledgements: Dr. Lee Brown, Director, White House Office of National Drug Control Policy; Madeleine Kunin, Deputy Secretary of Education; representatives from education and drug abuse prevention groups; students]

This is an exciting time to be a young person in America. As we approach the 21st century, we are coming into more contact with the rest of the world. Technology is advancing by leaps and bounds. The world is changing very quickly. These changes present us with many opportunities, and with many challenges. If we are to successfully meet these challenges and become the nation we want to be, we do not have a single person to waste.

Drug use is one of the greatest threats to our nation's young people -- and therefore, to our nation's future. Like thousands of other parents of teenaged children, I am very aware -- and very worried -- about the pressures on young people to use drugs.

The Safe and Drug Free Schools program is an important part of the President's strategy to fight drug abuse. The Drug Free Schools program reaches students in over 90% of our schools by giving communities across America the funding and the tools to combat our nation's drug problem at its root.

And the program is flexible so that it can accommodate the needs and resources of different communities. As many of you know, the Recreation, Education and Prevention program [REAP] encourages students to serve as mentors for other students. By contrast, Drug Abuse Resistance Education [DARE] brings specially trained police officers into the schools to serve as role models and teach young people the skills they need to resist drug use.

Whatever the format, Safe and Drug Free Schools programs are an effective way for adults to support the thousands of courageous young people who are not giving into peer pressure and who are not involved with drugs. In fact, I'd like to take this opportunity to salute all of you here today who are doing your part by turning your back on drugs.

Despite the importance to our nation's future of the fight against substance abuse, there are some in Congress who tried to slash 1995 funding for the Safe and Drug Free Schools program and who now want to cut 23 million students from the program in 1996. With drug use among America's young people the serious problem it is today, cutting our only federally-funded drug prevention program would be foolish. All of you here today are good reasons why we must continue to support Safe and Drug Free Schools and

why the President and I feel so strongly about this program.

The Drug Free Schools program makes sense. For example, it fights tobacco use as well as other substance abuse. This is important because smoking is harmful in and of itself: it significantly increases the risk of cancer, heart disease, and respiratory ailments. And a national study recently released by the Center on Addiction and Substance Abuse at Columbia University demonstrates that there is a strong statistical correlation between using tobacco and using illicit drugs. For example, the study found that 90% of the children and adults who use marijuana smoked cigarettes or drank alcohol first, and that adults who smoked as children are three times more likely to use cocaine regularly than are adults who never smoked as children. The President believes that our government has a responsibility to protect our nation's youth and to help parents keep tobacco products away from their children.

It is important to remember that no federal initiative -- no matter how effective -- can take the place of parents sitting down with their children and telling them about the dangers of tobacco and drug use and teaching them the difference between right and wrong. I commend the thousands of parents across the country who are committed to keeping their children drug-free. And I want to encourage those of you who will be parents some day to stay involved and to set good examples for your children tomorrow just as you are doing for your peers today.

In a few minutes, we will have the opportunity to hear firsthand from participants in REAP and DARE about how they are making their communities safer places to learn and grow. But first, it is my pleasure to introduce Dr. Lee Brown, the Director of the White House Office of National Drug Control Policy.

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The Associated Press

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August 9, 1995, Wednesday, AM cycle

SECTION: Washington Dateline

LENGTH: 395 words

HEADLINE: First Lady Says Families Need Help Keeping Kids Off Drugs

BYLINE: By SALLY STREFF BUZBEE, AP Education Writer

DATELINE: WASHINGTON

BODY:

Families need help keeping their kids off drugs, **Hillary Rodham Clinton** said Wednesday, criticizing Republicans in Congress for cutting a school anti-drug program.

"Every family needs help in that effort," the first lady said. "It is not always so easy to do by yourself."

Safe and Drug-Free Schools money goes to school programs that give children the tools, like role models, needed to fight peer pressure, Mrs. Clinton said.

"It sounds so simple to 'just say no,'" Mrs. Clinton said, using the anti-drug message championed by former first lady Nancy Reagan. "When you're a teen-ager that is not always the easiest thing to do."

Republicans say the \$ 482 million **Safe and Drug-Free Schools** program is mismanaged, sending money out scatter-shot to programs that don't work.

Some Republicans also have accused the Clinton administration of failing to stress an anti-drug message in spite of studies indicating young people's drug use is again on the rise.

The administration contends that cuts in the federal program also would hit police-sponsored programs, like DARE, that many Republicans favor.

As Mrs. Clinton met at the White House with children from a suburban Virginia DARE program, President Clinton was in North Carolina speaking against youthful smoking. Aides said he would soon order the Food and Drug Administration to regulate smoking among youngsters.

Both events appeared aimed at portraying Democrats as more concerned about children as the election year approaches.

"Cutting our one federally funded school drug prevention program would be very foolish," Mrs. Clinton said.

The House voted last week to cut \$ 266 million, or about 55 percent, from the **drug-free schools** program in 1996. Clinton is expected to veto the bill if the Senate does not change it.

Earlier, Congress voted to cut anti-drug money from the current year budget, too. But after Clinton vetoed that bill, the anti-drug money was restored.

Surrounded by about 40 youngsters, Mrs. Clinton noted that her daughter, Chelsea, attended a DARE

program at her Little Rock, Ark., school.

By bringing in a police officer who told jokes and won children's trust, "the (anti-drug) lesson started being identified with the police officer they liked," Mrs. Clinton said.

She also praised a program in Baltimore schools called Resistance, Education and Prevention, or REAP.

LANGUAGE: ENGLISH

LOAD-DATE: August 9, 1995

FOCUS™

Search: General News;safe and drug free schools and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives

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The Baltimore Sun

August 10, 1995, Thursday, FINAL EDITION

SECTION: LOCAL (NEWS), Pg. 2B

LENGTH: 429 words

HEADLINE: City youths go to White House to save anti-drug program

BYLINE: Kerry diGrazia, Contributing Writer

BODY:

Holding forth in the White House East Room: two dozen or so Baltimore students.

In the audience: **Hillary** Rodham **Clinton**, Lee Brown, the White House drug policy director, and numerous administration officials.

The message: Keep budget knives away from their federally funded drug-prevention program.

"Without the program, kids would be more inclined to follow people who want to do drugs, who want to sell drugs," Lisa Brown, 17, told the crowd. She is a recent graduate of Western High School and worked as a Recreation, Education and Prevention (REAP) program tutor for three years.

Draped in oversized kelly-green T-shirts emblazoned with "REAP," the Baltimore students rallied on behalf of the federal program that funds REAP but is facing cuts by the Republican-led Congress.

"These kids need this to keep them off the street," said Ms. Brown, who hailed REAP for giving students alternatives to the drug culture and the self-confidence to say no.

"It sounds so simple to 'just say no,' " Mrs. Clinton said, using the anti-drug message championed by Nancy Reagan. "When you're a teen-ager, that is not always the easiest thing to do."

She praised REAP and other federally funded school programs that strive to keep students away from drugs. This summer in Baltimore, REAP is operating out of six community centers, with city high school students trained and employed as counselors.

The Clinton administration chose to highlight the 7-year-old REAP program, which is considered one of the most successful drug-prevention programs in Baltimore and is one of the few to stay open during summer.

Besides preparing for their first White House visit, REAP children have been keeping busy this summer.

"The younger kids are taught the value of a drug-free lifestyle from high school students who are both their peers and mentors," said Ledonia Kimball, a 30-year veteran of the Baltimore city schools who sponsored the children's trip. "The high school students, meanwhile, have fulfilling summer jobs."

Jherin Henderson, 9, of Baltimore has missed only one day of the REAP program this summer.

"It's great," he said. "We've gone on trips to Adventure World and around Washington."

REAP is financed by the federal **Safe and Drug-Free Schools** program, which was created in 1986 by the Reagan administration and was expanded by President Bill Clinton.

The program serves 39 million students in 94 percent of the nation's school districts. Maryland receives \$ 6.6 million annually for drug-prevention programs in the state's 24 school districts.

GRAPHIC: PHOTO, JED KIRSCHBAUM/SUN STAFF PHOTO, **Hillary** Rodham **Clinton** speaks in the White House East Room to members of the Recreation, Education and Prevention program.

LOAD-DATE: August 11, 1995

FOCUSTM

Search: General News;safe and drug free schools and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives

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United Press International

August 9, 1995, Wednesday, BC cycle

SECTION: Washington News**LENGTH:** 348 words**HEADLINE:** Hillary: Drug funding cuts foolish**DATELINE:** WASHINGTON, Aug. 9**BODY:**

Hillary Rodham **Clinton** Wednesday denounced "some in Congress" for making "very foolish" cuts in the 1996 budget which she said would deny 23 million children the benefit of anti-drug programs in schools. During a White House program on **safe and drug free schools**, the first lady also took a swipe at Nancy Reagan's "Just Say No" program against drugs, saying it is not that simple and "not the easiest thing to do." She said the majority of children in America "do not use drugs" but "there are lots of pressures on young people to use drugs." She said that the 60 percent slash in the funding for the **Safe and Drug Free school** program, reducing the funding to \$200 million, a cut of \$300 million from President Clinton's original request would deny anti-drug education to some 23 million children. "These are very foolish cuts," she said. "It sounds so simple to tell people to 'just say no,'" she said. "But I know that is not always the easiest thing to do." She said that such programs as "Recreation, Education and Prevention (REAP) and another drug resistant program for school children called "DARE" can do more. Young students from Maryland, Delaware and Virginia who are participating in those programs attended the forum. Dr. Lee Brown, Director of the Office of National Drug Control Policy, whose office has been targeted by the Republican-led Congress for elimination, said "we cannot arrest our way out of the drug program." He told the children on hand that they were the "role models" who can take the anti-drug message to other children and communities. A former policy commissioner, Brown said "I learned many years ago that the best way to fight drug abuse is to prevent it before it begins. " "Congress may play roulette and take a chance that our kids will be drug free," he said. "The president and I will not. We will fight for the children of this nation to have something to say 'yes' to and we here today will work to stop Congress from saying 'no,'" he added.

LANGUAGE: ENGLISH**LOAD-DATE:** August 10, 1995

FOCUSTM**Search:** General News;safe and drug free schools and hillary w/2 clinton

To narrow this search, please enter a word or phrase:

Example: House of Representatives

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

**8/11/95 Social
Security
Education
Campaign**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
DATE: FRIDAY, AUGUST 11, 1995
FINAL

Lead Advance for Social Security Event:

Jim Loftus
WHCA Pager

Scheduling Desk: Julie Hopper
202-456-7561 office
202-456-2317 fax
202-387-5811 home
1-800-528-7823 WHCA #5446

PREV RONThe White House

9:45 am OFFICIAL PHOTO
Diplomatic Reception Room
WH PHOTO ONLY

9:50 am DEPART The White House South Portico
EN ROUTE National Press Club
[Drive Time: 5 minutes]

9:55 am ARRIVE National Press Club
14th and F Streets, NW

NOTE: Jim Loftus will meet HRC curbside.

No Greeters

10:00 am-
10:50 am SOCIAL SECURITY ADMINISTRATIONS EDUCATION CAMPAIGN
KICKOFF/PRESS CONFERENCE
National Press Club
Room: Main Lounge
HRC's Holding Room: President's Office
OPEN PRESS

PARTICIPANTS: Approx. 50 expected to attend

FORMAT:

-- Commissioner Shirley Chater gives welcoming
remarks and intros Sen. Daniel Patrick
Moynihan

-- Sen. Daniel Patrick Moynihan gives remarks
SCHEDULE FOR HILLARY RODHAM CLINTON
DATE: FRIDAY, AUGUST 11, 1995
PAGE 2

- Commissioner Chater intros HRC
- HRC gives remarks and speaks briefly about Michael Maybin and Marlene Craven. (These individuals provided the inspiration for the PSA's). HRC intros the PSA's
- PSA's play
- Marlene Craven and Michael Maybin gives brief remarks
- Commissioner Chater gives closing remarks and thanks speakers for coming. All speakers proceed to depart.

11:00 am **DEPART** The National Press Club
 EN ROUTE The White House
 [Drive Time: 5 minutes]

11:05 am **ARRIVE** The White House South Portico

1:45 pm-
2:45 pm **PRIVATE MEETING**
 Map Room
 CLOSED PRESS

3:00 pm-
5:00 pm **OFFICE AND PHONE TIME**

RON The White House

WEATHER FORECAST:

- Partly cloudy. wind south to southeast at 8 to 10 knots.
Low 73. High 93.

FIRST LADY HILLARY RODHAM CLINTON
SOCIAL SECURITY ANNIVERSARY PRESS EVENT
NATIONAL PRESS BUILDING
AUGUST 11, 1995

TALKING POINTS

[Acknowledgements: Commissioner Shirley S. Chater [CHAY-ter], Senator Daniel Patrick Moynihan, Congressman Charles Rangel (tentative), Arthur Fleming]

- At a time when our society is seeking to promote the stability and security of American families, this could not be a better time to launch a campaign to help people better understand the value of Social Security.
- When we think of Social Security, most of us think of retirement and the benefits that help so many of our seniors live lives of independence and dignity.
- We often don't stop to realize, though, that while Social Security is looking out for our senior citizens, it is also providing an umbrella of financial protection over virtually every young and middle-aged family throughout our nation. We count on Social Security to be there when we are older, but we also need to understand that it is there for us right now -- at the times when we have the greatest need for a helping hand.
- As many of you know, an important part of Social Security is Medicare. Before Medicare, over a third of older Americans were poor, and half were uninsured. Since 1965, Medicare has given nearly all older Americans secure health care coverage and lifted millions out of poverty.
- And Medicare is not just important for older men and women. All benefit from the guaranteed health care it provides. Medicare means that we don't have to choose between caring for our parents and giving our children the opportunities they deserve. At a time when some in Congress are considering huge cuts in Medicare, we need to protect it from becoming a piggy bank -- and to make sure that it stays strong for our parents, our children, and our grandchildren.
- The people with us today -- Marlene Craven and Michael, Aaron and Constance Maybin -- will tell you how Social Security provides hope and stability for all American families.
- The stories of Marlene and the Maybins make us realize how visionary a program Social Security is, and how important it is for us to protect and preserve Social Security for future

generations of Americans.

- Sixty years ago, before there was a Social Security, becoming disabled on the job meant no income and no protection for workers and their families. Worse yet, when breadwinning mothers or fathers lost their lives prematurely, their families were often left to endure hard times, scraping by with the charity of friends and family.
- And without Social Security, many younger Americans were forced to defer their own dreams and plans in order to provide financial assistance to elderly parents and relatives.
- This public awareness campaign is the first step in the process to strengthen a program that embodies the best of America -- our sense of compassion, generations coming together in mutual support and our belief in the family. By better understanding the value of Social Security, by talking about the challenges together, by renewing our commitment to sustain and strengthen the program for our children, we can ensure that the protection that is there for Marlene and Michael and Aaron and Constance today will be there for families tomorrow and for generations to come.

###

August 10, 1995

SOCIAL SECURITY ADMINISTRATION PUBLIC EDUCATION CAMPAIGN

DATE:	August 11, 1995
TIME:	10:00 am
LOCATION:	The National Press Club
FROM:	Brenda Costello

I. PURPOSE

To participate in a Social Security Administration press conference launching a National Public Education Campaign about the importance of Social Security for all Americans, in celebration of Social Security's 60th anniversary.

II. BACKGROUND

You will join Social Security Commissioner Shirley Chater and Senator Daniel Patrick Moynihan at a press conference announcing the kickoff of a National Public Education Campaign to increase the public's knowledge about the importance of Social Security for all Americans. Also participating in the press conference will be the individuals whose stories are featured in the PSA's. They will discuss how Social Security has helped them and their families. This press conference marks the beginning of Social Security's 60th anniversary, which officially occurs August 14.

Note: While this press conference is about Social Security's 60th anniversary, there is an opportunity for you to mention the importance of Medicare, covered briefly in your remarks. Reference Medicare memo/booklet from Chris Jennings (Medicare background attached).

Social Security Administration Public Education Campaign

Focusing on the theme that Social Security benefits all generations and is more than just a retirement program, the public education campaign is part of a larger Social Security Administration (SSA) effort to increase public confidence in Social Security despite predictions of long-range insolvency for the program.

The SSA's objective for this campaign is to help lessen inter-generational friction over the future of Social Security. They believe a better understanding of Social Security, realizing that it protects everyone and not just seniors, can help to unify as solutions are developed for Social Security's long-term future.

Commissioner Chater will point out that the SSA's Board of Trustees issued a report this year forecasting the system will have adequate financing to pay full benefits through 2030. She will also make the point that we have time to develop thoughtful

solutions to the long-range financial issues.

The Social Security program enjoys wide public support. According to the results of a survey commissioned by the American Association of Retired Persons, two out of three Americans believe that Social Security represents government at its best. And over 70 percent of the American people believe that the price workers pay for Social Security is a fair one. However, the same survey found that only one in every three American's expressed confidence in Social Security's future. [Source: SSA talking points]

The goals of this multi-media public education campaign are to increase the public's knowledge about Social Security and its programs; demonstrate that Social Security benefits all generations, not just those who are retired and helps keep families together; and to highlight the 60th anniversary of the Social Security Act.

PSA's

The public service announcements feature the stories of the individuals who provided the inspiration for the ads. Marlene Craven will speak briefly about how Social Security allowed her to live her life with dignity when she became disabled. Michael Maybin will tell how Social Security helped him and his two children when he lost his wife during childbirth.

The PSA's, "For the times that count, count on Social Security" include television, radio, and print ads as well as a response booklet entitled, "The basic facts about Social Security." According to the SSA, several network morning news programs appear interested in airing the spots and having the real people portrayed in the them as guests on Friday before the press conference.

Approximately 85 people are expected, including representatives from leading senior groups and other organizations such as the National Committee to Preserve Social Security and Medicare, National Council on Aging, Save Our Security, National Council of Senior Citizens, American Council of the Blind. Approximately 25 staff members will also attend (see complete list attached).

Arthur Flemming, former Secretary of Health, Education, and Welfare is scheduled to attend.

Format

Commissioner Chater will address the basic facts about Social Security, including the need to educate the public about Social Security and how it is an inter-generational issue. Sen. Moynihan will give an overview of the history of the Social Security program and changes that have occurred over the past 60 years. Following Sen. Moynihan's remarks, you will be introduced by Commissioner Chater to give remarks. After your remarks, you will briefly introduce the stories of the families on

which the ads are based, and introduce the television PSA's. You will then be seated behind the podium for the unveiling of the Public Education Campaign with a preview of the television PSA's.

Following the PSA viewing, Ms. Craven and Mr. Maybin will make brief remarks on how Social Security has helped them and their families. Commissioner Chater will close the program, and will return with her press secretary to answer questions after you have departed.

III. PARTICIPANTS

- Shirley Chater, Commissioner, Social Security Administration
- Senator Daniel Patrick Moynihan
- Cong. Rangle (TBA)
- Arthur Flemming, former Secretary of Health, Education, and Welfare
- Marlene Craven, SSA disability beneficiary
- Michael Maybin, Baltimore City fire inspector
- Aaron Maybin, son of Michael, survivors beneficiary
- Constance Maybin, daughter of Michael, survivors beneficiary

See complete list attached.

IV. SEQUENCE OF EVENTS

- Commissioner Chater opens press conference, introduces Sen. Moynihan
- Sen. Moynihan gives remarks
- Commissioner Chater introduces HRC
- HRC makes remarks, gives brief introduction to stories of Michael Maybin, his children, and Marlene Craven
- HRC introduces PSA's and returns to seat
- PSA's play
- Commissioner introduces Maybins and Marlene Craven
- Michael Maybin and Marlene Craven speak briefly
- Commissioner closes press conference
- HRC, participants depart

V. PRESS

Open press.

VI. REMARKS

Talking points prepared by Sabrina Corlette and Jen Klein.

THE WHITE HOUSE

WASHINGTON

August 10, 1995

MEMORANDUM FOR HILLARY RODHAM CLINTON

FROM: Molly Brostrom
Domestic Policy Council

RE: Background on Current Social Security Issues

This memorandum provides background on a few current Social Security issues. The information is purely for background purposes; we do not anticipate your needing to address any of the issues during tomorrow's press conference.

Chater Confirmation

Sen. Packwood is currently holding up Commissioner Chater's confirmation, demanding that the Administration first lay out options for addressing long term solvency of the Social Security trust fund. (Shirley Chater was confirmed in October 1993 to head HHS' Social Security Administration. In accord with independent agency legislation, she was reappointed by the President in November 1994.) Her confirmation hearing was held in February 1995, but Sen. Packwood has held up her confirmation since then saying she is providing weak leadership. Under the independent agency legislation, however, Comm. Chater has full powers because she was previously confirmed.

Social Security Solvency

This year's annual report of the Board of Trustees of the Social Security and Medicare trust funds projected that the Social Security trust fund (the retirement and survivors benefits part) will remain solvent for the next 35 years, until 2030 (as you know, the projection for solvency for the Medicare part was much shorter -- 2002.)

While these projections of long term insolvency are not new or imminent, they have contributed to decreased confidence in the future of the program and have lead to calls for immediate attention to the Social Security solvency.

Administration Response

The Administration's position on long term solvency has been that the program is too important for options to be treated as a political football (Sen. Dole and Speaker Gingrich also believe it is premature to begin debating proposals). Thirty five years of solvency means we have time to carefully consider proposals that will impact the program for years to come.

All previous changes to the Social Security program have been preceded by analysis and recommendations from a bipartisan, independent council. Last year, Secretary Shalala asked the Social Security Advisory Council to focus on Social Security financing and to develop recommendations for improving the long-range financial status of the Social Security program. The Administration will carefully consider the

recommendations of the Council, expected to be submitted to the President this fall. This Administration is committed to the Social Security program and the principles that have made it successful for 60 years.

Social Security Advisory Council.

The President's Advisory Council on Social Security is bipartisan and encompasses a wide range of views on Social Security. This diversity of opinion has led some to question whether they will be able to reach a consensus on recommendations, particularly because of division on big issues such as increasing the retirement age or proposing additional revenues. The Council meets next at the end of August.

The primary proposals under consideration by the Council are:

1. A proposal that would make incremental changes in a number of different areas, including increased revenues, to provide fiscal balance for a 75-year period.
2. A proposal that would, among other things, replace the current benefit structure with one that provides a flat-dollar benefit at a level that would balance the system at the current payroll tax rate. The proposal would also allow a worker to contribute to an IRA-like savings plan, managed by an independent board, to supplement Social Security benefits. (Council Chairman Gramlich was rumored to be leaning toward this generally-considered more "conservative" proposal.)
3. A "double decker" proposal that would provide a flat benefit plus a benefit directly proportional to a worker's earnings (reportedly there is congressional interest in double decker plans).
4. A "middle ground" approach that would include elements of the three proposals.

Other Proposals

Sens. Simpson and Kerrey have been the primary Congressional proponents of immediate and radical steps on Social Security financing (as you may recall, they were members of the Kerrey-Danforth Entitlement Commission which reached an impasse last fall). They have introduced legislation proposal that would, among other things, channel 2% of the payroll tax into private investment accounts. In response to a hearing held by Sen. Simpson last week, Comm. Chater issued a statement explaining that SSA has concerns because, instead of supplementing Social Security, it substitutes money from an existing pool of trust fund dollars. The result is bad investments, lower benefits, and an increase in poverty (statement attached). The Simpson-Kerrey proposal would also cap Social Security COLAs and raise the retirement age to 70.

SSA REGO II

In April, the Vice President announced a set of reinvention initiatives for the Social Security Administration aimed at improving social security operations and achieving \$900 million in savings. These initiatives include: cycling payment days to better distribute workload at SSA; improvements to 1-800 telephone service; increasing

direct deposit/electronic benefits transfer services; and improvements to the disability adjudication process. A proposal to eliminate SSA's role in the collection of attorney's fees has resulted in a slew of critical mail, primarily from attorneys. A proposal to consolidate regional offices from ten to five has met with some Congressional resistance. Details of REGO II recommendations are attached.

Attachments

cc: Carol Rasco
Jeremy Ben-Ami

THE FEDERAL PAGE

Plan Deepens Cuts For Future Retirees

Separate Social Security Panel Appears Split

By Spencer Rich
Washington Post Staff Writer

In search of ways to assure the solvency of government retirement programs for the elderly when the huge baby boom generation hits 65, lawmakers are reassessing the federal civilian and military retirement system.

Last week Sens. Bob Kerrey (D-Neb.) and Alan K. Simpson (R-Wyo.) introduced bills to trim future federal civilian and military retirement benefits and cut future Social Security benefits in order to ward off the projected insolvency of the nation's largest retirement program in 2030.

Without cutbacks, they said, the cost of these programs will rise so massively as to impose an enormous tax burden on future workers, "damning our children to a very grim future."

Their plan would reduce future pension accrual rates for both military and civilian employees of the federal government, restrain cost-of-living adjustments for all such retirees and Social Security recipients as well, base federal civilian pension amounts on the five highest years of earnings instead of three, and elimi-

nate a bonus lump-sum retirement payment for military retirees now paid at age 62. The Kerrey-Simpson plan would reduce federal pensions dramatically more than proposals offered by the Senate Budget Committee would.

Meanwhile, a special Social Security Advisory Council named by the Clinton administration appears to be splitting into two factions. One is sympathetic to a plan developed by Chairman Edward Gramlich, former acting Congressional Budget Office director, that would cut future Social Security benefits.

The other group is more sympathetic to a proposal by former Social Security commissioner Robert Ball that would rely mainly on new taxes to support the system.

"I do it mostly on the benefit side and Bob does it on the tax side," said Gramlich. The council hopes to make recommendations by summer's end.

In place of the current benefit formula, Gramlich's plan would create a "double deck" system in which every person would get a basic benefit based solely on the number of years worked, regardless of how much he or she paid in. Everyone who

worked 35 years would get a flat base benefit of \$450 to \$500 (in 1995 dollars) per month. A person who worked 10 years would get half that.

On top of that, everyone would get a second "deck," that is, an add-on equal to 15 percent of average wages earned over a lifetime. The net effect would be to leave future benefits for low-earning workers about where they are now, but sharply cut benefits for high earners.

The age at which a person can start drawing Social Security without any "early-retirement penalty" is now 65 but will rise under current

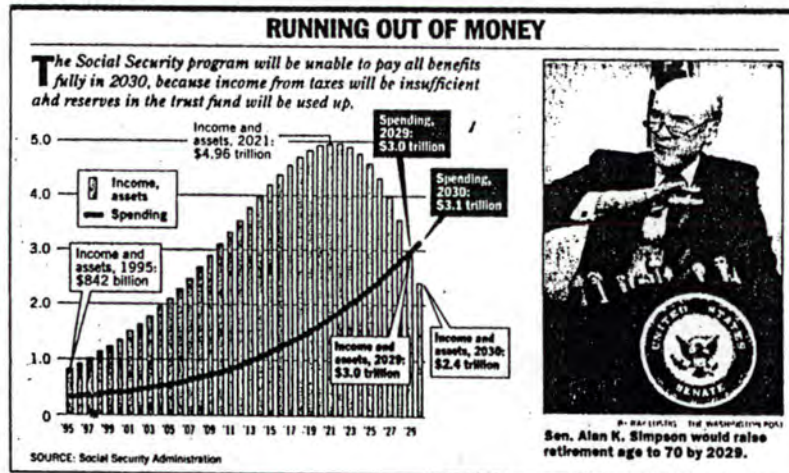
law to 67 by 2027. Gramlich would raise this to 68 by 2018.

He also would eventually eliminate the spouse's benefit for future retirees. He would allow a person to put in extra money and buy an annuity from the government to boost the benefit amount. And he would require Social Security to invest 25 percent of its reserves in stocks on the theory this would bring a greater investment return than putting all its reserves into government bonds.

Ball's plan, by contrast, depends mostly on new revenue. The maximum wage on which the Social Security tax is levied, now \$61,200,

would be raised by \$10,000 in two steps, producing more money. The payroll tax rate of 6.2 percent each on employers and employees would be raised to 6.4 percent. State and local workers not now covered by Social Security taxes would be covered. The amount of Social Security benefits subject to income tax would be increased.

Ball also would have Social Security invest one-third of its reserves in stocks to get a higher return. He proposed two cuts in benefits: basing the benefit formula on average wages over 38 years instead of 35 and phasing in the retirement age at



Sen. Alan K. Simpson would raise retirement age to 70 by 2029.

67 by 2019. He said raising the payroll tax by another 1 percent each on employers and employees in about 2050 would guarantee the system "in perpetuity."

Kerrey and Simpson would make Social Security changes similar to Gramlich's. They would gradually raise the no-penalty retirement age to 70 by 2029 and the early-retirement age to 65, reduce cost-of-living adjustments, allow a person to invest 2 percentage points worth of his or her own payroll tax privately in an IRA-like savings plan and reduce, but not eliminate, the spouse benefit.

They also proposed various ways to slow the growth of federal and military retiree pensions. They would cut the annual rate at which federal employees accrue pension benefits by one-tenth of 1 percentage point. They would calculate federal employee pensions based on the top five years of income instead of the top three.

Contribution and accrual rates (and therefore benefit rates) for members of Congress and their staffs would be reduced to the same level as for executive branch employees under the federal employee retirement system revised 11 years ago.

In the military area, accrual of pensions would be calculated on the basis of a 2 percent credit for each year served, instead of rising to 3.5 percent year after 20 years. This would apply only to those people who joined the military after July 1, 1986.



News Release

SOCIAL SECURITY

For Immediate Release

Contact: Phil Gambino (202) 482-7145

STATEMENT BY SHIRLEY S. CHATER
COMMISSIONER OF SOCIAL SECURITY

REGARDING PROPOSALS TO ALLOW WORKERS TO INVEST A PORTION OF THEIR
FICA TAXES IN PRIVATE INDIVIDUAL RETIREMENT ACCOUNTS (IRAS)

While I encourage an honest and reasonable debate about options to address the long-term solvency of Social Security, we must carefully consider the potential effects of any plan that would either require or allow workers to privately invest a portion of their earnings that would otherwise provide them with Social Security protection.

If given the opportunity, undoubtedly some people would invest their money wisely, avoid disability or early death, and realize a greater return on their investment than they will get from Social Security. But then again, many people would not. What happens to those millions of people? And what burden would be placed on taxpayers if welfare rolls increased to support the many people whose private investments failed?

Social Security was never meant to be a personal investment program. It is a social insurance program. Unlike private pension plans, social objectives--such as raising the standard of living for lower income workers and offering financial security to the families of all workers--are an integral part of Social Security.

Finally, Social Security was never intended to be a person's only income when he or she retires or becomes disabled, or a family's only income when a breadwinner dies. Social Security is intended to provide a floor of protection that would be supplemented by private pensions, savings, and other investments.

As has been widely reported recently, the savings rate of Americans is dismal compared to other industrialized nations. I believe it is imperative, therefore, to take whatever steps are necessary to encourage people, particularly younger workers, to increase their savings rate. We should be discussing how to encourage private investments as a supplement to Social Security, not as a substitute.

HHS NEWS

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

FOR IMMEDIATE RELEASE
Thursday, June 9, 1994

Social Security Administration
Phil Gambino (410) 965-8904

Stressing the importance of ensuring the long-term solvency and viability of this nation's Social Security program, HHS Secretary Donna E. Shalala today announced the appointment of the 1994 Advisory Council on Social Security.

"Each and every American citizen has a stake in the continued good health of this country's Social Security program," Secretary Shalala said. "This council, composed of leading experts in public and private pension systems in the United States, will examine some of the most challenging issues that go to the core of providing adequate and equitable income for the elderly in retirement."

By law, the advisory council, comprised of 12 members in addition to the chairman, is appointed every four years to examine issues affecting the Social Security Old-Age, Survivors, and Disability Insurance (OASDI) programs, as well as the Medicare program and Medicaid, which were created under the Social Security Act.

Unlike advisory councils of the 1980s which focused primarily on disability, Medicare and health-care issues, the 1994 council will focus on the Social Security OASDI program. Specifically, the secretary has asked the council to examine the following areas:

- o Social Security financing, including developing recommendations for improving the long-range financial status of the OASDI program;

- o The adequacy and equity of Social Security benefits paid to persons at various income levels, in various family situations, and various age cohorts, taking into account such factors as the increased labor participation of women, lower marriage rates, increased likelihood of divorce, and higher poverty rates of aged women; and
- o The relative roles of the public and private sector in providing retirement income and how policies in both sectors affect the retirement decisions and economic well-being of individuals.

Secretary Shalala appointed as chairman of the council Edward Gramlich, director of the Institute of Public Policy Studies and professor of economics and public policy at the University of Michigan. Professor Gramlich, 54, also has served as chairman of Michigan's Economics Department and as acting director and deputy director of the Congressional Budget Office. Other members are:

Robert Ball, 80, of Virginia - former commissioner of Social Security (1962-1973); member of the 1991 Advisory Council on Social Security and the National Commission on Social Security Reform (Greenspan); chair of the board, National Academy of Social Insurance.

Joan Bok, 64, of Massachusetts - chairman of the New England Electric System; member, boards of directors of Avery Dennison Corporation, the Federal Reserve Bank of Boston, John Hancock Mutual Life Insurance Company and the Monsanto Company.

Ann Combs, 37, of Washington, D.C. - principal, William M. Mercer, Inc.; former deputy assistant secretary for Policy, Pension and Welfare Benefits Administration, Labor Department (1986-1993); staff member, National Commission on Social Security Reform (Greenspan).

Edith Fierst, 69, of Maryland - attorney, Fierst & Moss, P.C., and member of the Advisory Committee of the Pension Rights Center; chair, Technical Committee on Earnings Sharing; specialist in federal and military pension litigation.

Gloria Johnson, 66, of Maryland - director of the Department of Social Action, International Union of Electronic, Electrical, Salaried, Machine and Furniture Workers and vice president of AFL-CIO Executive Council; president of the Coalition of Labor Union Women.

Thomas Jones, 45, of Connecticut - president and COO, Teachers Insurance and Annuity Association - College Retirement Equities Fund (TIAA-CREF); member, boards of directors of Thomas & Betts Corporation and Eastern Enterprises; trustee of Cornell University, Brookings Institution and Committee for Economic Development.

George Kourpias, 61, of Maryland - president, International Association of Machinists and Aerospace Workers, AFL-CIO; member, boards of directors for the National Council of Senior Citizens, Space Cause and the American Association for the Advancement of Science; member of Overseas Private Investment Corporation (OPIC).

Sylvester Schieber, 47, of Maryland - vice president and director of the Research and Information Center, The Wyatt Company; former director of research, Employee Benefits Research Institute; a senior economist and deputy director of policy analysis for the Social Security Administration.

Gerald Shea, 47, of Washington, D.C. - director, Department of Employee Benefits for health care, pensions, Social Security and child care, in AFL-CIO; previously, assistant to the president for government affairs for the Service Employees International Union and organizer for SEIU in Massachusetts.

Marc Twinney, 64, of Michigan - director of pensions for the Ford Motor Company; member of the American Academy of Actuaries and the Pension Research Council of the Wharton School; previously, a consultant at Hewitt Associates, Milliman and Robertson, and Hansen Consulting Actuaries.

Fidel Vargas, 25, of California - mayor of Baldwin Park, Calif., and senior policy analyst to Los Angeles Mayor Richard Riordan; past vice president of Phillips Brooks House, the community service organization of Harvard College.

Carolyn Weaver, 42, of Virginia - director, Social Security and Pension Studies, The American Enterprise Institute; member, 1987 Social Security Disability Advisory Council and senior advisor, National Commission on Social Security Reform (Greenspan); former staff member of Senate Finance Committee and the economics faculties of Tulane University and Virginia Tech.

**THE WHITE HOUSE
OFFICE OF THE PRESS SECRETARY**

FOR IMMEDIATE RELEASE
Wednesday, April 12, 1995

CONTACT: 202-456-7035

**VICE PRESIDENT ANNOUNCES REINVENTION OF SOCIAL SECURITY
OPERATIONS**

WASHINGTON--As part of the Clinton Administration's continuing efforts to reinvent the federal government, Vice President Al Gore today announced a set of reinvention initiatives for the Social Security Administration. While the President was in Warm Springs, Georgia, commemorating the 50th anniversary of the death of President Franklin D. Roosevelt, Vice President Al Gore said: "Social Security is one of FDR's most important legacies to the nation."

In unveiling reinvention proposals to improve social security operations while preserving FDR's legacy, the Vice President said: "We'll have a system ready for the next century, providing world class service to its customers."

The Clinton-Gore reinvention recommendations for Social Security include:

PAYMENT DAY CYCLING FOR NEW BENEFICIARIES: Monthly payments are currently paid on the third of each month. This results in peak workloads for SSA and the banking and business communities. With approximately 3.5 million beneficiaries coming on the rolls annually, there is real concern that SSA could not cope with the workloads. Therefore, new beneficiaries will have their payments staggered over a number of payment dates throughout the month to eliminate workload spikes and allow SSA to provide better customer service without adding staff.

In developing this proposal the Social Security Administration followed the practice of the Administration's National Performance Review by using customer input to improve SSA operations. Interviews with the public conducted in "focus groups" showed that many retirees have already built their monthly activities around the day their payment arrives. Social Security Commissioner Shirley Chater said: "To change that practice would be disruptive to them, so the payment day for those already on SSA's rolls will remain the same unless they ask to participate in our new cycling of payments." That is why payment cycling will apply only to new Social Security beneficiaries. One day of every week in the month would, in fact, become "payment day" for a certain number of new Social Security beneficiaries.

IMPROVE 1-800 TELEPHONE SERVICE: SSA spent the last six months meeting with some of American's top rated customer telephone service companies to determine

the best ways SSA can provide world class telephone service. SSA learned that these companies rely on modern computer systems to give them the capacity and capability to provide quick and accurate service. SSA is striving to develop the same capability. Commissioner Chater said, "We need to create a technological infrastructure that will allow us to do more and do it better without asking for more resources. Nothing is more important to our agency than getting this infrastructure up and running and serving our customers."

DIRECT DEPOSIT/ ELECTRONIC BENEFITS TRANSFER SERVICES: SSA will increase the number of recipients who are paid by direct deposit in three phases over four years. The first, already underway, is directed to all new beneficiaries who have bank accounts. The second phase will focus on those with bank accounts and who do not use direct deposit services. The final phase will require that all beneficiaries without bank accounts must select one of the electronic benefits transfer services that will be available to receive their monthly benefit payments.

More than forty percent of Social Security's 43 million beneficiaries are still paid by check. Direct deposit would save \$.35 per check, or \$70 million per year. In addition, more than 35,000 checks are reported lost each month, and the overwhelming majority of these problems would be eliminated by going to direct deposit.

ONE STOP BENEFIT APPLICATION: The Administration wants to give people who are applying for retirement or Medicare benefits more options. Many people may find it more convenient and more comfortable to file for benefits through their own personnel office at work. Today, about one percent of people filing for benefits use this option--and where they are able to do so they use the old paper application process.

The Social Security Administration wants to create a controlled, confidential, electronic process through which employees at large companies can quickly file for retirement and/or Medicare through the company personnel office. This option would allow workers to apply for a company pension, Social Security and health benefits all at one time and in one place.

REGIONAL OFFICE CONSOLIDATION: SSA will be moving hundreds of front-office administrative employees into direct service positions by consolidating 10 regional offices into five. "In an age of instantaneous electronic communication, we will be able to function just as efficiently with five fewer administrative sites," Commissioner Chater said.

STOP COLLECTING ATTORNEYS' FEES: SSA will no longer be a collection agency for attorneys who have clients who appeal Social Security judgments. SSA now approves the fee an attorney (or non-attorney representative) may charge and withholds a part of past due benefits for the attorney. "We are getting out of that business," Commissioner Chater said. "The agency will no longer approve fees or withhold benefits to pay attorneys." Social Security workers now involved in paying

attorneys would now be able to provide direct service to beneficiaries. She noted, however, that there will be statutory limits on what attorneys may charge.

EMPLOYERS' ELECTRONIC WAGE REPORTING: All employers, except those who employ only household workers, will be required to file W-2 wage reports with SSA on magnetic media or by electronic transmission. Time and effort now spent in processing and checking paper will be eliminated to allow Social Security to focus more on the important needs of customers.

IMPROVE THE DISABILITY ADJUDICATION PROCESS: State agencies currently have the authority to make disability determinations, fully financed by SSA and following SSA rules. Average claim processing times vary greatly by state, ranging from as low as 42 days to as high as 115 days. SSA will work with the states to jointly establish minimum performance standards and a period of time during which states will be required to meet these standards. In addition "performance enhancement teams" from the highest performing states will be made available on an as needed basis to provide on site assistance. SSA will also encourage the formation of labor/management partnerships in order to find ways of increasing performance. This initiative is intended to raise the level of the lowest performing states and to narrow the gap between the highest and lowest performing states.

IMMIGRATION AND NATURALIZATION SERVICE (INS) WILL PROCESS APPLICATIONS FOR SOCIAL SECURITY CARDS: Aliens will apply for Social Security cards at the time they complete INS immigration paperwork. Currently, the alien applicant is required to furnish almost the same information to SSA as to INS. This will provide "one stop" service, will reduce the potential for issuing cards based on fraudulent INS documents and will result in efficiencies for the government.

END DUPLICATIVE SSA-IRS FILING: Beneficiaries who work and earn over the exempt amount are required to report their earnings to SSA by April 15th each year. Beneficiaries are also required to report their wages for the prior year. To reduce the paperwork burden on the public and provide "one-stop" service, beneficiaries will only report to IRS and include on their income tax return the amount that would otherwise be reported to SSA. IRS will issue any payment due to SSA beneficiaries. In addition, SSA and IRS will work together to determine how IRS can offset overpayment against tax refunds.

These proposals will result in \$850 million in savings from FY 1997 to FY 2000.



SHIRLEY S. CHATER

Commissioner of Social Security
Department Of Health And Human Services

Shirley Sears Chater was sworn in as commissioner of Social Security on Oct. 8, 1993. She was nominated by President Clinton on Sept. 15 and confirmed by the United States Senate on Oct. 7.

Commissioner Chater brings a lifetime of leadership and public service experience to a position that has been frequently described as one of the most complex and challenging in the federal government. She heads an agency that administers programs providing financial benefits to over 40 million Americans. The Social Security Administration has over 65,000 employees serving the public from more than 1,300 offices nationwide.

She said, in her confirmation hearing, that she intends to be an "active, ardent, forceful" advocate for those who depend on the Social Security Administration for assistance -- "for the elderly, for people with disabilities, for families who have lost a wage-earning loved one, for the people who are going through trying times and can be helped by Supplemental Security Income." One of her most important goals as commissioner, she said, will be to help restore the American public's faith and confidence in the Social Security system.

Commissioner Chater came to SSA after serving for seven years as president of Texas Woman's University. Her work at that institution won widespread praise from state governmental leaders and education officials. The Texas commissioner of higher education told *The Dallas Morning News*, "She is very capable, personable, persistent and persuasive. I would count her among the two or three top presidents in the state. We're going to miss her in Texas."

As university president, Dr. Chater initiated a restructuring of the university that streamlined operations, increased student services and allowed an increase in student enrollment from 7,000 to 10,000 with no corresponding increase in budget. Under her guidance, TWU maintained one of the highest minority enrollments in the Texas state system, instituted a nationally-recognized program for single mothers and children, launched a clinic to provide health care to low income families, and supported a program to provide prenatal care to Hispanic women.

Her work at the university caught the attention of Texas Governor Ann Richards, who appointed Dr. Chater in 1991 to chair the state's Health Policy Task Force. She conducted exhaustive public hearings for over a year on policy options designed to provide dependable, accessible and affordable health care

(over)

to every Texas family. She presented the task force's report, containing over 100 recommendations, to the governor and the legislature. Many of those recommendations, including immunization and insurance reform, have been written into law.

Commissioner Chater served as an associate with the American Council on Education, Division of Academic Affairs and Institutional Relations in 1983-84 and as senior associate of the Association of Governing Boards of Universities and Colleges from 1984 to 1986. She was vice chancellor for academic affairs at the University of California-San Francisco from 1977 to 1982, becoming the first woman to hold a high level administrative position in the system. She held faculty appointments from 1972 to 1986 in the Department of Social and Behavioral Sciences, School of Nursing, at UC-San Francisco and in the School of Education at UC-Berkeley.

Commissioner Chater was born in Pennsylvania. In 1982, she received a certificate from the Massachusetts Institute of Technology, Sloan School of Management. She earned a Ph.D. in education from UC-Berkeley in 1964. She has an M.S. degree from UC-San Francisco and a B.S. degree from the University of Pennsylvania, both in nursing.

Among her honors, Commissioner Chater has been elected to the Institute of Medicine of the National Academy of Sciences and has received the Distinguished Alumnae Award from the University of Pennsylvania, School of Nursing.

March 1994

Arthur S. Flemming
Co-Chair
Save Our Security Coalition
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Washington, DC 20004-1171

Telephone: 202/624-9552

Arthur S. Flemming is Co-Chair of Save Our Security Coalition and serves as Chairman of the Citizens Commission on Civil Rights. Mr. Flemming is also Chairman of the National Health Care Campaign. He was a member of the War Manpower Commission from 1942 to 1945, Director of the Office of Defense Mobilization from 1953-57, Secretary of Health, Education, and Welfare from 1958 to 1961, Chairman of the White House Conference on Aging in 1971 and Deputy Chairperson in 1981, and Special Consultant on Aging to the President in 1972. Mr. Flemming served as U.S. Commissioner of Aging from 1973-78 and Chairman of the U.S. Commission on Civil Rights from 1974-1982. He served as President of the National Council on Social Welfare from 1968 to 1969 and Chairman of the American Council on Education from 1969-1970, and President of the National Council of Churches from 1966-69. A founding member of the National Academy of Social Insurance, Mr. Flemming received his J.D. from George Washington University.

TALKING POINTS
Shirley S. Chater
Commissioner of Social Security
Public Education Campaign press event
August 11, 1995

- I. The First Lady, Senator Moynihan, our guests Marlene Craven and Michael Maybin and his family and I are all here today to make a very important point.
 - A. Social Security works. It works for all of us, for our families. And it will continue to work for many, many years to come if the American people understand their stake in Social Security and play an active role in preserving its future.
- II. The public education campaign we're unveiling today, almost sixty years to the day that President Franklin Roosevelt signed Social Security into law, was developed to achieve a vital objective.
 - A. The fate and future of Social Security, a program that protects virtually every American, must be in the hands of the American people. The question of how best to keep Social Security strong for future generations should be widely debated, discussed and decided by well-informed consensus.
 - B. But, in order to arrive at that consensus, Social Security needs to be clearly understood. Americans everywhere need to understand how the program protects them, the value it brings to their lives, and the challenges we face in the next century to keep Social Security solvent and strong.

- C. And we cannot arrive at a consensus unless we work together -- Americans of all ages -- toward a common goal. There is concern in some quarters that Social Security is becoming the object of conflict and struggle between young and old. It shouldn't be that way. If the nature of Social Security is clear to us all, we can see that the program should be -- as it has historically been -- a stage for cooperation between generations, not bickering.
- D. With this campaign, we want to help people -- urban and rural, young and old, individuals and families -- understand the value and meaning of Social Security. We want to restore public confidence in the program. We want to empower people to participate in a national discussion over how best to preserve and protect Social Security for generations to come.
- III. An effective public education campaign replaces myths and misunderstandings with truth. And that's what we intend to do here, to help people understand the truth about a program that affects the well-being of so many. Let me briefly discuss some of the truths that must be told.
- IV. It is no secret that Social Security has a confidence problem.

Our problem is not public support. A survey recently commissioned by the American Association of Retired Persons, to coincide with Social Security's 60th anniversary, tells us that support for the program is as strong as ever. But confidence in Social Security's future, particularly among the young and middle-aged is declining.

One of the ways in which we can restore public confidence is by dispelling the myth that Social Security is a program in crisis, in imminent danger of collapse.

- A. We can give people greater faith in Social Security by making it understood that the program, according to the Social Security Board of Trustees, will have the funds to pay benefits in full for the next 35 years. And even at that point, Social Security won't be left high and dry. Incoming revenues at that time will equal about 75 percent of benefits owed.
- B. These projections tell us that we have the time to act reasonably and sensibly, to discuss Social Security's future, to make wise decisions that will keep the program solvent well beyond those 35 years.
- C. And we need to communicate over and over again to the public a message that President Clinton has delivered so forcefully -- that this nation's leaders will never let Social Security die, that answers WILL be found to keep this country's most important and successful domestic program sound, solvent and secure.
- V. We can ensure that Social Security is a program that unifies us rather than divides us -- young against the elderly -- by helping people understand that Social Security is much more than just a retirement program.
 - A. As our PSAs will show you, and Marlene Craven and Michael Maybln will tell you, Social Security protects Americans of all ages.

- B. Young and middle-aged people would be less skeptical about Social Security if they see that it's working for them right now, not just when they retire.
 - 1. When a 20-year-old worker has a one-in-three chance of becoming disabled before age 65, we see the value of and need for Social Security disability benefits -- benefits that have the value of a \$203,000 private disability insurance policy.
 - 2. And when younger Americans have a one-in-five possibility of dying before they reach retirement age, we understand how important Social Security survivor benefits are to American families. Those benefits are equivalent to a \$295,000 life insurance policy.
 - C. If we understand that all of us have a stake in Social Security, then it sets the stage for all of us to come together to talk about the program and cooperate in keeping it strong and solvent.
- VI. The first step toward building Social Security's future is education, a campaign to show Americans what Social Security is and what it means.
- A. Education will help restore public confidence in the program.
 - B. Education will bring different generations together in the understand that we all have a stake in Social Security.
 - C. Education will enable us to discuss and debate the

program, to develop a consensus that will give our elected leaders guidance when they make the decisions that will strengthen Social Security's long-term solvency.

- VII. I want to thank you all for coming today, and it is my pleasure to turn the microphone over to a gentleman who has spent much of his distinguished career protecting and improving the program that President Roosevelt signed into law 60 years ago. I am pleased to introduce Senator Daniel Patrick Moynihan.

Addendum to talking points/introduction of PSAs and of Social Security beneficiaries
The First Lady
Social Security anniversary press event

(The First Lady completes her prepared remarks, then introduces the public service announcements to be screened as well as Marlene Craven and Michael Maybin, the Social Security beneficiaries profiled in the spots.

Introduction of public service announcements

I believe that one of the important results of this public education campaign will be the way people perceive Social Security. Not only will Americans have a greater realization of the value and importance of the program, but we'll also realize that Social Security is about people. Real people. Real families. People whose dreams and goals and relationships are given a critical assist by this visionary program. The public service announcements you are about to see make the point that Social Security is there everyday for people facing the toughest challenges of their lives.

I also want you to meet the people behind these compelling stories.

It is because of Social Security, as well as her own considerable fortitude and determination, that Marlene Craven is earning her masters degree today, a degree that she will not let a disability stop her from attaining. Social Security provided the critical financial assistance and vocational rehabilitation that helped Marlene to start a new life.

And it is Social Security that came to the aid of the Maybin family at the most critical and difficult time of their life together, when a wife and mother was tragically taken away. Michael Maybin's children, Aaron and Constance, receive benefits from Social Security survivors insurance. These benefits exist to give families the critical financial support they need to stay stable and together, and to ensure that children like Aaron and Constance can have the lives and futures their parents wished for them.

Let's watch the spots now and then meet the people who inspired them.

Social Security Administration Press Conference
Announcement of National Multi-Media
Public Education Campaign

Friday, August 11, 1995

Confirmed Attendees

Participants

Hillary Rodham Clinton
Senator Daniel Patrick Moynihan
Commissioner of Social Security Shirley S. Chater
Marlene Craven (disability beneficiary)
Michael Maybin (father of Aaron and Constance)
Aaron Maybin (survivors beneficiary)
Constance Maybin (survivors beneficiary)

Guests

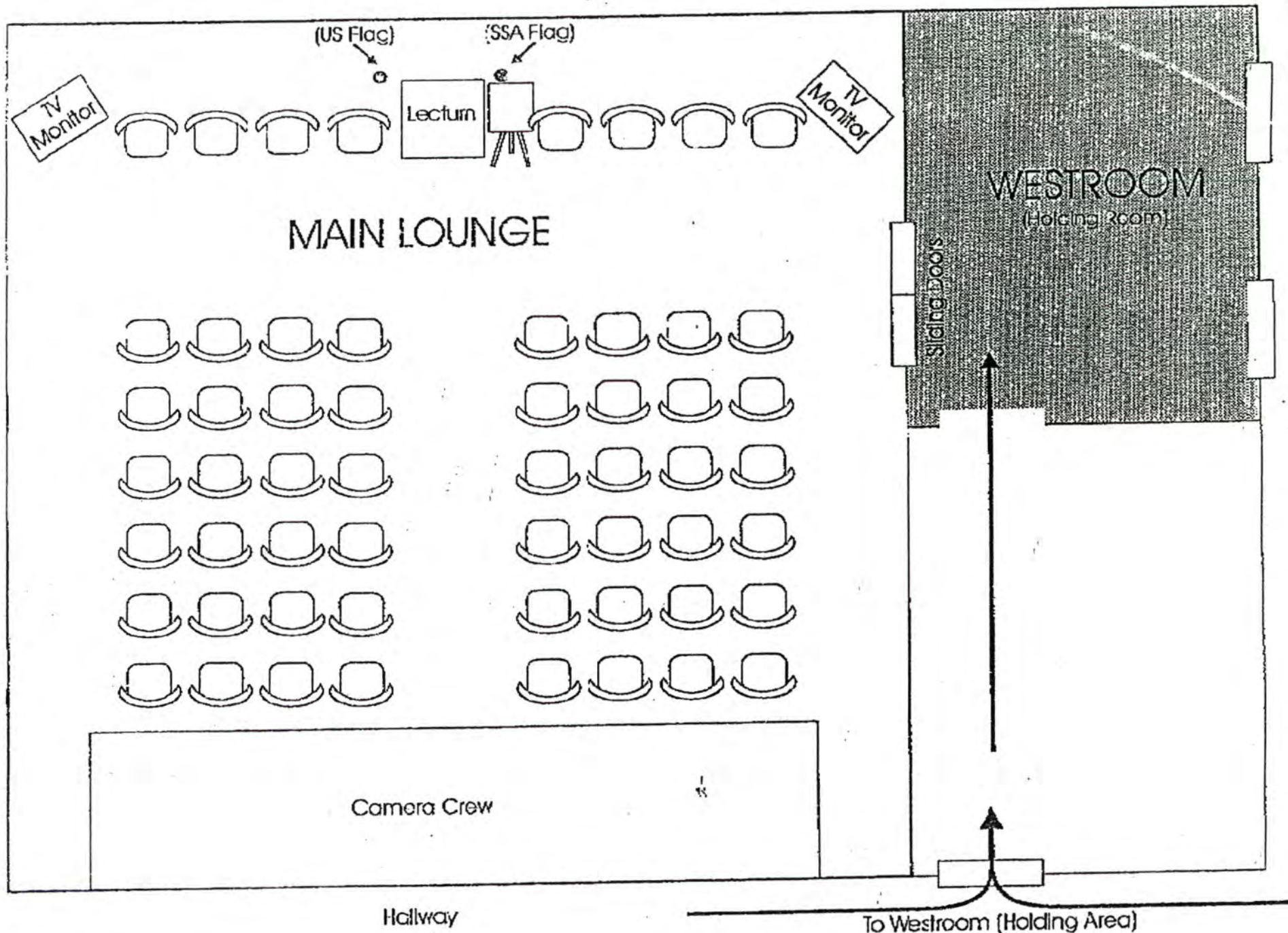
Ben Barrett, Senator Moynihan's staff
Julie Becker, National Association of Area Agencies on Aging
Nancy Bloch, Executive Director, National Association of the Deaf
*William Bowman, SSA Office of Communications
Charles Bradford, International Association of Machinists &
Aerospace Workers
*Charlie Brittan, SSA Office of the Commissioner
Michael Burke, National Episcopal AIDS Coalition
*Judy Chesser, SSA Office of Legislation and Congressional
Affairs
*John Clark, SSA Office of Communications
*Carolyn Colvin, SSA Office of Programs, Policy, Evaluation and
Communications
*Brian Coyne, SSA Office of the Commissioner
Nolan Crabb, American Council of the Blind
*Susan Daniels, SSA Office of Disability
Speed Davis, National Council on Disability
Michael P. Dolan, Internal Revenue Service
Elizabeth Doring, National Council on Aging
James P. Firman, President, National Council on the Aging
Andy Firth, National Association of the Deaf
Arthur Flemming, Chairman, Save Our Security
*Howard A. Foard, SSA Office of Communications
Douglas Forand, Brazelton Center for Mental Health Law
Martha Ford, Consortium for Citizens with Disabilities
Lauren Fyfe, Green Thumb
Suellen Galbraith, American Network of Community Options and
Resources
*Phil Gambino, SSA Press Office
Patricia Gill-Smith, National Parents Network on Disability
Eugene Glover, National Council of Senior Citizens
Turner Goins, National Academy on Aging
Violette Grant, Maybin family
*Chris Heidelberg, SSA Office of Communications
John E. Hopkins, Seniors Coalition

Dixie Horning, Executive Director, Gray Panthers
Sharon Jenkins-Brown, National Communities AIDS Partnership
Mark Johnson, AARP
Janet Kershaw, Marlene Craven family
*Joseph Kilgallon, SSA Office of Communications
Rayford Kytie, National Association of Towns and Townships
Pamela Larson, Executive Director, National Academy of Social Insurance
John Lancaster, President's Committee on Employment of People with Disabilities
*Ed Lopez, SSA Office of the Commissioner
Brian Iutz, Executive Director, Federal Council on Aging

Margaret Malone, Senator Moynihan's office
Gordon Mansfield, Paralyzed Veterans of America
James Mason, Public Health Service, HHS
Martha McSteen, President, National Committee to Preserve Social Security and Medicare
Patricia Miller, National Federation of the Blind
Marc Maurer, National Federation of the Blind
John Monahan, Dept. of Health and Human Services (Intergovernmental Affairs)
*Linda Monteleone, SSA Office of Communications
*Charles Mullen, SSA Office of Communications
Robert Myers, National Academy of Social Insurance
Sondra Nelson, National Association of State Alcohol and Drug Abuse Directors
*Robert A. Nickerson, SSA Office of the Commissioner
Terry Nixon, National Academy of Social Insurance
Bob Normandie, National Association of Retired Federal Employees
Kathryn Olson Klaver Kamp, National Academy of Social Insurance
Frances Page, Office of National HIV/AIDS Policy
Vandelia Parker, Maybin family
David Podoff, Senator Moynihan's office
Dianna Porter, Older Women's League
Hans Riemer, National Academy of Social Insurance
Virginia Reno, National Academy of Social Insurance
Jenn Rigger, President, Goodwill Industries
William Ritz, National Committee to Preserve Social Security and Medicare
*Charles Roggero, SSA Office of Communications
*Martha Seabrooks, SSA Office of Communications
Carol Schutz, Executive Director, Gerontological Society of America
*Dick Schwartz, SSA Office of Communications
Samuel Simmons, President, National Caucus & Center on the Black Aged
Kenneth T. South, Executive Director, AIDS National Interfaith Network
*Pete Spencer, SSA Office of Legislation and Congressional Affairs
Frank Stella, American Federation of Teachers
*Arlene Stevens, SSA Office of Communications
*Lawrence Thompson, SSA Office of the Commissioner

Fernando Torres-Gil, Ph.D., Assistant Secretary for Aging
David Tseng, Department of Labor
*Sue Tylor, SSA Office of Communications (Signer)
Alicia Valadez, Administration on Aging
Bruce Vladeck, Administrator, Health Care Finance Administration
Fredda Vladeck, International Brotherhood of Teamsters
Victoria Wagman, National Council on Aging
*Joan Wainwright, SSA Office of Communications
Julie Ward, Epilepsy Foundation of America
*Maria Ward, SSA Office of Communications
*Cassandra Wilkens-Slater, SSA Office of the Commissioner
Sandi Wise, House Ways and Means Committee
*Ruth Zlotowitz, SSA Office of Communications

* Denotes SSA Employee



SOCIAL SECURITY FACT SHEET

- Social Security protects more than 141 million workers and their families and provides benefits to over 43 million people.
- In 1940, there were 222,000 Social Security beneficiaries. Today, there are approximately 43 million. In the year 2020, according to Social Security Board of Trustees projections, there will be 68 million beneficiaries. By 2050, that total will be 88 million.
- For two of every three senior citizens, Social Security represents more than 50 percent of annual income. For 14 percent of Americans age 65 and older, Social Security is 100 percent of income. The average monthly benefit for a retired worker is \$698.
- For 15 million people, Social Security provides the income that keeps them above the poverty level. If Social Security did not exist, the poverty rate among older Americans would today be over 50 percent, instead of the current 13 percent. The poverty rate among the elderly has declined since 1959, largely due to Social Security, by more than 65 percent.
- The value of Social Security survivors benefits for an average wage earner who dies and leaves a spouse and two children is equivalent to a \$295,000 life insurance policy. The average monthly survivors insurance payment for a family consisting of a widow or widower with two children is about \$1,350 per month.
- Social Security disability protection is equivalent to a \$203,000 private disability insurance policy for an average income earner with a spouse and two children. The average monthly payment to a disabled worker is about \$660. For a disabled worker with a spouse and two or more children, the average monthly payment is about \$1,100. A 20-year-old worker has a one-in-three chance of becoming disabled before age 65.
- Administrative costs of the Social Security program represent less than one cent of every Social Security tax dollar collected.
- Individuals and families can find out how much they can expect to receive in Social Security retirement, disability and survivors benefits, based on earnings records, by requesting a Personal Earnings and Benefit Estimate Statement (PEBES). A PEBES request form can be ordered by calling 1-800-772-1213 or on the Internet at <http://www.ssa.gov>.

MAY 1995**Social Security Administration****Fact Sheet****Shirley S. Chater, Commissioner of Social Security****Social Security is paying monthly benefits to more Americans than ever -- 43 million people.**

- o Benefits are paid to infants as well as centenarians.
- o Retired workers represent 62 percent of our beneficiaries.
- o About 9 percent are disabled workers.
- o Twenty-nine percent are spouses or children of retired, disabled, or deceased workers.

How much does Social Security pay out in benefits?

- o About \$27 billion is paid out in cash benefits every month.
- o That's \$888 million per day; \$616,000 a minute; or \$10,300 a second.
- o By the end of this year, Social Security will have paid out over \$4 trillion in cash benefits since the first check went out in 1940.

What does Social Security provide

- o The program provides retirement benefits, protection against lost income as a result of disability, survivor benefits to dependents of workers who die, and Medicare coverage.

The importance of Social Security to the elderly.

- o Social Security is the major source of income, providing at least 50 percent of total income, for 59 percent of those aged 65 and over.
- o It contributes almost all of the income, 90 percent or more, for 24 percent of the elderly, and is the only income for 13 percent of those aged 65 and over.

The importance of your Social Security number.

- o Your Social Security number is the key to your future eligibility to monthly benefits in addition to the amount that will be payable to you and your family.
- o Out of 1 billion possible combinations, Social Security has only issued 375 million Social Security numbers since 1936.
- o To date, over \$39 trillion worth of earnings have been credited by Social Security to the records of American workers.

FACT SHEET ON THE OLD-AGE, SURVIVORS, AND DISABILITY INSURANCE PROGRAM

A. BENEFICIARIES IN CURRENT-PAYMENT STATUS ON JULY 31, 1995

	Number of beneficiaries (In thousands)	Monthly rate (In millions)
Total.....	43,121	\$27,183
Retired workers and their family members, total.....	30,027	19,801
Retired workers.....	26,551	18,571
Wives and husbands.....	3,039	1,094
Children.....	437	136
Survivors of deceased workers, total.....	7,362	4,386
Children.....	1,858	847
Widowed mothers and fathers with child beneficiaries in their care.....	277	128
Aged widows and widowers, and aged parents.....	3,059	3,337
Disabled widows and widowers.....	168	75
Disabled workers and their family members, total.....	5,732	2,996
Disabled workers.....	4,088	2,709
Wives and husbands.....	268	43
Children.....	1,376	244
Uninsured persons generally aged 72 and over before 1968.....	1	(1)

¹ Less than \$500,000.

Note: Totals may not equal the sums of rounded components.

B. SELECTED CATEGORIES OF BENEFICIARIES (INCLUDED ABOVE) IN CURRENT-PAYMENT STATUS ON JULY 31, 1995

	Number of beneficiaries (In thousands)	Monthly rate (In millions)
Disabled beneficiaries (OASDI)—Workers, disabled children aged 18 and over, and disabled widows and widowers.....	4,936	\$3,074
Children (OASDI).....	3,671	1,227
Student children.....	50	21
Disabled children aged 18 and over.....	680	289
Children under age 18.....	2,940	917
Survivor children and widowed mothers and fathers.....	2,135	974
Beneficiaries aged 62 and over (OASDI).....	35,187	23,369
Beneficiaries aged 65 and over (OASDI).....	31,251	21,031

C. AVERAGE MONTHLY FAMILY BENEFITS IN CURRENT-PAYMENT STATUS, JULY 31, 1995

Beneficiary group	Estimated average family benefits
Retired worker alone (no family members receiving benefits).....	\$685
Retired worker and spouse, aged 62 and over, both receiving benefits.....	1,181
Disabled worker, spouse (under age 65), and 1 or more children.....	1,117
Widowed mother or father and 2 children.....	1,334
Aged widow(er) alone.....	660

D. AVERAGE BENEFITS FOR RETIRED OR DISABLED WORKERS IN CURRENT-PAYMENT STATUS, JULY 31, 1995

Type of benefit	Average monthly benefit
All retired workers.....	\$699
All disabled workers.....	663

E. BENEFIT PAYMENTS (In billions)

	Calendar year 1994	Fiscal year 1994
Total.....	\$316.8	\$313.1
OASI.....	279.1	276.3
DI.....	37.7	36.9

F. MEASURES OF PROTECTION

1. Coverage

About 141 million persons will work in OASDI-covered employment or self-employment in 1995.

About 96 out of 100 jobs in paid employment and self-employment are covered or eligible for coverage under the program.

2. Retirement

Ninety-five percent of the people aged 65 and over at the beginning of 1995 were receiving benefits or would be able to receive benefits when they or their spouses retire.

3. Survivor

About ninety-eight percent of the children under 18 and their mothers or fathers (with children under age 16) can count on monthly cash benefits if a working parent dies.

4. Disability

About four out of five men and women aged 21-64 can count on monthly cash benefits in the event the wage earner suffers a severe and prolonged disability.

G. OPERATIONS OF OASI AND DI TRUST FUNDS, COMBINED (In billions)

	Calendar year 1994	Fiscal year 1994
Income.....	\$381.1	\$376.3
Contributions.....	344.7	341.4
Other.....	36.4	34.9
Outgo.....	323.0	319.6
Benefit payments..	316.8	313.1
Other.....	6.2	6.4
Assets, end of period..	436.4	422.7

H. CUMULATIVE OPERATIONS OF OASI AND DI TRUST FUNDS, COMBINED (In billions)

	1937 through end of Calendar year 1994	1937 through end of Fiscal year 1994
Income.....	\$4,637.4	\$4,543.2
Outgo.....	4,201.0	4,120.5
Assets, end of period..	436.4	422.7

Social Security Administration
Office of the Actuary
August 8, 1995

**CONGRESSIONAL MAJORITY'S EXCESSIVE TAX CUTS
FORCE MEDICARE BENEFICIARIES AND THEIR FAMILIES TO PICK UP THE TAB**

Why Should Not Place Extreme Financial Burdens On Older Americans In Order To Finance Tax Cuts

The Wealthiest Americans. The Republican budget cuts Medicare by \$270 billion -- \$71 billion in 2002

The cuts shift costs to seniors, who already spend 21 percent of their income out-of-pocket on health

Since 75 percent of these beneficiaries have incomes below \$25,000, it is hard to see how they can afford to pay more. The fact is, if the Congressional majority weren't insisting on their huge tax cuts for wealthy Americans, they wouldn't have to impose these burdens on middle class Americans.

Their Cuts Are Real: Republicans call their proposal an increase, not a cut, since spending would be higher in 2002 than it is today, but their increases won't come close to matching even the private sector growth rate they say they wish to emulate. As a result, the benefits would not keep pace with health inflation, and beneficiaries would either have to pay more, get less, or both.

Billions Of Dollars Added To Older Americans' Already High Costs:

- Every beneficiary choosing to stay in the fee-for-service plan (and so retain choice of physician) would pay at least \$2,825 more in premiums and copayments over 7 years; couples would pay at least \$5,650.
- The average Medicare recipient of skilled nursing home services would pay at least \$1,400 more in 2002. The average home health care recipient would pay at least \$1,700 more in 2002.

Half A Million Beneficiaries Effectively Thrown Into Poverty: The out-of-pocket increases would effectively push at least 500,000 elderly into poverty by 2002.

Republicans Say They Need Cuts To Save The Trust Fund, but they won't tell you that the Trust Fund has an insolvency problem of seven years or less on nine separate occasions. They won't tell you that the Trust Fund is in better shape now than when the President came into office, due to the President's budget, which every Republican opposed. They won't tell you that you don't need \$270 billion to strengthen the Trust Fund.

In Fact, Many Of Their Cuts Have Nothing To Do With The Trust Fund. The over \$100 billion in Part B beneficiary and provider cuts the Republicans are considering produce savings, but they are not dedicated to the Part A Trust Fund. They are not being used for the Trust Fund, they are used to pay for tax cuts.

Vouchers Aren't Choice, They're Financial Coercion: Even those beneficiaries who go into managed care will have their benefits threatened. This is because the Republicans' overly tight growth rates would, over time, diminish the value of the voucher and the type of coverage it could purchase. The choice for seniors and people with disabilities under the Republican plan: choose to pay more or choose to get less.

President Clinton's Balanced Budget Will Strengthen Medicare Without Burdening Beneficiaries.

- Reduce Medicare spending by \$124 billion -- less than half the Republican cuts -- with no new beneficiary cuts;
- Extend the solvency of the Medicare Trust Fund at least through October 2006, as certified by the Chief Actuary of the Health Care Financing Administration (HCFA). This may leave the Trust Fund stronger than it has been regarded to be in 9 out of the last 14 Trust Fund reports; and
- Accompany reductions in Medicare spending with: 1) new prevention and long-term care benefits; 2) more plan choices for beneficiaries; 3) aggressive pursuit of fraud and abuse; 4) insurance reform; and 5) important new insurance affordability protections for small businesses and working families.

FACT SHEET

TITLE: "For the Times that Count, Count on Social Security"

DATE : Monday, August 14, 1995

MEDIA: 800 TV Stations Nationwide and Major Networks
5,000 Radio Stations
3,900 Weekly Newspapers

PUBLIC SERVICE ANNOUNCEMENTS:

TV : 2 - 30 seconds; 2 - 15 seconds lifts
Radio: 1 - 60 second; 2 - 30 seconds; 1 - 10 second
pre-recorded spots

Newspaper: 3 print ads in various sizes

LANGUAGE : English and Spanish

OBJECTIVE: To increase the public's knowledge about Social Security and its programs.

SUBJECTS : There are essentially two subjects: Disability Benefits, and Survivors Benefits. One public service announcement (PSA) shows how a disabled Social Security beneficiary returned to work, and the second shows how Social Security can help a family when one of the two wage earners dies.

ACTION : Send for the booklet, "Basic Facts About Social Security"

MEASURING: Social Security will know each time one of its TV PSAs is played because of a special coding signal. Also, the TV and radio stations, and newspapers are asked to return a response card if they use the PSA. Those cards are tabulated and commercial value placed on the total.

Social Security is also tracking the number of requests for the booklet offered in the campaign.

Social Security

"Disability Insurance Makes a Difference" :30



1. ANNCR: Penny's fulfilling her dream.



2. She went back to school and got her degree after she was seriously injured in an accident.



3. Because she paid Social Security...



4. she got disability benefits. They helped her return to work.



5. Today, Social Security helps 4 million people with disabilities pursue their dreams. To learn more, call for *The Basic Facts About Social Security...*



6. 1-800-772-1213. For the times that count... count on Social Security.

CC (Close)

Administration

"Survivor's Insurance for Families" :30



1. ANNCR: Mike and Diane were living the American Dream... enjoying family life.



2. Until...unexpectedly... Diane died. Since she paid Social Security, her children are now getting monthly benefits.



3. And although nothing can replace their mother, Social Security can help replace her income.



4. Social Security's helping 3 million kids pursue their dreams.



5. To learn more, call for *The Basic Facts About Social Security...*



Call 1-800-772-1213
Best times to call: 9 a.m. to 5 p.m. in the week.
Live on the radio.

6. 1-800-772-1213. For the times that count... count on Social Security.

Captioned)

Who's the Social Security beneficiary?

You can't tell just by looking who's getting Social Security benefits because a parent died, is disabled, or retired.

Today, 3 million kids under age 18 get monthly Social Security benefits, based on a parent's earnings.

And, Social Security protects more than 70 million kids.

To learn more about Social Security, call 1-800-772-1213. Ask for the booklet *Basic Facts About Social Security*.

P.S. It's Timmy (on the left).



*For the times that count,
count on Social Security.*

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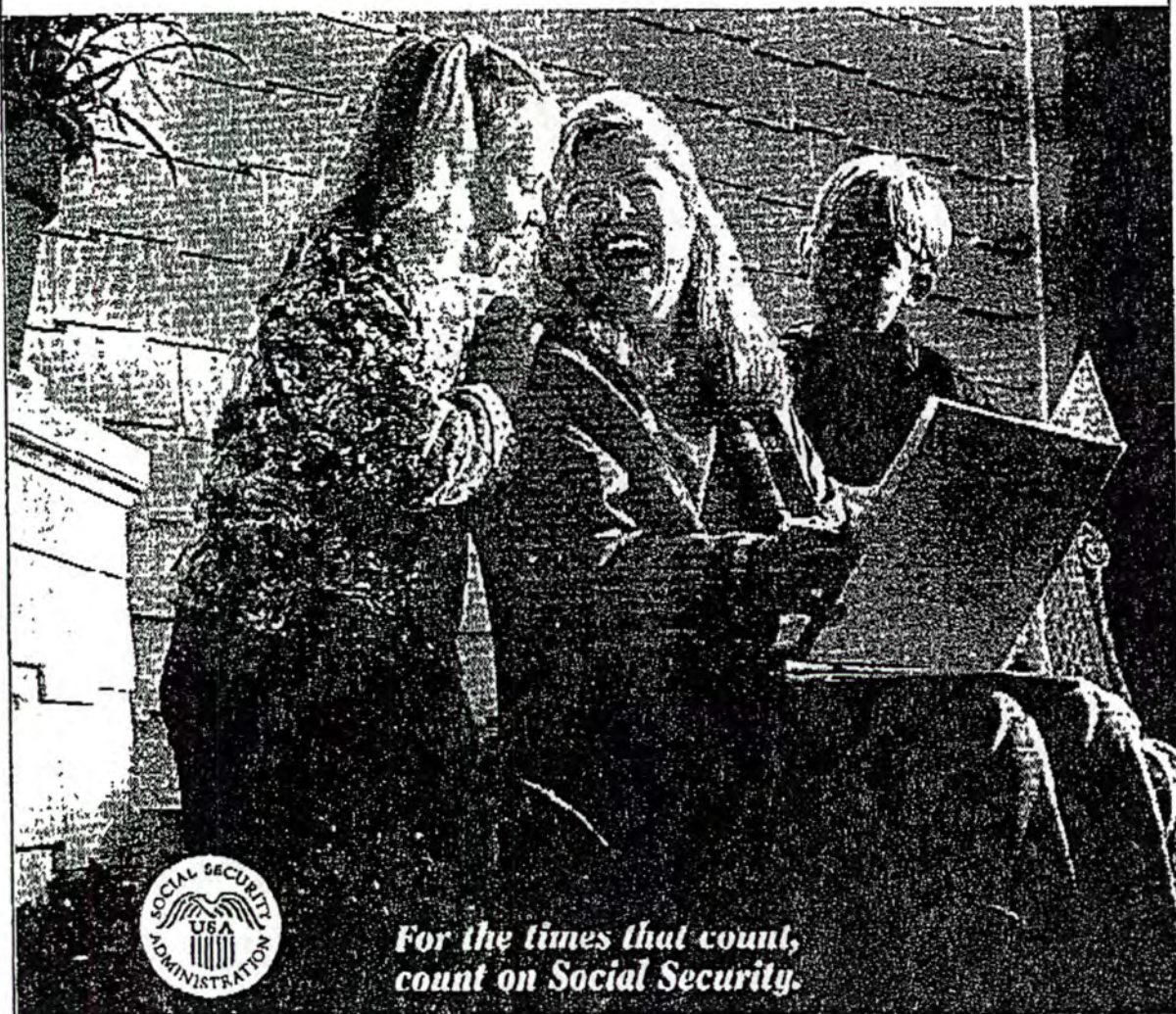
P.S. It's Timmy (on the left).



Social Security— helping 4 million people with disabilities pursue their dreams...

Penny's one of them. An accident changed her life. Social Security disability benefits helped reshape it. She went back to school, got a degree, and returned to work.

To learn more about Social Security, call 1-800-772-1213. Ask for the booklet *Basic Facts About Social Security*.

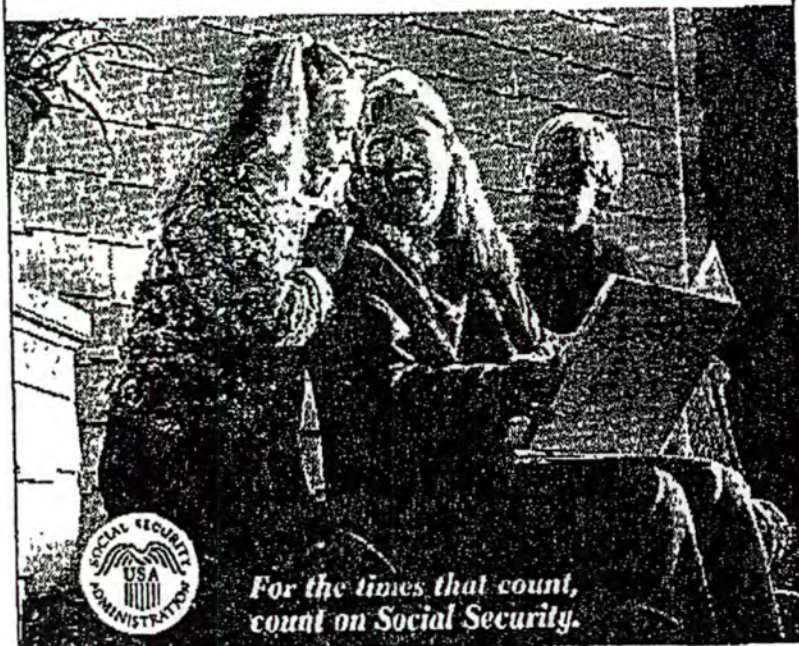


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*For the times that count,
count on Social Security.*

When a parent dies, Social Security can help...

Family dreams dim; times can be hard. Social Security can make a difference.

These boys, whose mom worked and paid Social Security taxes, will receive benefits until they're 18.

Social Security's helping this family stay together. And it's helping 3 million other kids pursue their dreams.

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*For the times that count,
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**DRAFT**

News Release

SOCIAL SECURITY

SOCIAL SECURITY INTRODUCES EDUCATIONAL CAMPAIGN TO COINCIDE WITH 60TH ANNIVERSARY

Social Security Commissioner, Shirley S. Chater, with the assistance of First Lady Hillary Rodham Clinton and Senator Daniel Patrick Moynihan, today introduced a public service campaign to educate the public about the value of Social Security benefits. The campaign, announced at a press conference in Washington, D.C., was launched to coincide with the 60th anniversary of Social Security and focuses on the real-life stories of two families.

A Baltimore fire department inspector, his wife and son are living the American dream. Suddenly his family's lives are shattered when his wife tragically dies while giving birth to their second child.

A young admissions clerk at a trade school in Philadelphia is just beginning to get her feet on solid financial ground when a crippling spinal cord injury forces her to stop working.

Their common link? Social Security benefits. The fire inspector's children receive monthly survivor's benefits because their mother worked and paid Social Security taxes. The former admission's clerk is going to graduate school with the help of her monthly Social Security disability benefits and hopes to become a counselor to other people with disabilities.

The real-life stories of these two families form the backdrop for a series of public service announcements previewed today. The fire inspector and his two children and the soon-to-be counselor were on hand for the ceremony.

MORE

DRAFT

-2-

The PSAs are part of a public information campaign SSA is undertaking to educate Americans -- especially younger workers -- about the potential value of their Social Security taxes. "Our message," according to Chater, "is that Social Security is not just for retired people. More than seven million Americans receive \$4.5 billion every month in Social Security disability and survivors benefits."

Chater said that the campaign is part of a larger effort she has directed her agency to undertake to increase public confidence in Social Security. "Americans everywhere need to understand how the program protects them, the value it brings to their lives, and the challenges we face in the next century to keep Social Security solvent and strong."

Commissioner Chater pointed out that Social Security's Board of Trustees forecast the system will have adequate financing to pay benefits through 2030. Accordingly, Chater said, we have time to develop thoughtful solutions to the long-range financing issues. "I want to get people involved in the national debate over the system's future," Chater said. "But to do this, we first have to educate people about the current program in order to increase public confidence and bring about a broad-based consensus on the type of reforms the American public would be willing to support."

Radio, television, and print public service announcements featuring the fire-inspector and admissions clerk are intended to provide that educational experience. They are being distributed to media outlets around the country. The campaign also includes a booklet, "The Basic Facts About Social Security," that will be available to anyone who responds to the ads.

The press conference also highlighted Social Security's accomplishments over the past 60 years. In that time, Social Security has paid about \$4 trillion in monthly benefits to more than 100 million people. The program is credited with keeping 38 percent of the elderly out of poverty. Today, 43 million Americans receive Social Security benefits totaling more than \$27 billion each month.

###

Questions Regarding SSA's Public Education Campaign

Q: What's the purpose of the campaign?

A: The campaign is designed to provide individuals with the basic facts about Social Security and to encourage people to learn more about how they and their families are protected by Social Security today. It emphasizes that Social Security is for people of all ages. Many young people think of Social Security as a retirement program, but it's more than that. People are protected today by the disability and survivors insurance parts of Social Security.

Q: What are you trying to achieve?

A: We're trying to help people understand the value of Social Security in their lives, and to dispel many of the misconceptions that exist about this program. We also hope that by giving the public a base of Social Security knowledge, they'll be in a better position to become involved in the debate over the future of Social Security.

Q: How will you know if you're successful?

A: A couple of different ways. We conducted focus group discussions before doing this campaign to learn what the public knows about Social Security and what it would like to know. Once the campaign has been out for a while, we'll be conducting more to see if our message is getting across. We'll also be looking at the annual survey done by the American Council of Life Insurance. Each year, it asks people how well informed they are about Social Security. In 1994, 60 percent said they were well informed. We're hoping to see a gradual, rising trend in that percentage.

Q: What did the campaign cost?

A: Approximately \$130,000, which includes all production, marketing and distribution costs. We spent another \$130,000 to print 1 million copies of our response booklet *Basic Facts About Social Security*.

Q: Why are you announcing the campaign today?

A: We're announcing the campaign today, prior to its release on Monday, the 60th anniversary of Social Security.

Q: Why aren't you purchasing advertising time?

A: It would be cost prohibitive. It would take many millions of dollars to buy the air time necessary to reach the vast audience served by Social Security. Response from the media to past public service campaigns has been very favorable and I look forward to the media's support for this campaign.

Q: Who is the campaign's target audience?

A: Everybody who is working and paying social security taxes. Specifically, we're targeting the baby boom generation and generation X group because they often don't realize how Social Security is benefiting them today. They're covered for disability and survivors insurance--two very important, but often overlooked, parts of Social Security. And Social Security keeps many of their parents and grandparents independent so they don't have to rely on their children to take care of them.

Q: Are you planning to follow up with other spots?

Yes. We expect to release another campaign in the Spring. It has been said that it takes seven times, seven ways before people actually digest a message so we plan to give the public repeated exposure to our basic messages.

Q: Given the problems with SSA's disability program, do you think it is wise to highlight it?

A: Much of the research indicates that many people are unaware that Social Security provides disability benefits. Since it's a benefit people are paying for through their Social Security taxes, I think we have an obligation to inform the public about it. Also, there are many positive stories to be told about our disability program. Marlene Craven is one of them.

Q: Why didn't you use the actual names of the beneficiaries in the ads?

A: We were concerned that some viewers might misunderstand and think we were using confidential information. Nothing could be farther from the truth. Social Security records are very confidential and we didn't want to do anything that could possibly suggest otherwise.

Q: Why didn't you use SSA employees instead of professional actors?

A: Our employees are professionals at what they do which is administer the Nation's social insurance program. Therefore, we were not inclined to take them from that. When public service directors decide on whether or not to give free air time to a TV public service announcement, one of the considerations is its professional quality. Therefore, we got professionals to act in the spots.

Q: What else are you planning to do with this education campaign?

A: In addition to the public service campaign, we've developed some additional video products to help people learn about Social Security, including a video about the evolution of Social

Security and one about the value of the Personal Earnings and Benefit Estimate Statement. We've developed a teacher's kit to help teachers teach Social Security in the classrooms. Also, we're working with employers, unions, financial planners, and advocacy groups to get their assistance in helping us share our messages with their constituents. And I'm going to be inviting leaders from various groups and industries to meet with me to discuss ways to get Social Security's message out to the masses. On the local level, our Social Security managers are being asked to work with local media to place Social Security stories.

Q: Given the issue of confidentiality, how did you find/identify the beneficiaries featured in the ads?

A: We didn't use our records to find them. Rather, we asked some of our employees if they personally knew any Social Security beneficiaries who might be interested in having their stories told. They then made personal contacts with Mr. Maybin and Ms. Craven. Also, it's important to note that our public service announcements are representative of the many millions of people currently receiving disability and survivors benefits, including the beneficiaries who were kind enough to join us today.

Q: Why did you choose the National Press Club for the announcement?

A: Washington news media are used to covering announcements at the Press Club, which has the facilities to handle such events and provides a well-known, convenient location.

Q: What is the agency doing on Monday, August 14, to celebrate the anniversary?

A: Volunteers will be giving out forms to encourage members of the public to request a Social Security benefit estimate. These volunteers are retired Social Security employees. They'll be on hand at malls, subway stops and other public places around the country. The idea is to help people to learn more about the value of their Social Security protection.

For the employees in our Social Security offices around the country, the anniversary is a work day like any other. But they will try to find a little time to recognize outstanding employees, to talk to community organizations, and to publicize highlights of Social Security history in their local news media.

Q: What type of play do you expect these PSAs will have?

A: We hope that radio, TV and print media around the country will consider these messages important enough to offer to their viewers, listeners, and readers. We expect that millions of people will see, hear, and read the messages.

The last public service media campaign we sponsored was in 1991

and it garnered about \$1.8 million in free air time and print. I hope this campaign will exceed that but we'll have to wait to see what the public service directors have to say.

Q: Isn't this puffery? Aren't you blowing your own horn?

A: These spots do not feature the Social Security Administration. Rather, they show how Social Security programs help people of all ages, including surviving widows/widowers and children of deceased workers, and the families of disabled workers. These benefits are in addition to the better-known retirement benefits for older people. We think it's important that people gain a better understanding of the value of the benefit protection their tax dollars pay for.

Q: Are you providing this in other languages?

A: Yes, in Spanish.

Q: Why wasn't the Ad Council involved?

A: We didn't approach the Ad Council because we wanted to get the campaign out as quickly as possible. Also, there is no guarantee that the Ad Council would be able to take on our campaign with the many outstanding campaigns they are currently sponsoring. The Ad Council did run our 1988 and 1990 campaigns with excellent results.

Q: Are you working with other organizations on this campaign?

Yes. We are sharing many of our information materials, such as a 30-minute video on the history of Social Security, with the public and private organizations with whom we are partners. Other examples are our new Teachers Kit for secondary schools, in which we are working with educational organizations, and a short video on the Personal Earnings and Benefit Estimate Statement, in which we are working with financial counselors. Also, we are sharing research findings on the state of public knowledge of Social Security with others doing similar research.

Q: Where did the money come from?

A: Production costs for the campaign materials came from the Social Security Administration administrative budget. Of course, the major costs -- that of air time and print space -- are being donated by media.

Q: How does this campaign relate to the Department of Labor pension savings campaign?

A: The two campaigns complement one another. Labor is stressing the importance of people taking responsibility to save and invest for retirement, and not rely on government. That message fits well with Social Security's long-standing message that retirement

income is a "three-legged stool," with one leg each for Social Security benefits, employer pension plans, and individual savings and investments.

I don't think either agency is stealing the other's thunder. The public will benefit from both messages.

Q: How do you justify spending over \$100,000 from the Trust Funds for advertising when there is a great national debate on the fiscal solvency of Social Security?

A: Like any insurance organization, we have an obligation to inform our customers about their benefits. Being part of the Government doesn't lessen that obligation. And if we achieve in free air time and print what our last campaign achieved, about \$1.8 million in commercial equivalent, the expense will have been very cost beneficial.

Q: Your 800 Number is staggering to maintain service. Isn't the response to your campaign going to clog those lines and reduce service?

A: We don't believe so. Requesting the booklet which is offered in the campaign shouldn't take but a few seconds. Also, you'll note in the TV public service announcements that we are careful to give the best times for the public to call.

Q: Do you really expect these spots to be played in prime time.

A: We'll find out. We have encoded the TV spots with a special signal that tells us the exact time they are played. So we'll see if we get any prime time or just the early morning hours.

Q: Don't you think that the reason for the low level of public confidence is the solvency issue? Why aren't you addressing that issue?

A: I do think that one of the reasons the public has low confidence is the solvency issue. Without changes to the system, Social Security will not have the money to meet all of its annual benefit obligations in 2030. But that's 35 years away. That means we have ample time to fully discuss the program and our options, and to set a course that will keep Social Security fiscally sound and healthy for another 60 years and beyond. We expect that the campaign will give the public a base of knowledge to put them in a better position to determine Social Security's future.

(TAB)

Remarks

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

9/27/95 NEA Awards

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 27, 1995
FINAL

Lead Advance
Prevention Magazine: David Neslen
WHCA Pager

Press Lead: Michelle Crisci

Lead Advance
NIH: Kirk Hanlin
WHCA Pager

Scheduler: Sara Grote
202-456-2922 Office
202-456-5340 Fax
202-483-6661 Home
WHCA pager #4363

__PREV RONThe White House

8:30 am DEPART South Portico
EN ROUTE National Press Club
[drive time: 10 minutes]

8:40 am ARRIVE the National Press Club
529 14th Street, NW

8:45 am PROCEED TO 14th Floor

Greeters upon arrival to 14th Floor:

-Jo-Ann Kelly, Public Relations Director, Prevention Magazine
-Micheal Copeland, Public Relations Director, American Academy of Pediatrics

8:45 am- GROUP PHOTOS/MEET & GREET
9:00 am East Room
CLOSED PRESS

FORMAT: HRC meet and greet upon arrival to room and to do three group photos.

PARTICIPANTS: Approx. 20 people to attend.

9:00 am- PREVENTION MAGAZINE PRESS CONFERENCE
9:35 am Ballroom
HRC Hold: President's Office
Phone: 202-662-7578
Fax: 202-662-7537
OPEN PRESS

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 27, 1995
PAGE 2

NOTE: HRC will be seated on stage next to Ardath Rodale, Chairman of the Board & CEO, Rodale Press, Inc.

FORMAT:

- Ken Wallace, Publisher, Prevention Magazine, to deliver welcoming remarks
- Dr. George Comerici, MD, President, American Academy of Pediatrics, to deliver brief remarks
- Thomas Dybdahl, Director of Market Research, Prevention Magazine, to deliver research findings
- Ardath Rodale to introduce HRC
- HRC to deliver 10 minute remarks
- Ken Wallace delivers closing remarks
- Exit stage; optional ropeline

PARTICIPANTS: Approx. 80 people.

9:40 am **DEPART** National Press Club
 EN ROUTE Natcher Conference Center, National
 Institute of Health
 [drive time: 35 minutes]

10:15 am **ARRIVE** Natcher Conference Center, National
 Institutes of Health
 CLOSED PRESS

Greeter: Dr. Harold Varmus, Director, NIH

10:20 am-
10:30 am

MEET & GREET
Backstage
CLOSED PRESS

PARTICIPANTS: Approx. 10 people.

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 27, 1995
PAGE 3

10:35 am-
11:25 am

CHILDREN'S CIRCLE OF CARE LEADERSHIP
CONFERENCE
Auditorium
HRC Hold: Teleconference Room
Phone: 301-496-5787 ex. 233
Fax: 301-480-5981
OPEN PRESS

NOTE: HRC will be seated in the front row next to Scott Oki,
Seattle Children's Hospital and David Nathan, Physician-in-Chief,
Boston Children's Hospital.

FORMAT:

- Dr. Harold Varmus to deliver welcoming
remarks and introduce Bob Bazell, NBC
- Bob Bazell to introduce Scott Oki,
Seattle Children's Hospital
- Scott Oki to deliver brief remarks
- Bob Bazell to introduce HRC
- HRC to deliver remarks
- Optional ropeline and depart

PARTICIPANTS: Approx. 700 people to attend.

11:30 am

DEPART Natcher Conference Center
EN ROUTE White House
[drive time: 35 minutes]

12:05 pm

ARRIVE White House South Portico

12:10 pm-
12:20 pm

DROP-BY
Diplomatic Reception Room
CLOSED PRESS

PARTICIPANTS: Approx. 10 people.

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 27, 1995
PAGE 4

12:20 pm-
12:25 pm

DROP-BY
Map Room
CLOSED PRESS

12:30 pm-
1:00 pm

LUNCH

1:00 pm
2:20 pm

NEA HERITAGE AWARDS
Remarks: East Room (seated ceremony)
Receiving Line: Blue Room
Reception: State Dining Room
OPEN PRESS

NOTE: The Blind Boys will perform in the East Room after guests are seated.

FORMAT:

- HRC arrives in the Red Room for briefing
- HRC proceeds to Blue Room and for a meet and greet with award recipients and Jane Alexander
- HRC is announced with Jane Alexander from the Blue Room to the East Room
- HRC and Jane Alexander proceed to seats on stage
- HRC welcomes guests and introduces Jane Alexander
- Jane Alexander delivers remarks and begins the award presentation
- Jane Alexander reads citation; award recipient proceeds on stage; HRC presents awards [Social Aide will hand award to HRC]
- Immediately following award presentation, there will be an off stage

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 27, 1995
PAGE 5

announcement of The Blind Boys

-- The Blind Boys perform for 10 minutes

-- HRC makes closing remarks and invites guests into the State Dining Room for a reception and the Blue Room for a receiving line.

-- HRC and Jane Alexander proceed to the Blue Room for an official photo with the Blind Boys and a receiving line.

PARTICIPANTS: Approx. 180 people to attend.

2:30 pm-
2:45 pm

PARK SERVICE PRESENTATION
Map Room
CLOSED PRESS

2:45 pm

PRIVATE MEETING
Residence
CLOSED PRESS

3:30 pm-
5:30 pm

PHONE/OFFICE TIME

7:15 pm-
7:25 pm

MEET AND GREET
Map Room
CLOSED PRESS/WH PHOTO ONLY

PARTICIPANTS: Approx. 10 people to attend.

7:30 pm

CHILDREN'S CIRCLE OF CARE DINNER
South Lawn
Attire: Black Tie
CLOSED PRESS

FORMAT:

- HRC is announced from the Diplomatic Room and escorted by Social Aide to the stage
- HRC delivers welcoming remarks
- HRC enters tent from center and proceeds to stage to make remarks from toast lectern
- HRC is escorted by Social Aide to table for dinner
- Dinner is served
- POTUS arrives at approximately 9:15 pm and proceeds directly to the stage to make brief remarks
- Following remarks, the President proceeds to HRC's table
- Mandy Patinkin performs
- POTUS and HRC proceed to the stage to thank the performer
- POTUS and HRC depart

PARTICIPANTS: Approx. 700 people to attend.

RON

The White House

SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, SEPTEMBER 27, 1995
PAGE 7

WEATHER FORECAST FOR WASHINGTON, D.C.
-Mostly cloudy with isolated rainshowers. Low 54 to 59. High 73
to 78.

September 26, 1995

PRESENTATION OF NEA HERITAGE AWARDS

DATE:	September 27, 1995
LOCATION:	East Room
TIME:	1:00 pm
FROM:	Melanne Verveer, Katy Button

I. PURPOSE

To present the NEA Heritage Awards to the twelve 1995 recipients.

II. BACKGROUND

The National Endowment for the Arts has presented National Heritage Fellowships every year since 1982. Artists are selected by a panel of folk art advisors on the basis of artistic excellence and contributions to the preservation of this nation's cultural heritage. National Heritage Fellows are acknowledged for their work as teachers, role models or mentors, and innovators. Each artist also receives a Fellowship award of \$10,000.

For the first time, these awards will be presented in a White House ceremony. (Last year, you and Jane Alexander presented them in a ceremony on Capitol Hill.) The artists will also be honored at a dinner hosted by the NEA on Thursday, September 28, at the National Museum of Women in the Arts. A concert featuring the artists will be held on Friday, September 29, at the Lisner Auditorium.

This year's celebration will also serve to mark the 30th Anniversary of the creation of the National Endowment for the Arts on September 29, 1965.

The White House event will feature a performance by Clarence Fountain and the Blind Boys, one of last year's Heritage Award winners.

III. PARTICIPANTS

- The First Lady
- Jane Alexander, Chairman, National Endowment for the Arts
- Dan Sheehy, Director of NEA Folk and Traditional Arts Program (he will be in Blue Room but not on stage)
- 1995 Heritage Fellowship Recipients (bios attached)
- Clarence Fountain and the Blind Boys (on stage)

IV. SEQUENCE OF EVENTS

Scenario to be provided by the Office of the Social Secretary.

V. PRESS PLAN

Open Press

VI. REMARKS

Attached

THE WHITE HOUSE
WASHINGTON

TO: THE FIRST LADY

WHAT: NATIONAL HERITAGE FELLOWSHIP AWARDS CEREMONY &
RECEPTION

DATE: Wednesday, September 27, 1995
1:00 p.m.

WHERE: REMARKS: East Room
RECEIVING LINE: Blue Room
RECEPTION: State Dining Room

OF GUESTS: Approx. 170 guests/Open Press

FROM: Ann Stock, Sarah Farnsworth

=====

(Note: Invite time is 1:00 p.m.)

12:15 p.m. East Visitors Gate opens for guest arrival. Guests proceed to seats in the East Room.

12:50 p.m. THE BLIND BOYS OF ALABAMA perform.

1:00 p.m. THE FIRST LADY arrives in the Red Room for event briefing, then proceeds to the Blue Room to greet the following:

Jane Alexander

Dan Sheehy, Director of Folk Arts at the Endowment.

1995 National Heritage Fellowship recipients:

Bao Mo-Li (speaks Chinese only)

Mary Holiday Black (speaks Navajo only)

Helen Short (accepting for Lyman Enloe)

Donny Golden

Wayne Henderson

Bea Ellis Hensley

Nathan Jackson

Donongan Kalandyan

Robert Jr. Lockwood

Israel "Cachao" Lopez (speaks Spanish only)

Nellie Star Boy Menard (deaf)

Buck Ramsey (with Mrs. Ramsey)

1:15 p.m.

PROGRAM BEGINS:

- BLIND BOYS stop performing and remain seated on stage.
- Dan Sheehy and awardees are announced and escorted to their seats in the first row.
- THE FIRST LADY and Jane Alexander are announced from Blue Room and proceed to seats on stage.

SPEAKING PROGRAM:

- THE FIRST LADY welcomes guests, makes remarks, and introduces Jane Alexander
- Jane Alexander remarks, begins award presentation.

AWARD PRESENTATION:

- One at a time, Jane Alexander reads script about recipient who proceeds on stage. THE FIRST LADY presents award to recipient. Recipients return to seat. (Social Aides hand award to THE FIRST LADY.)

1:35 p.m. -
1:45 p.m.

After award presentation, off stage announcement of THE BLIND BOYS OF ALABAMA who perform.

After performance, THE FIRST LADY makes closing remarks to thank THE BLIND BOYS and invite guests into the State Dining Room for a reception and the Blue Room for a receiving line.

1:45 p.m. -
2:15 p.m.

THE FIRST LADY and Jane Alexander proceed to Blue Room for receiving line.

NOTE: THE FIRST LADY and Jane Alexander will take a group photo and individual photos with THE BLIND BOYS at the start of the receiving line.

2:20 p.m.

THE FIRST LADY departs.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. resume	Re: Daniel Sheehy (partial, DOB, POB) (1 page)	00/00/0000	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 19007

FOLDER TITLE:

Education #2 [binder] [2]

2013-0534-S

ry1787

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

RESUME

NAME: Daniel Sheehy

TITLE: Director, Folk Arts Program, National Endowment for the Arts (1992-present). The Folk Arts Program gives approximately \$4 million in grant support per year to projects and individuals in the multicultural traditional arts field of the United States. Responsibilities include preparing annual budget requests to the Office of Management and Budget and to the Congress, testifying before the House Appropriations Subcommittee, quarterly reporting of grant recommendations to the National Council on the Arts, planning and carrying out annual events surrounding the National Heritage Fellowships, developing policy for the Program, overseeing panel meetings, and supervising a five-member staff. The National Endowment for the Arts is an independent federal agency.

CAREER HISTORY: Assistant Director, Folk Arts Program (1982-92); Arts Specialist, (1978-92); taught ethnomusicology, music of the world, music of Mexico, and other courses in numerous colleges (1972-81), including UCLA, California State University at Northridge, California State University at San Bernardino, Loyola-Marymount University (Los Angeles), Redlands (CA) University, University of New Mexico, and University of Maryland; lecturer (8-part series) on Mexican music for Smithsonian Institution (1985); frequent fieldworker and presenter for Smithsonian Festival of American Folklife (1975-93); professional trumpet player (1963-present), performing orchestral, musical theatre, and rhythm and blues, specializing in Mexican mariachi music since 1968.

BIRTHDATE AND PLACE:

(b)(6)

EDUCATION: South (Bakersfield, CA) High School, 1965; B.A. in Music Education, UCLA, 1970; M.A. in Ethnomusicology, UCLA, 1974; PhD in Ethnomusicology, UCLA, 1979.

GRANT AWARDS: Fulbright-Hays doctoral dissertation grant (1977-78) to perform fieldwork in Veracruz, Mexico; Fulbright-Hays research abroad Fellowship (1977--declined); Organization of American States 3-month fellowship (1977--declined); 6-month fellowship from the Chile-California Cooperative Program (1973) to teach and to perform fieldwork in Chile.

PUBLICATIONS: Con el Son en la Boca (traditional music of Veracruz), in press; The Son Jarocho: History, Style, and Repertory of a Changing Mexican Musical Tradition (Ann Arbor Microfilms); numerous scholarly articles, including "Crossover Dreams: The Folklorist and the Folk Arrival," in Baron, Robert and Nicholas R. Spitzer, editors, Public Folklore (Smithsonian Institution Press, 1992); "A Few Notions about Philosophy and Strategy in Applied Ethnomusicology," in Ethnomusicology, 36/3 (Fall 1992); "The Folk Arrival," in American Music Week 28/12 (Oct.-Nov. 1986); and six entries in Hitchcock, H. Wiley and Stanley Sadie, editors, New Grove Dictionary of American Music (New York: MacMillan Press, 1986; and numerous scholarly reviews.

[002]

RECORDINGS: Produced or co-produced eight commercial recordings of music from Mexico, the Caribbean, and South America, including Bien Jibaro: Edwin Colon y su Taller Campesino [music of Puerto Rico] (Rounder Records, 1993); Los Pregoneros del Puerto [music of Veracruz, Mexico] (Rounder Records, 1990); and Sones Jarocho [music of Veracruz] (Arhoolie Records, 1979).

MEMBERSHIPS: Society For Ethnomusicology; American Folklore Society; International Council on Traditional Music.

LANGUAGES: English (native fluency), Spanish (fluent), French (read), German (read), West African Twi (6-months study).

FAMILY INFORMATION: Married, to Laura Prado Wilmot, four children.

HOME ADDRESS: 3518 Gordon Street, Falls Church, VA 22041.

OFFICE ADDRESS AND TELEPHONE: Folk Arts Program, National Endowment for the Arts, Washington, DC 20506, 202/682-5449.

Dan Sheehy will be performing with the Mexican Mariachi group "Mariachi Los Amigos" at The White House on Tuesday, October 10, 1995, at a reception preceding the State Dinner for President Sedillo of Mexico.

to have with us the extraordinary artist and dedicated leader of the National Endowment for the Arts, the Honorable Jane Alexander.

Jane Alexander

Thank you Mrs. Clinton. We are deeply grateful to you for your unflagging commitment to the well-being of our nation's culture. This week, the National Endowment for the Arts celebrates its thirtieth anniversary of bringing the best of the arts into the lives of as many Americans as possible. With you and this administration working with us toward our goal, we hope to celebrate many more anniversaries of public support for the arts. We also appreciate your personal interest in the National Heritage Fellowships. Today these awards will be given at the White House for the first time in their 14-year history, thanks to your generosity.

It's this same generosity of spirit that marks the twelve traditional artists that we honor here today. I am reminded of one of the very first National Heritage Fellows, New Mexican santo carver George Lopez, who when he received his award in 1982 said, "When you honor me with this award, you honor all those who came before me." Each of our awardees has been judged by a panel of their peers to be an outstanding exemplar of the highest artistic standards within his or her tradition. But they are more than

that. They are teachers, role models, conservators, and living libraries of artistic knowledge. They honor and uphold the past accomplishments of their forebears, but at the same time, they look to the future, dedicating themselves to ensuring that the venerable, meaning-laden art forms that they love so deeply are available to all those who come after them. So, in recognizing these twelve artists, we honor those who came before them and we affirm their positive vision of our nation's culture and what it can be.

It is now our great pleasure to present the 1995 National Heritage Fellows!

[Jane Alexander assists the First Lady in handing out the awards]

From Flushing, New York, a musician of world renown in her Chinese opera tradition, a revered teacher, and a pioneering role model for women instrumentalists in Chinese music. For her ongoing contributions to excellence in the art of Chinese opera, the National Endowment for the Arts honors--BAO MO-LI [BAH-oh moh-LEE]!

From Mexican Hat, Utah on the Navajo Indian Reservation, a matriarch of the Navajo basketry tradition, an innovator, and conservator of her cultural traditions. For her ongoing contributions to excellence in the art of Navajo basketmaking, the National Endowment for the Arts honors--MARY HOLIDAY BLACK!

From Brooklyn, New York, one of the first American world champions of Irish step dance, a skilled choreographer, a dance adjudicator, and a teacher with thousands of disciples. For his ongoing contributions to excellence in the art of Irish dance, the National Endowment for the Arts honors--DONNY GOLDEN!

From the Blue Ridge community of Mouth of Wilson, Virginia, a craftsman dedicated to the highest standards of stringed instrument making, a master of steel-string guitar playing, and keeper of Blue Ridge musical traditions. For his ongoing contributions to excellence in the art of acoustic guitar making, the National Endowment for the Arts honors--WAYNE HENDERSON!

From the North Carolina Blue Ridge town of Spruce Pine, a blacksmith whose creations are prized throughout the land, an innovator, and a much beloved spokesman for the Appalachian blacksmithing tradition. For his ongoing contributions to excellence in the art of Appalachian blacksmithing, the National Endowment for the Arts honors--BEA ELLIS HENSLEY!

From Ketchikan, Alaska, a traditional Tlingit [KLINK-it] Native Alaskan maker of totems, clan crests, and jewelry, a role model for Native youth, and a distinguished bearer of his tribe's cultural

traditions. For his ongoing contributions to excellence in the art of Tlingit wood carving, the National Endowment for the Arts honors--NATHAN JACKSON!

From San Francisco, California, a virtuoso performer of the music of the Filipino percussion ensemble known as kulintang [KOO-ling-tahng], a respected teacher in Filipino communities throughout the country, and an advocate for his cultural traditions. For his ongoing contributions to excellence in the art of Filipino kulintang music, the National Endowment for the Arts honors--DANNY KALANDUYAN [kah-lahn-DOO-yahn]!

From Cleveland, Ohio, an inheritor of the deep African-American blues tradition from the Mississippi River Delta in his home state of Arkansas, an innovative guitarist, and a role model for blues aficionados around the world. For his ongoing contributions to excellence in the art of Delta blues, the National Endowment for the Arts honors--ROBERT JUNIOR LOCKWOOD!

From Miami, Florida, a pioneering string bass player, composer, and arranger, an inventor of the mambo and the Latin jam session, and a revered patriarch of his Afro-Cuban musical tradition. For his ongoing contributions to excellence in the art of Afro-Cuban music,

the National Endowment for the Arts honors-----ISRAEL "CACHAO"
[Cah-CHAH-oh] LOPEZ!

From the Sioux Indian Reservation of Rosebud, South Dakota, a master maker of Indian star quilts, a revered upholder of the highest standards in Northern Plains Indian crafts, and a keeper of her Lakota traditions. For her ongoing contributions to excellence in the art of Lakota Sioux quilting, the National Endowment for the Arts honors--NELLIE STAR BOY MENARD!

From Amarillo, Texas, a widely admired cowboy poet and balladeer, an active conservator of the deep musical traditions of ranching people throughout the West, and an advocate for the beauty of his cowboy traditions. For his ongoing contributions to excellence in the cowboy arts of music and poetry, the National Endowment for the Arts honors--BUCK RAMSEY!

There is a twelfth National Heritage Fellow who for health reasons could not be with us today. From Lee's Summit, Missouri, an inheritor of the generations-old Ozark fiddling tradition, the keeper of an immense repertoire of regional fiddle tunes, and a revered elder statesman of Missouri traditional music. For his ongoing contributions to excellence in the art of Missouri Ozark

fiddling, the National Endowment for the Arts honors--LYMAN ENLOE!
Accepting her father's award is his daughter, Helen Short.

Ladies and gentlemen, the 1995 National Heritage Fellows!

(APPLAUSE)

Hillary Clinton

In closing, we want to thank our corporate partner for this event, the J.C. Penney Company, that has supported the National Heritage award events for the past five years. They are represented today by Vice President Jim Schwaninger in the Washington Government Relations Office, Vice President for Communications Cathy Mills from Dallas, and Senior Project Manager for company heritage Nancee Dixon. We are also grateful to one of the 1994 recipients of the National Heritage Fellowship, Clarence Fountain and the Alabama Blind Boys, for their wonderful, moving music. Thank you.

Thank you all for joining us. Please join me in a final round of applause for this extraordinary group of artists, the 1995 National Heritage Fellows!

[END OF CEREMONY]

Jane Alex and/or
Gwe awards

FVV Program
NEA Heritage
awards 9/27
at 2 P.M.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

Bao Mo-Li
Chinese American *Jing-erhu* Player (two-string "violin")
Flushing, New York

Ms. Bao Mo-Li is a pioneering female instrumentalist from China who is among the most celebrated Beijing opera performers now living in the U.S. A renowned *jing-erhu* performer, she is also sought after as a master teacher of the Mei Lan-Fang school of singing, both skills requiring a vast knowledge and understanding of specialized singing styles and hundreds of traditional melodies. At age 13 in 1963, when instrumental music in China was still largely a male domain, Ms. Bao joined the first female instrumental class at the Shanghai Traditional Opera School. She later rose to become a master accompanist with the Shanghai Beijing Opera Company and toured China and the U.S. The Beijing opera tradition is known for complex dramas filled with historical intrigue, ornate costumes, stylized movements, and orchestras of gongs, drums, string and wind instruments.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

**Mary Holiday Black
Navajo Basketweaver
Mexican Hat, Utah**

Mary Holiday Black and her family, who live atop the Douglas Mesa near the northern boundary of the Navajo reservation in Utah's Monument Valley, helped spark a renaissance in Navajo basketweaving. Since the late 19th century, the art form had been in severe decline, and by the 1960s, it was estimated that only about a dozen active weavers remained. By introducing innovations in design and fabrication in the 1970s, which proved critical to the tradition's revival, Black renewed interest in baskets for both ritual and personal use, and for sale to museums and aficionados. Mary Holiday Black, the daughter of a rugweaver and a medicine man, learned to weave at age 11. Ever since, she has continued creating "storybaskets" inspired by Navajo beliefs, legends, and everyday life, and passed this skill to her 11 children and their families.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

**Lyman Enloe
Old-time Fiddler
Lee's Summit, Missouri**

Lyman Enloe is a true master of the Missouri fiddle tradition in a state proclaiming the fiddle as its official musical instrument and, according to a recent survey, is home to more than 300 active fiddlers. Born in 1906 in Cole County on the northern edge of the Ozarks, Enloe began by playing back-up guitar for his father Lige, a renowned square dance fiddler. By the late 1920's, he was playing on radio programs broadcast from the dome of the Missouri state capital building in Jefferson City. Exposure to many of Missouri's top fiddlers, including Tony Gilmore, provided Enloe with a broad repertoire of traditional regional fiddle tunes which have been preserved and distributed nationally through his recording "Fiddle Tunes I Recall." With a personal playing style described as "pure, clean, sweet notes with a bowing arm of rolling molasses," Enloe continues to teach younger musicians and entertain jam sessions in his home.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

Donny Golden
Irish American Step Dancer
Brooklyn, NY

Donny Golden is a teacher, choreographer, and concert performer who has been called "simply the most important dancer and dance teacher in the history of Irish step dance in America," by musician and folklorist Dr. Mick Moloney. Rooted in 18th-century Ireland, this intense, athletic, and complex form of dance had long been the undisputed domain of artists native to Ireland -- until 1970 when Golden became the first Irish American to capture medals in both the All-Ireland and the All-World Irish Dance Championships. After his retirement from competition, he passed rigorous examinations to gain accreditation as an Irish dance teacher and adjudicator, and opened his own school in Brooklyn. Since its founding in the late 1970's, this school has become not only the largest in New York City, but continues to produce world-class Irish step dancers. In addition, his choreographies remain at the cutting edge of innovation within tradition. Golden continues his extensive performing and artistic leadership through tours with the music group the Chieftains, and at major events including the Irish Festival at Wolf Trap in Washington, D.C., and at Radio City Music Hall in New York for the annual St. Patrick's Day dance extravaganza.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

**Wayne Henderson
Luthier
Mouth of Wilson, Virginia**

Wayne Henderson, of Henderson's Hand-crafted Guitars, ordered his first guitar from a Sears catalogue. His ensuing disappointment with the instrument helped launched his career as a luthier, and he used his mother's dresser drawer and a mahogany door to build some of his first instruments. Henderson now makes exquisitely fashioned steel string guitars for which there is a two-year waiting list. Hailing from Rugby, Virginia, a remote area of the Blue Ridge Mountains near the North Carolina border, Henderson is from a family of craftspeople and musicians. His father and uncle played in the string band of Estil Ball. His grandfather made coffins and his mother crafted toys. A neighbor who became one of his mentors was the late great string instrument maker Albert Hash. Also an accomplished guitarist, Henderson has won more than 300 ribbons at various conventions and has performed at Carnegie Hall, the Smithsonian Institution, and during the 1992 Presidential Inauguration.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

**Bea Ellis Hensley
Blacksmith
Spruce Pine, North Carolina**

Bea Hensley learned his craft by apprenticing with his boyhood North Carolina neighbor blacksmith Daniel Boone VI, a direct descendant of the frontiersman and the latest in a long line of blacksmiths. When the advent of the automobile and the tractor vastly diminished the need for blacksmithing, Bea Hensley helped guide the craft through a dramatic transition from a utilitarian function to a respected artistic craft. His work can now be found in virtually all 50 states and many foreign countries. It is on display at prestigious locations including the Pasadena Museum of Fine Arts, the North Carolina Museum of History, the Smithsonian Institution, and the Governor's Palace at Colonial Williamsburg. Born the son of a Baptist preacher in Erwin, Tennessee in 1919, Bea Hensley has passed his skills on to his son Mike, who today is a full partner in the Hensley & Son Forge, located since the early 1950's adjacent to the Blue Ridge Parkway in Spruce Pine, North Carolina.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

Nathan Jackson

**Tlingit Alaska Native woodcarver, metalsmith, and dancer
Ketchikan, Alaska**

Among the Native Tlingit people of Alaska, master wood carver Nathan Jackson is the embodiment of the balance between tradition and individual creativity. Jackson is not only a woodcarver and metalsmith, but also a traditional storyteller, dancer, and esteemed bearer of Tlingit values. Born into the Sockeye Clan on the Raven side of the Chilkoot-Tlingit tribe in Southeast Alaska, Jackson was taught tribal ways by his clan uncle and grandfather. The designs of Tlingit art are generated from clan crests and traditional stories. Accomplished artists like Jackson must understand the metaphorical meaning of the raven, eagle, killer whale, and beaver crests, and significance of traditional stories. A totem carver must know the protocol of commissioning, carving, and raising a totem pole. Today Jackson's work represents his culture with dignity, respect, and exquisite craftsmanship. His large totem poles, wood panel clan crests, masks, canoes, carved doors, and jewelry are found in the Sheldon Jackson Museum in Sitka, the Anchorage Historical and Fine Arts Museum, the Alaska State Museum in Juneau, and many other museums in the lower 48 states, England, and Japan. Jackson has been at the forefront of the revitalization of Tlingit art, and as a respected role model, attracted many promising young artists to the tradition.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

Danongan Kalanduyan

**Filipino American *kulintang* (koo-ling-tahng) musician
San Francisco, California**

Danongan Kalanduyan, a master artist and in-demand teacher of all aspects of the ancient Maguindanao tribal style of *kulintang* music, has been a central artistic figure in Filipino American communities for nearly two decades. Born and raised in a strongly traditional musical environment in the fishing village of Datu Piang in the Cotabato area of Mindanao, as a young man he won many island-wide competitions. In 1971, he toured the Far East with the Darangan Cultural Troupe. In 1976, a Rockefeller grant brought Kalanduyan to the University of Washington in Seattle as an artist-in-residence in the ethnomusicology program headed by Dr. Robert Garfias. He now resides in the U.S. where he has since taught and performed with virtually all existing American *kulintang* ensembles. In 1990, he served as a master artist in the California state apprenticeship program. He has also been featured in performances at major venues including the Hollywood Bowl with the Los Angeles Philharmonic, the Metropolitan Museum of Art in New York, and the Kennedy Center in Washington, D.C. Kalanduyan's missionary zeal and endless patience have played a major role in making his cherished musical tradition a respected part of American life.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

**Robert Jr. Lockwood
Delta Blues Guitarist
Cleveland, Ohio**

Only one guitarist -- Robert Jr. Lockwood -- can actually say that the great Delta blues musician Robert Johnson taught him how to play. Lockwood was born in 1915 in Turkey Scratch, Arkansas, and lived in Helena, Arkansas; Memphis, Tennessee; and St. Louis, Missouri. His grandfather was a preacher, and as a child he started to play blues on the organ. He later turned to guitar when he met Johnson and was soon performing at parties and other establishments to earn money. Lockwood has since played with musicians whose names read like a "Who's Who" list of the blues -- Sonny Boy Williamson, B.B. King, Muddy Waters, Otis Spann, and Johnny Shines. Evidence of jazz influences from Count Basie and Ray Charles can be found Lockwood's progressive, extended chord progressions and his melodic improvisations. In 1940, he recorded his well-known "Little Boy Blue" and other compositions with RCA Victor in Chicago, and eventually worked for 17 years as a studio musician for Chess Records. He made other recordings on the Trix and Delmark labels and with companies in France and Japan. Lockwood also has two recent releases on Rounder Records. In 1960, he and his wife settled in Cleveland, Ohio. He continues to play concerts both locally and nationally at festivals, including one of his favorites, the annual King Biscuit Blues Festival in Helena, Arkansas where he used to live.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

Israel "Cachao" López
Afro-Cuban bassist, composer, bandleader
Miami, Florida

Although the Afro-Cuban mambo craze was sparked by bandleader Damaso Pérez Prado in the 1950's, the original mambo was created more than a decade earlier by the late Orestes López and his younger brother, Israel "Cachao" López. Born in Havana in 1918, Cachao López, a string bassist, was a musical prodigy from an extended family boasting 50 practicing musicians -- at least 35 of them bassists. López also learned bongo drums, trumpet and piano. He joined the Havana Philharmonic at age 12, and later with his brothers played in Antonio Arcano's *charanga* orchestra where he continued a generations-old trend of "Afro-Cubanizing" European dance music. The López brothers in 1938 moved this process a major step forward by adding and linking bongos, conga drums, and the bass. Cachao López is also credited with the creation and popularity of the *descarga*, or Latin jam session. From 1957 to 1960 he united many of Cuba's best musicians for recordings which had enormous impact on Latin jazz. In 1962, López went to New York and later settled in Miami where for 16 years he lived and performed in relative obscurity. Recently, he gained greater acclaim when his own *Master Sessions, Volume 1*, produced by actor Andy Garcia, earned a 1994 Grammy. *Volume II* is due out in 1995. He also performed on Gloria Estefan's Grammy-winning recording *Mi Tierra*, and on the anthology, *Forty Years of Cuban Jam Sessions*. López is also featured in the 1994 feature-length film *Cachao: Como su Ritmo No Hay Dos* (*Cachao: Like His Rhythm There Is No Other*), which Garcia also produced and directed. Concerts honoring Cachao and his music have recently been held in San Francisco, Los Angeles, Miami, Washington D.C., and New York.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

**Nellie Star Boy Menard
Lakota Sioux Quiltmaker
Rosebud, South Dakota**

Among the most distinguished Lakota Sioux quiltmakers is Nellie Star Boy Menard, born in 1910 on the Rosebud Reservation of South Dakota, where she still lives. Menard's artistic talents were recognized early. Throughout her life she has been admired not only for her mastery of quilting, but for her skill at other Sioux crafts including featherwork, tanning, quillwork, beading, crochet, and making handwoven shawls. As a respected arbiter of traditional artistic standards, she was, in 1941, one of four Native American delegates to the Museum of Modern Art and the Museum of the American Indian in New York City. She founded and ran the Arts and Crafts Shop in Rosebud from 1937 to 1942, managed Northern Plains Arts and Crafts in Browning, Montana during World War II, and later worked for 30 years at the Sioux Indian Museum in Rapid City, South Dakota. As a curator and manager of craft sales, Menard was in the key position of selecting traditional crafts for both resale and museum display which guided the type and quality of items produced. This role required deep knowledge of traditional artistic values and keen diplomatic skills. In Sioux culture, an accomplished quiltmaker is measured not only by a mastery of techniques, but by an understanding of tradition and dedication to community. Over her lifetime, Ms. Menard has demonstrated her skill by producing scores of quilts for family and community gatherings and lending her authority to the preservation and sharing of Sioux culture.

**NATIONAL ENDOWMENT FOR THE ARTS
FOLK & TRADITIONAL ARTS PROGRAM
1995 NATIONAL HERITAGE
FELLOWSHIP RECIPIENT**

**Buck Ramsey
Cowboy Poet and Singer
Amarillo, Texas**

Buck Ramsey, a gifted preserver, writer, and performer of poetry, prose, and music, is widely admired at cowboy cultural gatherings throughout the West and considered a deacon of the West Texas cowboy poetry and song tradition. Born on the Texas plains and now living in Amarillo, Ramsey fell in love with cowboy life in the little community town of Middle Well. His Uncle Ed taught him how to braid tack and sing the old cowboy songs. After high school, he worked as a cowpuncher and roughstock rider until a horse accident in 1963 left him in a wheelchair. But his lifelong love of poetry and cowboy song only intensified, and he learned old poems and wrote new songs while working as a bookkeeper and newspaper reporter. His recordings, *Rolling Uphill from Texas* and *My Home It Was in Texas* won the Western Heritage Wrangler Award from the National Cowboy Hall of Fame for Best Traditional Album in 1992 and 1994 respectively. Ramsey appeared in the national television production "Elko: A Cowboy Gathering," reciting his widely-known poem "Anthem," a prologue to another epic poem And As I Rode Out on the Morning, published in book form by Texas Tech University Press. Ramsey is a sought-after performer at a variety of settings from cowboy poetry events to the Smithsonian Institution.

NATIONAL ENDOWMENT FOR THE ARTS

BUDGET UPDATE

The Federal agency
that supports the
visual, literary and
performing arts to
benefit all Americans

Arts in Education

Challenge &
Advancement

Dance

Design Arts

Expansion Arts

Additional Arts

International

Literature

Local Arts Agencies

Media Arts

Museum

Music

Opera/Musical
Theater

Presenting &
Commissioning

State & Regional

Theater

Visual Arts

--The FY 96 Interior Appropriations conference report would provide the NEA \$99.5 million, a cut of 39 percent from the FY 95 level of \$162.4 million. The cuts will force major reductions in staff and grant-giving to artists and institutions throughout the country.

--Other agencies funded by the Interior bill were cut on average only 15 percent.

- The House continues to maintain its position that all funding for the NEA be terminated after next year (FY 97). The Senate continues to support funding indefinitely. The appropriations conference report contains language spelling out this "agreement to disagree" between the two houses and indicates that the issue should be resolved by the legislative committees in the House and Senate.

--The appropriations conference report also includes two content restriction amendments which were offered by Senator Helms without any discussion of their substantive meaning and reach. The restrictions are unnecessary given the existing statutory prohibition on funding obscene materials, and the Endowment's commitment to funding only projects which meet the highest standards of artistic excellence and merit. Furthermore, the restrictions raise serious constitutional questions.

--The conference report also eliminates most grants to individual artists (painters, photographers, composers, choreographers etc.). However, writers including playwrights, the **Heritage Fellows** and Jazz Masters grants were excepted from the prohibition.

- The appropriations conference report still must clear the House and Senate, but on Friday, September 22, the Vice President announced that the President would veto the bill (largely because of the mining, timber and other environment-related riders on the bill).

--NEA hopes the President will mention his concern about unnecessary content restrictions on the NEA as part of his veto message.

--With respect to reauthorization, the phase-out bill pending in the House and the five year reauthorization pending in the Senate will almost certainly be put off until next year.

1411102
Selections by

THE BLIND BOYS OF ALABAMA

Clarence Fountain - Vocals
Jimmy Carter - Vocals
George Scott - Vocals
Sam Butler - Vocals/Guitar
Caleb Butler - Vocals/Bass
Joey Williams - Vocals/Guitar
Eric McKinnie - Drums
Aubrey Blount -
Johnny Fields -
Donald Dillon -

} waiting to hear

For five decades, The Blind Boys of Alabama have been thrilling religious and secular audiences with their impassioned, electrifying Gospel music. They were formed by the great Clarence Fountain at the Talladega Institute for the Blind in Alabama in 1939. They have toured constantly since the 1940's bringing audiences to their feet with live performances around the world.

Their 50th anniversary in 1994 was a milestone year for The Blind Boys of Alabama. They released their first major album, DEEP RIVER, which received a Grammy nomination for "Gospel Album of the Year". Also, First Lady Hillary Rodham Clinton presented them with the National Endowment for the Arts 1994 Heritage Fellowship for Lifetime Achievement.

Arising from relative obscurity, The Blind Boys of Alabama have withstood the test of time with unwavering faith and unbelievable fortitude and have become masters of spreading the lyrical joy of gospel.



A THE BLIND BOYS OF ALABAMA Clarence Fountain (center) fronts the Boys, as he has for most of their nearly 60 years.

■ I BROUGHT HIM WITH ME

Clarence Fountain & the Blind Boys of Alabama

Clarence Fountain, a youthful 64, has been a powerful force in the gospel world for better than half a century. He started singing with friends from Alabama's Talladega Institute for the Deaf and Blind in 1937, made his recording debut with them (as the Blind Boys) 11 years later and, it's been said, sang during shows with such passion that he caused audience members to swoon with the Lord's spirit. In the late 1980s the secular world finally caught on to the group's spirited fervor when they starred with actor Morgan Freeman in the Broadway musical "The Gospel at Colonus," and now the trendy House of Blues nightclub chain, which has ventured into radio and TV, has rediscovered Fountain and selected him and his brethren as the second release on their newly formed recording label.

It was a fine choice. "I Brought Him with Me," which Fountain & Co. recorded over a three-night stint in

West Hollywood last January, is touted as their first-ever live recording, and its gritty, revival-style, I-dare-you-not-to-get-up-and-move enthusiasm captures Fountain in peak form. His gravelly baritone is at its best when he goes all out as on such classics as "Rain" and "Do Lord," which features a typically impassioned appearance by blues singer Koko Taylor. And backup singers George Scott (the other original Blind Boy still in the lineup) and Jimmy Carter turn Pete Seeger's campfire sing-along, "If I Had a Hammer," into a scorching pledge of redemption. Blues statesman Solomon Burke also checks in at the close. Though this is not the Fountain of youth, all in all, it rates an A-men. (House of Blues Music Company)

■ TODD GOLD

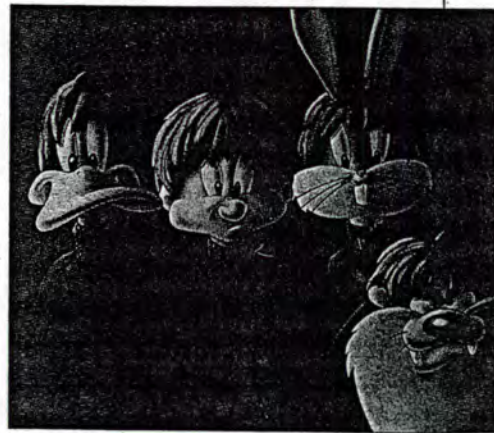
■ BUGS & FRIENDS SING THE BEATLES

The Furry Four

Finally after all these years we have an answer to one of the great riddles of the '60s, the resolution to the mystery at the center of the Magi-

cal Mystery Tour: the "Walrus" wasn't John or Paul; he was Elmer Fudd. In this droll pop parody, a quartet of cartoon cutups mimics the Beatles. The Looney Tunes Liverpudlians are Bugs Bunny, Daffy Duck, Elmer and Taz (as, loosely, Paul, John, George and Ringo).

For the most part, the collection is made up of early-era Lennon-McCartney tunes, with Bugs singing the lead and Daffy providing juicy, tremolo-rich harmonies. But the solo and guest ➤



A THE FURRY FOUR Daffy Duck, Elmer Fudd, Bugs Bunny and Taz do the Beatles.

ROBERT ZUCKERMAN

DINK J. WUNDERLICH

NEWS RELEASE

**For Release:
September 13, 1995**

**Contact: Cherie Simon
202-682-5570**

Office of Communications
The Nancy Hanks Center
1100 Pennsylvania Ave., NW
Washington, DC 20506
202/682-5570
Fax 202/682-5611

WHITE HOUSE CEREMONY TO HONOR ARTS ENDOWMENT NATIONAL HERITAGE FELLOWSHIP RECIPIENTS

Washington, D.C. -- For the first time ever, twelve 1995 recipients of National Heritage Fellowship awards, the National Endowment for the Arts' most prestigious accolade in folk and traditional arts, will be honored in a special **White House Ceremony**. First Lady **Hillary Rodham Clinton** and **Jane Alexander**, Chairman of the National Endowment for the Arts, will present the awards at **1 p.m. on September 27, 1995**. The event coincides with the Endowment's **30th Anniversary**.

The Fellowship recipients, each a guardian of a generations-old folk arts form, also will be feted in a concert celebration at **7:30 p.m. on Friday, September 29th** at George Washington University's **Lisner Auditorium** located at 730 21st St. N.W. in Washington, D.C. Roger Welsch, a CBS - TV essayist, will be master of ceremonies. This event is free and open to the public. Call the National Council for the Traditional Arts at 301-565-0654 for ticket information.

"The National Heritage Fellowship awards celebrate the lifetime achievements of America's masters of folk and traditional arts," said **Chairman Alexander**, "Each of these extraordinary artists has tapped a great personal store of creativity to lead their communities in preserving and revitalizing traditions built by countless others. The group chosen is a snapshot of this country at its best, offering a positive vision of who we are and what we can be."

The National Heritage Fellows hail from urban centers, rural communities, and Native American reservations located in eleven states and represent many threads of this nation's cultural fabric. The 1995 recipients are: **Bao Mo-Li**, a Chinese American vocalist and musician of New York; **Mary Holiday Black**, a Navajo basketweaver from Utah; **Lyman Enloe**, a fiddler from Missouri; **Donny Golden**, an Irish step dancer of New York; **Danny Kalanduyan**, a Filipino instrumentalist of California; **Wayne Henderson**, a luthier and guitarist from Virginia; **Bea Ellis Hensley**, a blacksmith from North Carolina; **Nathan Jackson**, an Alaskan Native woodcarver; **Robert Jr. Lockwood**, a Delta blues guitarist living in Ohio; **Israel "Cachao" López**, an Afro-Cuban bassist who invented the mambo and now lives in Miami; **Nellie Star Boy Menard**, a Lakota Sioux quiltmaker from South Dakota; and **Buck Ramsey**, a cowboy balladeer of Texas.

National Heritage Fellowships, p. 2

Since 1982, the Endowment's Folk & Traditional Arts Program has awarded 185 National Heritage Fellowships. Artists are nominated by fellow citizens and selected by a panel of folk arts advisors on the basis of artistic excellence and contributions to preserving America's cultural heritage. Fellowship recipients are also acknowledged for their work as teachers, role models or mentors, and innovators. Each artist receives a one-time Fellowship award of \$10,000.

The White House event is an invitation only ceremony. Media personnel who wish to cover the event must contact the Endowment Office of Communications at 202-682-5570 on or before September 25, 1995 to arrange clearance. Tickets to the free public celebration at G.W.'s Lisner Auditorium, produced in collaboration with the National Council for the Traditional Arts, are available on a first-come, first-served basis at locations listed below. On September 29th, doors will open at 7:00 p.m. and the concert begins^{at} 7:30 p.m. Each artist will be featured briefly -- musicians will give short performances, and the work of crafts people will be highlighted in slide presentations. Sign language interpretation will be provided.

Biographical information on the 1995 Heritage Fellowship award recipients is attached. Photos are available on request.

Contact the following locations for tickets to G.W.'s Lisner Auditorium:

By telephone:

- National Council for the Traditional Arts, 301-565-0654
- The National Endowment for the Arts'
Folk & Traditional Arts Program, 202-682-5449

In person at:

- The House of Musical Traditions, 7040 Carroll Ave., Takoma Park, MD;
(Tuesday - Thursday, noon - 7 p.m.; Sunday - Monday, noon - 5 p.m.)
- Marvin Center Newsstand, 800 21st St. N.W., lower level, Washington, DC;
(Monday - Friday, 8 a.m. - 9 p.m.; Saturday - Sunday, 9 a.m. - 5 p.m.)
- TICKETplace, in G.W.'s Lisner Auditorium lobby, 730 21st St. N.W.;
(Tuesday - Friday, noon - 6 p.m.; Saturday 11 a.m. - 5 p.m.)
Phone: 202-TIC-KETS (202-842-5387).

For more information on the National Heritage Fellowship awards, related September events, and the Folk & Traditional Arts Program, please contact the Endowment Office of Communications at 202-682-5570. The G.W. Lisner Auditorium number is 202-994-6800.

**NATIONAL ENDOWMENT FOR THE ARTS
1995 NATIONAL HERITAGE FELLOWSHIP
RECIPIENT BIOGRAPHIES:**

Bao Mo-Li (Flushing, New York) is a pioneering female instrumentalist from China who is among the most celebrated Beijing-style opera performers now living in the United States. A renowned *jing-erhu* (two-string 'violin') player, she is also sought after as a master teacher of the Mei Lan-Fang school of singing — both skills requiring a vast knowledge and understanding of hundreds of traditional melodies and specialized singing styles.

Mary Holiday Black (Mexican Hat, Utah), who lives atop the Douglas Mesa near the northern boundary of the Navajo Reservation in Utah's Monument Valley, helped spark a renaissance in Navajo basketweaving. Her innovations in design and fabrication, introduced in the 1970s, renewed interest in baskets for both personal and ritual use. Black's contributions to the artform proved critical to the tradition's revitalization.

Lyman Enloe (Lee's Summit, Missouri), a master fiddler originally from the Ozark Mountain Region, has a personal playing style described as "pure, clean, sweet notes with a bowing arm of rolling molasses." His broad repertoire of regional fiddle tunes, acquired through more than 75 years of playing, makes him a living archive of Missouri's musical heritage.

Donny Golden (Brooklyn, New York) is a teacher, choreographer, and performer who has been called "simply the most important dancer and dance teacher in the history of Irish step dance in America." He became the first American medal winner in Dublin's All-Ireland and All-World Irish Dance Championships in 1970, and is now an internationally respected dance competition adjudicator.

Wayne Henderson (Mouth of Wilson, Virginia), from a family of musicians and craftspeople in Virginia's Blue Ridge Mountains, fabricates exquisite guitars and other string instruments in his two-man workshop. Also an accomplished guitarist, he has performed extensively, winning more than 300 ribbons at competitions around the country.

Bea Hensley (Spruce Pine, North Carolina) learned his craft while apprenticing with his boyhood North Carolina neighbor, blacksmith Daniel Boone VI, a direct descendant of the frontiersman and the latest in a long line of blacksmiths. Hensley's coveted ornamental ironwork can be found in nearly all 50 states and has been displayed in numerous American museums.

NEA 1995 National Heritage Fellowship Recipient Biographies, p. 2

Nathan Jackson (Ketchikan, Alaska) is a master wood carver and metalsmith who embodies the balance between tradition and individual creativity among the Tlingit Natives of Alaska. His stately totem poles, wood panel clan crests, masks, carved doors, and jewelry are found in museum collections nationally and internationally. He is also an accomplished performer of the Raven dance, emblematic of his tribe's Raven clan.

Danongan "Danny" Kalanduyan [CALL-AHN-DO-YAN] (San Francisco, California) is a master of Filipino *kulintang* music native to the Maguindanao region of the Philippines. Under his mentorship during the past two decades, this complex, rhythmic gong and drum music has experienced a major renaissance in Filipino communities throughout the United States.

Robert Jr. Lockwood (Cleveland, Ohio) is the only blues musician who actually learned how to play guitar from the legendary and influential Delta bluesman Robert Johnson. Born in Turkey Scratch, Arkansas, singer/guitarist Lockwood has performed the blues in areas including the Arkansas Delta, Memphis, Tennessee, St. Louis, Missouri, and Chicago, Illinois — communities where he lived before settling in Ohio, his current home.

Israel Cachao López (Miami, Florida), known to many simply as "Cachao," created the original Afro-Cuban mambo in the 1930s with his late brother Orestes. He also developed the *descarga* Latin jam session in the 1950s. A composer and string bassist from a family of more than 35 bass players, Cachao's music has been recently rediscovered. His recording *Master Sessions, Volume I* earned a 1994 Grammy.

Nellie Star Boy Menard (Rosebud, South Dakota) is a master Lakota Sioux quiltmaker and craft artist from South Dakota's Rosebud Reservation. In addition to her substantial skills at quilting, featherwork, tanning, quillwork, beading, and weaving shawls, she is credited with founding and managing Indian crafts marketing endeavors which have increased the quantity and quality of Northern Plains Indian crafts.

Buck Ramsey (Amarillo, Texas), a gifted preserver, writer, and performer of poetry, prose, and music, is widely admired at cowboy cultural gatherings throughout the West. His award-winning recordings *Rolling Uphill from Texas* and *My Home It Was in Texas*, and his epic poem *And As I Rode Out on the Morning* are treasured by the ranching community, aficionados of cowboy culture, and many others.

President's List

NEA HERITAGE AWARDS - Wednesday SEP 27 1995 - 1:00 PM East Room - Business - East Visitors

Entrance

THE FIRST LADY

Page 1

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

- A **Mr. Jason Alderman**
Office of Hon. Sydney Yates
- A **Hon. Jane Alexander**
Chairman, National Endowment for the Arts
Washington, DC
- A **Mr. Charles Archambault**

Ms. Thea Austin
American Folklife Center
Washington, DC
- A **Mr. Laurence Baden**
Deputy Chairman for Management, National Endowment for the Arts
Washington, DC
- A **Mr. Robert D. Beauchman**
- A **Mr. Barry Bergey**
Cheverly, MD
- A **Ms. Agnes Black**
Mexican Hat, UT
- A **Ms. Lorraine Black**
Mexican Hat, UT
- A **Ms. Mary Holliday Black**
Mexican Hat, UT
- A **Ms. Sally Black**
Mexican Hat, UT
- A **Ms. Barbara Blaine**
Bryan, Cave, McPheeters & McRoberts
Washington, DC
- A **Mr. Noel O. Boxer**
Special Assistant to the Chairman, National Endowment for the Arts
Washington, DC
- A **Mr. Philip Brunelle**
Plymouth Music Series of Minnesota
Minneapolis, MN
- A **Mr. Hal Cannon**
Deeth, NV
- A **Dr. Norma Cantu**
Washington, DC

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

- A **Mr. John Cephas**
Woodford, VA

- A **Ms. Karen K. Christensen**
General Counsel, National Endowment for the Arts
Washington, DC

- A **Ms. Susan Clampitt**
Deputy Chairman for Programs, National Endowment for the Arts
Washington, DC

- A **Ms. Hope Cooke and Mr. Mike Wallace**
Brooklyn, NY

- A **Mr. Alexander (Sandy) D. Crary Jr.**
Chief of Staff & White House Liaison, National Endowment for the Arts
Washington, DC

- A **Ms. Susan Crowley**
AARP Bulletin
Washington, DC

- A **Ms. Pamela Devitt**
Staff Director, Committee on Labor and Human Resources

- A **Ms. Nancee Dixon**
N/A
Plano, TX

- A **Mr. Keith Donohue**
Publications Director, Office of Communications, National Endowment for the Arts
Washington, DC

- A **Ms. Susan Dowling and Mr. Andy Griffiths**
Cambridge, MA

- A **Ms. Carol Edison**

- A **Mr. Burton Kelly Edward Kills In Water**

Ms. Scynthia Edwards
Executive Director, Delta Cultural Center
Helena, AR

- A **Ms. Karen Elias**
National Endowment for the Arts
Washington, DC

- A **Mrs. Carol Fay and Mr. John Fay**

- A **Mr. Ronald Feldman**
Ronald Feldman Fine Arts
New York, NY

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

- A **Mr. Robert Garfias**
University of California, Irvine
Irvine, CA
- A **Ms. Celia Golden**
Brooklyn, NY
- A **Mr. Donny Golden**
Brooklyn, NY
- A **Ms. Eileen Golden**
Brooklyn, NY
- A **Mr. Patrick Golden**
Brooklyn, NY
- A **Hon. (Sen.) Roy M. Goodman**
N/A
New York, NY
- A **Mr. George Gund**
President, George Gund Foundation
San Francisco, CA
- A **Mr. Duane Hanson**
Davie, FL
- A **Mr. Hugh Hardy Jr.**
Hardy Holzman Pfeiffer Associates
New York, NY
- A **Ms. Judith Parker Harris and Mr. Jack H. Harris**
Wordwide Entertainment Corporation
Beverly Hills, CA
- A **Ms. Bess Lomax Hawes RN**
N/A
Arlington, VA
- A **Ms. Jayne Henderson**
Mouth of Wilson, VA
- A **Ms. Sylvia Henderson**
Mouth of Wilson, VA
- A **Mr. Wayne Henderson**
Mouth of Wilson, VA
- A **Mr. and Mrs. Bill Henry (Billie)**
Oakridge, TN
- A **Ms. Bea Ellis Hensley**
Spruce Pine, NC

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

- A **Mrs. Bonnie Hensley**
Spruce Pine, NC
- A **Mrs. Jane Hensley**
- A **Mr. Luke Hensley**
- A **Mr. Mike Hensley**
Spruce Pine, NC
- A **Miss Rachel Hensley**
- A **Mr. Peter deCourcy Hero Jr.**
Community Foundation of Santa Clara County
San Jose, CA
- Ms. Charlotte Heth**
Arlington, VA
- A **Ms. Agnes Ho**
Flushing, NY
- A **Mr. George Holt**
Chapel Hill, NC
- A **Mr. John Holum**
Annapolis, MD
- A **Mr. Murray Horowitz Jr.**
National Public Radio--Talk of the Nation
Washington, DC
- A **Mr. William Ivey**
Executive Director, Country Music Foundation
Nashville, TN
- A **Mr. Alan Jabbour**
Washington, DC
- A **Ms. Dorica Jackson**
Ketchikan, AK
- A **Mr. Nathan Jackson**
Ketchikan, AK
- A **Mr. Kenneth M. Jarin**
Montgomery, McCracken, Walker & Rhodes
Philadelphia, PA
- A **Ms. Suzi Jones**
Washington, DC

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

- A **Mr. Danongan S. Kalanduyan**
San Francisco, CA

- A **Ms. Josefina Kalanduyan**
San Francisco, CA

- A **Ms. Yasmin Kalanduyan**
San Francisco, CA

- A **Mr. Joel Kaplan**
House Interior Subcommittee

- A **Hon. (Sen.) Nancy Landon Kassebaum Jr.**
Senator, United States Senate
Washington, DC

- A **Mr. Keith J. Kennedy**
Director, Senate Appropriations Committee
Washington, DC

- A **Ms. Kathleen Kruse**
Legislative Assistant, Office of Hon. Edward M. Kennedy
Washington, DC

- A **Mr. Richard Kurin**
Falls Church, VA

- A **Ms. Stephanie A. Kurz**
Staff Assistant to the Chairman, National Endowment for the Arts
Washington, DC

- A **Ms. Martina LaDeaux**
Rosebud, SD

- Ms. Corine Larson**
Office of Senator Bennett
Washington, DC

- A **Ms. Rebecca Jo Leppala**
Office of Senator Bingaman
Washington, DC

- A **Hon. John Lewis**
U.S. Congressman, House of Representatives
Washington, DC

- A **Ms. Bao Mo Li**
Flushing, NY

- A **Mr. You Lin Li**
Flushing, NY

- A **Ms. Zhao Zhe Li**
Flushing, NY

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

Mr. Scott Lilly
Staff Director, House Appropriations Committee
Washington, DC

A **Dr. Terrence Liw**
N/A
Arlington, VA

A **Mrs. Annie Lockwood**
Cleveland, OH

A **Mr. Robert Lockwood Jr.**
Cleveland, OH

A **Worth Long**
Atlanta, GA

A **- Buenaventura Lopez**
Miami, FL

A **Mr. Israel Cachao Lopez**
Miami, FL

Ms. Maria Elena Lopez
Miami, FL

A **Mrs. Wendy Luers**
New York, NY

A **Ms. Pat Makell**
Temple Hills, MD

A **Ms. Gwendolyn Marsh**
Amarillo, TX

A **Mr. Stanley Marsh III**
Amarillo, TX

Mr. Wayne Martin
North Carolina Arts Council
Raleigh, NC

A **Ms. Sharon D. McCaleb**
Cleveland, OH

A **Mr. Gordon McCann**
Springfield, MO

A **Ms. Judith McCulloh**
Urbana, IL

A **Mr. Cornell T. Menard**

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

- A **Mr. D'Arcy P. Menard**
- A **Ms. Nellie Star Boy Menard**
Rosebud, SD
- A **Mr. William D. Menard**
- A **Mr. and Mrs. Harry Middleton (Miriam)**
Director, Lyndon Baines Johnson Library
Austin, TX
- A **Jane Milliken**
Guest: **Mr. A. Richard Roberts**
- A **Ms. Cathy Mills**
Vice President of Communications, J.C. Penney Company, Inc.
Plano, TX
- A **Ms. Jenny Montgomery**
- A **Ms. Rose Morgan**
Silver Spring, MD
- A **Ms. Olive Mosier**
Director of Policy, Research & Technology, National Endowment for the Arts
Washington, DC
- Mr. Michael Martin Murphy**
Taos, NM
- A **Mr. Al Nodal**
General Manager, Department of Cultural Affairs
Los Angeles, CA
- The Reverend Lee J. O'Donovan**
President, Georgetown University
Washington, DC
- A **Ms. Hope O'Keeffe**
Office of the General Counsel, National Endowment for the Arts
Washington, DC
- Mrs. Beverly Patterson**
North Carolina Arts Council
Raleigh, NC
- A **Hon. (Sen.) Claiborne Pell**
Senator, United States Senate
Washington, DC
- Hon. (Rep.) Nancy Pelosi**
Representative, House of Representatives
Washington, DC

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

- A **Ms. Roberta Peters**
Scarsdale, NY
- A **Mr. Byron Price**
Director, Cowboy Hall of Fame
Oklahoma City, OK
- A **Mr. and Mrs. Thoms Quigley (Janice)**
Newfairfield, CT
- A **Ms. Amanda Ramsey**
Amarillo, TX
- A **Mrs. Bette Ramsey**
Amarillo, TX
- A **Mr. Buck Ramsey**
Amarillo, TX
- A **Ms. Bernice Johnson Reagon**
Museum of American History
Washington, DC
- A **Hon. (Rep.) Ralph S. Regula Jr.**
Representative, House of Representatives
Washington, DC
- A **Ms. Pat Sanders**
Washington, DC
- A **Mr. Scott Sanders**
Deputy Chairman for Public Partnership, National Endowment for the Arts
Washington, DC
- A **Mr. James Schwaniger**
JC Penney Company, Inc.
Washington, DC
- A **Ms. Amy Schwartz**
The Washington Post
Washington, DC
- A **Mr. Daniel Sheehy**
Falls Church, VA
- A **Mr. Ed Sherin**
Carmel, NY
- A **Mr. Jon Sherin**
Boston, MA
- A **Mr. George Roger Short**
Castroville, CA

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

- A **Mrs. Helen Short**
Castroville, CA
- A **Ms. Cherie Lynn Simon**
Director of Public Affairs, National Endowment for the Arts
Washington, DC
- A **Ms. Gretchen Dow Simpson**
Providence, RI
- A **Hon. (Rep.) Louise M. Slaughter**
House of Representatives
Washington, DC
- A **Ms. Morgan Sloane**
Los Angeles, CA
- A **Ms. Susan Sollins and Mr. Earl Brown**
Rye, NY
- A **Mr. A.B. Spellman**
Deputy Chairman for Programs, National Endowment of the Arts
- A **Mr. Nicholas R. Spitzer**
Washington, DC
- A **Mr. Kelly W. Star Chief**
- A **Mr. Larry E. Star Chief**
- A **Ms. Ana M. Steele**
Senior Deputy Chairman, National Endowment for the Arts
Washington, DC
- Mr. Richard Stern**
President, Stern Joint Venture Company
Chicago, IL
- A **Mr. William E. Strickland**
Bidwell Training Center, Inc.
Pittsburgh, PA
- A **Ms. Claudia Telliho**
- A **Mr. and Mrs. Bardyl Tirana (Anne)**
Washington, DC
- A **Ms. Jackie Trescott**
The Washington Post
Washington, DC
- A **Ms. Deborah E. Tuck**
Washington, DC

Accepts and No Responses

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

- A **Mr. Robin Wagner**
New York, NY
- Ms. Barbara Wainman**
N/A
- Mr. Doc Watson**
Deep Gap, NC
- A **Mr. Richard W. West Jr.**
Director, National Museum of the American Indian
Washington, DC
- A **Mr. George White**
Waterford, CT
- A **Ms. Helen Henderson White**
Mouth of Wilson, VA
- A **Ms. Marjerie White**
- A **Mr. Robert White**
- A **Mr. Roy Williams**
Needham, MA
- A **Mr. Joseph T. Wilson**
Tacoma Park, MD
- A **Dr. Catherine Yi-yu Cho Woo**
N/A
San Diego, CA
- A **Mr. Richard P. Woodruff**
Director, Congressional Liaison, National Endowment for the Arts
Washington, DC
- Mr. Dave Zimmerman**
USA Today
Washington, DC
- Mr. David von Driehle**
Washington Post
Washington, DC

Regrets

REPORT DATE: September 26, 1995
REPORT TIME: 4:03 PM

R **Mr. Jace Alexander**
New York, NY

R **Dr. Maya Angelou**
Wake Forest University
Winston-Salem, NC

R **Mr. William Bailey**

R **Ms. Mary Anderson Bain**
Office of Hon. Sydney Yates
Washington, DC

R **Hon. (Sen.) Robert F. Bennett**
Senator, United States Senate
Washington, DC

R **Hon. (Sen.) Jeff Bingaman**
Senator, United States Senate
Washington, DC

R **Ms. Trisha Brown**
N/A
New York, NY

R **Hon. (Sen.) Robert C. Byrd**
Senator, United States Senate
Washington, DC

R **Ms. Judy Collins**
N/A
New York, NY

R **Ms. Cherie Cooper**
Office of Hon. Mark Hatfield

R **Ms. Wendy R. Cramer**
N/A

R **Mr. Dan Evins**
President, Cracker Barrel Old Country Store
Lebanon, TN

R **Mr. Michael Greene**
President & CEO, National Academy of Recording Arts & Sciences
Santa Monica, CA

R **Mrs. Barbara Grossman**
Newton, MA

R **Mr. Donald Hall**
N/A
Danbury, NH

Regrets

REPORT DATE: September 26, 1995
REPORT TIME: 4:04 PM

- R **Hon. (Rep.) Amory Houghton Jr.**
Representative, House of Representatives
Washington, DC
- R **Ms. Tina Howe and Mr. Norman Levy**
New York, NY
- R **Hon. (Sen.) Kay Bailey Hutchison**
Senator, United States Senate
Washington, DC
- R **Mrs. Marta Istomin**
Washington, DC
- R **Hon. (Sen.) James M. Jeffords Jr.**
Senator, United States Senate
Washington, DC
- R **Ms. Colleen Jennings-Roggensack**
Executive Director, ASU Public Events
Tempe, AZ
- R **Hon. (Rep.) Timothy P. Johnson Jr.**
Representative, House of Representatives
Washington, DC
- R **Mr. Paul Kahn**
Needham, MA
- R **Hon. (Sen.) Edward M. Kennedy Jr.**
Senator, United States Senate
Washington, DC
- R **Mr. William Kindle**
Tribal President, Bureau of Indian Affairs
Mission, SD
- R **Mr. Larry King Jr.**
Talk Show Host, Larry King Live - CNN
Washington, DC
- R **Mr. E. Roger Mandle**
President, Rhode Island School of Design
Providence, RI
- R **Ms. Sue E. Masica**
Staff Director, Office of Hon. Robert Byrd
- R **Mrs. Louise McClure**
N/A
McCall, ID
- R **Ms. Penny McPhee**
The Knight Foundation
Miami, FL

Regrets

REPORT DATE: September 26, 1995
REPORT TIME: 4:04 PM

- R **Mrs. Josefa Ceres Nodal**
N/A
Washington, DC
- R **Hon. (Rep.) David R. Obey**
Representative, House of Representatives
Washington, DC
- R **Mr. Jorge M. Perez**
President, Related Group of Florida
Miami, FL
- R **Ms. Bonnie Raitt**
N/A
Los Angeles, CA
- R **Ms. Caroline Ramsay**
President, The Crafts Center
Washington, DC
- R **Ms. Adrienne Rich**
Santa Cruz, CA
- R **Mr. Frank Rich**
New York Times
New York, NY
- R **Mrs. Judith O. Rubin**
N/A
New York, NY
- R **Hon. (Rep.) Thomas C. Sawyer**
Representative, House of Representatives
Washington, DC
- R **Mr. Pete Seeger**
N/A
Beacon, NY
- R **Honorable Alan K. Simpson Sr.**
Senator, United States Senate
Washington, DC
- R **Hon. (Rep.) Louis Stokes Jr.**
Black Caucus, House of Representatives
Washington, DC
- R **Ms. Jocelyn Levi Straus**
N/A
San Antonio, TX
- R **Mr. Studs Terkel**
Chicago, IL

Regrets

REPORT DATE: September 26, 1995
REPORT TIME: 4:04 PM

- R **Ms. Joyce Williams**
Needham, MA
- R **Hon. (Rep.) Pat Williams Jr.**
Representative, House of Representatives
Washington, DC
- R **Ms. Rachael Worby**
Charleston, WV
- R **Hon. (Rep.) Sidney R. Yates**
House of Representatives
Washington, DC

REPORT DATE: September 26, 1995
REPORT TIME: 4:04 PM

TOTAL COUNTS

Number of Accepts:	158
Number of Regrets:	49
Number of No Responses:	18
Number of Unknown Guests:	0
Number of Expected Attendees:	177

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a tabbed divider. Given our digitization capabilities, we are sometimes unable to adequately scan such dividers. The title from the original document is indicated below.

**1-11-96: RED BOOK
MAGAZINE INTERVIEW**

Divider Title: _____

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JANUARY 11, 1996
FINAL

Scheduler: Lisa Villareal
202-456-5315 Office
202-456-5340 Fax
202-797-9054 Home
WHCA Pager #4755

__PREV RONThe White House

1:00 pm-
1:30 pm

INTERVIEW W/Parent's Paper
Map Room
ON THE RECORD

FORMAT:

-- Dr. Betsy Weaver and William Lindsey
will conduct the interview

2:00 pm-
2:30 pm

INTERVIEW W/Education Week
Map Room
ON THE RECORD

FORMAT:

-- Debbie Cohen will be conducting the
interview

3:00 pm-
3:30 pm

PHONE INTERVIEW W/Redbook
Residence
ON THE RECORD

FORMAT:

-- Kate White will conduct the interview

3:30 pm-
3:45 pm

PRIVATE MEETING W/Maggie Williams and Patti
Solis
Residence
CLOSED PRESS

3:45 pm-
4:00 pm

PRIVATE MEETING W/Maggie Williams
Residence
CLOSED PRESS

SCHEDULE FOR HILLARY RODHAM CLINTON
THURSDAY, JANUARY 11, 1996
PAGE 2

RON The White House

WEATHER FORECAST FOR WASHINGTON, DC:

-Mostly sunny, then increasing afternoon cloudiness. Light
winds. Highs in the lower 30's

MEMORANDUM FOR THE FIRST LADY

FROM: KAREN FINNEY
RE: REDBOOK MAGAZINE INTERVIEW
DATE: JAN. 10, 1996

You are scheduled to do a 15 minute telephone interview with Kate White, Editor-in-Chief of Redbook magazine, on Thursday, January 11, 1996. Your interview with White will focus on how parents can get involved in their children's schools, and will be the centerpiece of Redbook's April 1996 issue featuring their fifth annual survey of "America's Best Public Schools."

Redbook's survey is a year-long process that begins with soliciting nominations from state departments of education, national education groups, education reporters and members of Congress. The resulting 362 nominees were asked to submit information ranging from SAT scores and graduation rates to special programs and extracurricular activities. Graduate students at Columbia University Teachers College then selected 250 finalists. From this list ten judges -- education experts -- chose this year's 155 winners in two main categories: 1) 51 public high schools in the "Best of the States" category and 2) 104 schools, "Category Winners" each in one of six specific categories: Overall Excellence, Classroom Innovation, Parent/Community Involvement, Extracurricular Activities, Special-Needs Programs and Significant Improvement.

The 1996 winners include your alma mater, Maine Township High School South in Park Ridge, IL, which has been cited for overall excellence and Ridgecrest High School in Paragould, AR in the "Best of the States" category. (Full list of winners is attached to this memo.) Redbook has also invited you to be the special guest speaker at their 1996 luncheon celebrating the honorees in early March, however it has not been determined whether you will be able to attend.

The White House Signal Operator will place the call for you and will record the interview. Listed below are the questions White would like to ask you and attached to this memo are copies of the "America's Best Public Schools," articles from 1995 and 1994.

Questions:

1. Do teachers want parent involvement?
2. What are the areas they would welcome it?
3. How does a parent become involved without stepping on toes?
4. Working mothers sometimes get boxed out because of their schedules. What might be the best way for a working mom to get involved?
5. What have you done personally in Chelsea's school that has really been appreciated?

To: Mrs. Clinton
Fr: Brenda Costello
Da: January 10, 1996
Re: Department of Education on family involvement in education

The U.S. Department of Education established the "Strong Families, Strong Schools" initiative in the Fall of 1994, to encourage and support efforts by families to take a more active role in their children's learning. This initiative outlines ways in which families, schools, communities, businesses and governments can be involved in improving a child's learning, through school-family partnerships which combine parent training with preschool education, and family-friendly businesses which promote parental involvement and "family-friendly" policies such as flex-time and child care.

In addition, the Department of Education's Office of Educational Research and Improvement offers materials on family involvement in education, providing ideas on helping your child with homework, helping your child use the library, helping your child be healthy and fit, how to help your child become a good reader, etc. Specific tips include establishing a daily routine, reading together, monitoring performance and assignments, providing guidance, staying in touch with the school, monitoring TV and out-of-school activities, setting high expectations, and communicating positive behaviors and values. Sample materials are in front pocket.

CATEGORY WINNERS

The judges named the following 104 schools--listed alphabetically by state--as the best in six specific categories.

OVERALL EXCELLENCE

These 63 well-rounded schools were honored for offering students strong academics, dedicated teachers, involved parents, varied extracurricular activities and an atmosphere of high expectations.

High School	City/State
Mountain Brook	Birmingham, Alabama
Muscle Shoals	Muscle Shoals, Alabama
Petersburg	Petersburg, Alaska
Ironwood	Glendale, Arizona
Laguna Hills	Laguna Hills, California
Rio Americano	Sacramento, California
San Marcos	Santa Barbara, California
Santa Fe	Santa Fe Springs, California
Torrey Pines	Encinitas, California
Joel Barlow	West Redding, Connecticut
Woodrow Wilson	Washington, D.C.
Design and Architecture	Miami, Florida

Sidebar 5: Category Winners
Weiss/Page 22222

South Area	Lake Worth, Florida
Stanton College Preparatory	Jacksonville, Florida
Chamblee	Chamblee, Georgia
John S. Davidson Fine Arts Magnet	Augusta, Georgia
Adlai E. Stevenson	Lincolnshire, Illinois
Homewood-Flossmoor	Flossmoor, Illinois
Maine Township South	Park Ridge, Illinois
Mundelein	Mundelein, Illinois
New Trier Township	Winnetka, Illinois
Munster	Munster, Indiana
Sumner Academy of Arts & Sciences	Kansas City, Kansas
duPont Manual Magnet	Louisville, Kentucky
Caddo Parish Magnet	Shreveport, Louisiana
Presque Isle	Presque Isle, Maine
Springbrook	Silver Spring, Maryland
Walt Whitman	Bethesda, Maryland
Boston Latin Academy	Dorchester, Massachusetts
East Grand Rapids	Grand Rapids, Michigan
Hopkins	Hopkins, Minnesota
Madison Central	Madison, Mississippi

Sidebar 5: Category Winners
Weiss/Page 33333

Tupelo	Tupelo, Mississippi
Clayton	St. Louis, Missouri
Bozeman	Bozeman, Montana
Elmwood-Murdock	Murdock, Nebraska
Ralston	Ralston, Nebraska
Moapa Valley	Overton, Nevada
Academic	Jersey City, New Jersey
Morris Knolls	Rockaway, New Jersey
Randolph	Randolph, New Jersey
Ridgewood	Ridgewood, New Jersey
Science	Newark, New Jersey
Floral Park Memorial	Floral Park, New York
Fort Hamilton	Brooklyn, New York
Hutchinson Central Technical	Buffalo, New York
Lake George Junior/Senior	Lake George, New York
New Hyde Park Memorial Junior/Senior	New Hyde Park, New York
Kenston	Chagrin Falls, Ohio
South Medford	Medford, Oregon
Fox Chapel Area	Pittsburgh, Pennsylvania
Hatboro-Horsham Senior	Horsham, Pennsylvania

Sidebar 5: Category Winners
Weiss/Page 44444

Brookland-Cayce	Cayce, South Carolina
South Carolina Governor's School for Science and Mathematics	Hartsville, South Carolina
East Central	San Antonio, Texas
James Bowie	Austin, Texas
Klein Oak	Spring, Texas
Lincoln Humanities	Dallas, Texas
Westwood	Austin, Texas
Frank W. Cox	Virginia Beach, Virginia
New Century	Lacey, Washington
Shorecrest	Seattle, Washington
Nicolet	Glendale, Wisconsin

CLASSROOM INNOVATION

The judges singled out twenty schools for classroom creativity, including flexible scheduling, interdisciplinary courses, alternative grading systems and using technology for new learning opportunities.

High School	City/State
Carver Creative and Performing Arts Center	Montgomery, Alabama
Capistrano Valley	Mission Viejo, California

Sidebar 5: Category Winners
Weiss/Page 55555

Shepaug Valley	Washington, Connecticut
Coconut Creek	Coconut Creek, Florida
Douglas Anderson School of the Arts	Jacksonville, Florida
Duncan U. Fletcher	Neptune Beach, Florida
Rockledge	Rockledge, Florida
Carrollton	Carrollton, Georgia
Henry W. Grady	Atlanta, Georgia
Schaumburg	Schaumburg, Illinois
Bloomfield Hills Model	Bloomfield Hills, Michigan
Hunterdon Central Regional	Flemington, New Jersey
Marine Academy of Science & Technology	Sandy Hook, New Jersey
Paul Robeson	Brooklyn, New York
Wickliffe	Wickliffe, Ohio
Hillcrest	Dalzell, South Carolina
White River	White River, South Dakota
Lawrence D. Bell	Hurst, Texas
Socorro	El Paso, Texas
Norview	Norfolk, Virginia

PARENT/COMMUNITY INVOLVEMENT

These eight schools feature model partnerships among parents and members of the community, who serve as classroom aides, tutors and student mentors.

High School	City/State
Career	New Haven, Connecticut
Albany	Albany, Georgia
Kauai	Lihue, Kauai, Hawaii
Lincoln-Way	New Lenox, Illinois
Omaha North	Omaha, Nebraska
Toledo	Toledo, Oregon
Mt. Lebanon Senior	Mt. Lebanon, Pennsylvania
Memorial Senior	Houston, Texas

EXTRACURRICULAR ACTIVITIES

The judges honored the following three schools for their impressive extracurricular programs such as a club dedicated to reducing violence and a group that has formed an alliance with a Native American Indian tribe.

High School	City/State
Arapahoe	Littleton, Colorado
Lake Forest	Felton, Delaware
Capital	Charleston, West Virginia

SPECIAL-NEEDS PROGRAMS

These five schools offer high-quality programs serving students with unique needs--whether they're teen mothers, students with learning disabilities or those who are gifted and talented students.

High School	City/State
Whitney	Cerritos, California
Metro	Cedar Rapids, Iowa
Toms River Alternative Learning Center	South Toms River, New Jersey
Northwest Career Center	Dublin, Ohio
J.J. Pearce	Richardson, Texas

SIGNIFICANT IMPROVEMENT

The judges celebrated the following five for turning around troubled schools. All have shown marked improvement in test scores, graduation rates, dropout figures and community pride.

High School	City/State
Benjamin Banneker	College Park, Georgia
Howard	Ellicott City, Maryland
Alexander Hamilton	Elmsford, New York
DeWitt Clinton	Bronx, New York

Sidebar 5: Category Winners
Weiss/Page 88888

West Mecklenburg

Charlotte, North Carolina

- 30 -

Sidebar 3: Judging

Michael J. Weiss

Leadleadlead

JUDGING AMERICA'S BEST SCHOOLS

Selecting winning schools is a year-long process that begins with soliciting nominations from state departments of education, national education groups, education reporters and members of Congress. This year, 362 high schools submitted hefty nomination packages containing quantitative data--like SAT scores and graduation rates--as well as background material on award-winning programs and extracurricular activities. To narrow the field, graduate students at Columbia University Teachers College first selected 250 finalists. Then the following ten judges--all education experts--chose this year's 155 winners:

Michael Casserly, Ph.D., is executive director of The Council of the Great City Schools, a membership organization of the nation's 49 largest school districts dedicated to promoting urban education through research, legislation and public advocacy...**Marie Della Bella**, Ph.D., directs school recognition programs for the Connecticut State Department of Education, managing the federal Blue Ribbon Schools Program as well as the state's Celebration of Excellence Program... An expert in special education, **Sharon Field**, Ed.D., is associate professor (research) at the College of Education at Wayne State University and the former program director for transition and employment at the Developmental Disabilities Institute...**Nancy Katims**, Ph.D., serves as director of school services for the Educational Testing Service, developing material and strategies to enhance teaching and learning in K-12 classrooms...**John A. Lammel**, Ed.D., is director of

high school services for the National Association of Secondary School Principals (NASSP), America's largest school leadership organization, serving 43,000 high school and middle-school educators...**Shirley M. McBay**, Ph.D., is president of the Quality Education for Minorities Network, a national organization which advances and improves educational opportunities for minorities...**Robert M. McClure**, Ed.D., is director of the site-based restructuring program of the National Education Association's National Center for Innovation and adviser to the Assistant Secretary of Education at the U.S. Department of Education...**Daniel W. Merenda** is president and CEO of the National Association of Partners in Education, the nation's leading organization promoting parent, community and business partnerships, now in effect at more than 7,000 schools...**Joseph Newlin**, Ed.D., is executive director of the National Rural Education Association, an advocacy organization headquartered at Colorado State University that represents the roughly 10,000 rural and small school districts in the U.S...**Jackie Robinson** is executive vice president of Cities in Schools, Inc., the nation's largest dropout prevention program.

BEST OF THE STATES

REDBOOK's education experts judged the following 51 public high schools--one from each state and the District of Columbia--as representative of the nation's best. All feature a varied and rigorous curriculum, dedicated teachers and administrators, parent and community support, and an expectation of excellence.

<u>State</u>	<u>School</u>	<u>City</u>	<u>Highlights</u>
ALABAMA	Virgil I. Grissom	Huntsville	The 2,150 students at this academic powerhouse thrive thanks to small classes (17 students per teacher), tutors from NASA and a myriad of award-winning programs in mathematics, physics, journalism, swimming and band. Nearly a third of Grissom's students take advanced placement classes and 95 percent go on to college
ALASKA	West Valley	Fairbanks	To prepare its 943 students for life after high school, West Valley's "Passports Project" has seniors shadow local professionals practice interview skills, complete job applications and conduct computer

searches for college and employment opportunities. Ninety-four percent of the students graduate--an impressive figure given the 46 languages spoken in student homes.

ARIZONA

Mountain Pointe

Phoenix

Mountain Pointe challenges its 2,574 students with a variety of college-level courses, a technology lab able to produce electric-powered cars and 60 wide-ranging extracurricular clubs. Ninety-eight percent attend college.

ARKANSAS

Ridgecrest

Paragould

At this progressive school for 811, math/science students meet for three-hour classes to foster in-depth learning, media students receive hands-on learning by operating a public access channel computer students print books for kindergarteners as community service projects. In the last two years, more than 400 educators

have visited Ridgecrest to learn about its innovative practices.

CALIFORNIA
Los Angeles Center
Los Angeles
for Enriched
Studies

The 1,460 students at this college preparatory magnet earn an impressive number of awards thanks to a varied courseload which ranges from Mexican-American Studies and Ancient Civilizations to Architecture and Home Maintenance. Ninety-eight percent of the students head for college.

COLORADO
Colorado's Finest
Englewood
Alternative

At this alternative high school for 540 ex-drop-outs or those at risk of dropping out, students benefit from receive individual attention, little tolerance for disruptive behavior and plenty of academic challenges, including college-level courses. The school's success has sparked a waiting list of 600 prospective students.

CONNECTICUT
Wilton
Wilton

A rigorous academic program is the hallmark

of this school, offering 773 students interdisciplinary classes in English and Social Studies, 90-minute science labs and extensive writing courses where students maintain a portfolio of their work on computer disk. Supplementing the scholastics are week-long arts festivals and 48 sports teams which last year earned nine state titles.

DELAWARE

Hodgson

Newark

Vocational-Technical

Graduates of this vo-tech school for 980 must first complete a research paper on a career-oriented topic, develop a related product and then make an oral presentation to a faculty panel. All students take a challenging curriculum that blends academics and vocational studies.

DISTRICT OF

Benjamin Banneker

Washington, D.C.

COLUMBIA

Academic

The demands are stiff at this small academic magnet--three hours of homework nightly and 270 hours of community service over four years--but Banneker's 419 students

excel. All 91 of the seniors went on to college, receiving \$4.5 million in scholarships and grants.

FLORIDA

Mainland

Daytona Beach

The 1,858 students at this urban school benefit from a model technology program with 500 computers, an abundance of advanced placement classes and a wellness project where students use state-of-the-art equipment to design personal fitness plans. Mainland created the nation's first completely digital yearbook.

GEORGIA

Sprayberry

Marietta

Parent-teacher involvement is a big reason why this school for 1,950 wins awards for excellence year after year. All parents attend regular conferences with faculty advisers to monitor their youngsters' academic progress, and many volunteer in a career center to assist students in college and career choices.

HAWAII

Waiakea

Hilo

Waiakea offers its 2,264 students academic opportunities galore through a hands-on technology program, gifted and talented classes in art and college-credit courses at the University of Hawaii. Those in need of extra help get free tutoring from the After School Instruction Program and counseling through the Comprehensive School Alienation Program.

IDAHO

Cascade

Cascade

Junior/Senior

This rural school for 238 students relies on the latest technology to teach writing, music thoery, Japanese, interactive physics and desktop publishing. With four 95-minute classes each day, students can exhibit their mastery of subjects in such novel ways as multi-media presentations, skits and drawings.

ILLINOIS

Illinois Mathematics & Science Academy
Aurora

Serving 611 academically talented students--the average SAT score is 1,346--this

statewide residential academy boasts a myriad of accelerated courses that require students to develop interdisciplinary solutions to problems such as building a settlement on Mars. Nearly a third of the seniors are National Merit Finalists and and 100 percent go to college.

INDIANA

Richmond

Richmond

This all-round outstanding school for 1,967 students boasts award-winning academic teams, state-of-the-art technology labs, nationally-known peer helping groups and a sports program with state champions in boys' basketball, golf and cross country. The impressive facilities include a public restaurant, an 8,000-seat sports center and a nationally-known fine art gallery.

IOWA

Washington

Cedar Rapids

Billing itself as "Iowa's award-winning school" for its history of academic, music and athletic honors, Washington challenges

its 1,481 students with a dozen advanced placement classes, computer-based courses in accounting and publishing, and electives such as astronomy, oceanography and geology. The graduation rate is 98 percent.

KANSAS

Shawnee Mission
West

Overland Park

This school's exemplary program offers 1,706 students courses in everything from fashion design to engine repair, electives like Arabic and Chinese, and more than 50 extracurricular clubs. An innovative parenting program helps students continue their studies after having children.

KENTUCKY

Scott

Taylor Mill

A model restructuring effort has provided Scott's 1,153 students with longer classes, flexible scheduling to allow clubs to meet during the day and computers that can be checked out after school. Test scores are up 18 percent in three years.

LOUISIANA

Warren Easton

New Orleans

Fundamental

Senior High

College is the next designation for 90 percent of the 1,505 students from this inner-city school which emphasizes strong academics and community service for needy families as well as people with disabilities—including special-needs students. State educators recently honored principal Jean A. Demas as the best in Louisiana.

MAINE

Caribou

Caribou

This rural school offers its 602 students a well-rounded education with plenty of high-tech instruction (one computer for every six students), a state-of-the-art theater and a requirement to complete 60 hours of community service. In recent years, Caribou has fielded state championship teams in math, jazz, marketing and tennis.

MARYLAND

Carver Vocational-
Technical

Baltimore

Through model outreach programs, Carver's 1,339 students have renovated area houses, built a day care center, completed tax forms

for senior citizens and printed signs for community agencies. Students consistently win statewide vocational competitions, and 96 percent graduate high school.

MASSACHUSETTS Boston Latin School Boston

The 2,350 students at this city magnet follow a demanding classical curriculum--including math, science and three years of Latin--and unusual electives such as Chinese Humanities and Micro Computer Applications. In 1994, nearly all of the 335 seniors went to college, receiving \$2.9 million in scholarship aid.

MICHIGAN Cass Technical Detroit

Students must first pass an admissions test to attend this technical high school where 3,100 students consistently earn awards in art, science, environmental studies and technology. The school once held a pep rally for a student-designed robot.

MINNESOTA

Eagan

Eagan

A model technology program offers Eagan's 1,950 students access to 475 computers, video production facilities and a computer graphics lab. The equipment allows students to produce a weekly two-hour cable TV show and even forecast the weather. More than 3,500 visitors have toured the school since its opening in 1989.

MISSISSIPPI

Hattiesburg

Hattiesburg

The 1,000 students attending this school can participate in state-championship programs in drama, debate, art, baseball and cross country. With a technology-oriented curriculum, Hattiesburg was the state's first high school to banish typewriters for computer-based business instruction.

MISSOURI

Lafayette

Ballwin

This all-around excellent school for 1,929 students boasts some impressive statistics: 75 percent of its teachers hold advanced degrees, students can sign up for 18 college-

level courses and 165 businesses provide products to recognize academic success. Ninety-five percent of Lafayette's graduates go on to college.

MONTANA
Cascade
Cascade

Despite a tiny enrollment of 140 students, Cascade High offers an impressive list of academic courses and extracurricular activities, including a children's theater, school paper and business club. In sports, students this past year earned three state titles: one in boys' track and two in girls' cross country.

NEBRASKA
Westside
Omaha

Educators from other schools frequently visit this academic model that offers its 1,528 students flexible scheduling with each class meeting for various lengths of time to permit large-group lectures, small-group seminars, labs and independent study. Westside produces more National Merit Semifinalists

than any school in Nebraska.

NEVADA

Green Valley

Henderson

This busy school opens its doors at 6:25 A.M. allowing its 3,100 students access to enrichment activities that supplement their tough academic program which includes an International Baccalaureate diploma. The result: Green Valley boasts more National Merit Semifinalists and Finalists than any school in Nevada.

NEW HAMPSHIRE Souhegan

Amherst

A more personalized education is at the heart of this groundbreaking school where 680 students attend small classes (with student to teacher ratios of 12 to 1), meet daily with a faculty adviser who monitors their progress and take fewer tests in favor of exhibitions of their work that culminate in a senior project presented to a faculty panel. Last year more than 100 educators visited the school to study its

Coalition of Essential Schools principles in action.

NEW JERSEY	East Brunswick	East Brunswick	This school lives up to its motto of "excellence in academics, athletics and the arts"; its 1,608 students enjoy small classes plenty of honors courses and nearly 80 clubs and varsity athletic teams. The course guide reads like a college directory with offerings in law, environmental studies and Vietnam.
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NEW MEXICO	La Cueva	Albuquerque	Eight percent of La Cueva's 2,254 students participate in the school's 65 extracurricular clubs. In the last year, students brought home 12 state championships, evenly divided between academic and athletic competitions.
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NEW YORK	Manhattan Center for Science and Mathematics	New York	The 1,500 students at this exciting city magnet have the opportunity to take college classes, study abroad, use a state-of-the-art electronics laboratory and attend courses
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run by the Metropolitan Opera. Some 4,000 students apply each year for the 400-450 openings.

NORTH CAROLINA Chapel Hill

Chapel Hill

With challenging courses in everything from college-level physics to piano, the 2,150 students at this school continue to win academic honors and earn impressive scores on standardized tests. More than 90 percent of the students who take Advanced Placement exams qualify for college credit.

NORTH DAKOTA Beulah

Beulah

This technology-rich rural school provides its 324 students with interactive TV classes in anatomy, psychology, accounting and business law. Students use robotics in the study of agriculture.

OHIO

Columbus

Columbus

Alternative

The 600 students at this academic magnet take seven classes daily from award-winning programs in science, foreign languages

and the arts. An impressive 85 percent of the students earn college credit from advanced placement exams, and 95 percent go on to college.

OKLAHOMA
Oklahoma School of Science and Mathematics
Oklahoma City

This two-year public boarding school nurtures its 143 gifted science and math students with intimate classes (averaging six pupils per teacher), a dedicated faculty (90 percent hold advanced degrees) and college-level courses in endocrinology, thermal physics and statistics. Every student graduates and goes to college.

OREGON
Gresham
Gresham

At this restructured school, the 1,642 students attend four 80-minute classes each day for in-depth instruction, are taught by team teachers in language arts and social studies and present a senior project to a panel of adults. Among the recent projects: designing a homeless shelter and starting

a graphic art business.

PENNSYLVANIA Central

Philadelphia

A college preparatory magnet, Central challenges its 2,250 diverse students--38 languages are spoken in their homes--with 19 advanced placement courses (including pharmacology and musicology), 50 hours of mandatory community service and day-long programs devoted to multicultural and women's issues. Last fall, 3,350 students applied for 662 openings.

RHODE ISLAND Ponaganset

North Scituate

This school for 712 students deserves recognition for creating a strong all-around program: There's one computer for every five students, choral and instrumental groups are frequent award winners and nearly half of the school's 17 varsity sports hold division and state championships. One third of the school's athletes participate in a school music program.

SOUTH CAROLINA Spring Valley

Columbia

This school for 2,565 consistently wins national awards in both academics--it offers 44 advanced placement and honors courses as well as a magnet program in math, science and technology--and extracurricular activities that range from a gospel choir to a club for animal rights awareness. The student to teacher ratio is 16 to 1.

SOUTH DAKOTA Aberdeen Central

Aberdeen

The 932 students at Aberdeen Central benefit from small classes, 400 active parents and a climate of high expectations that challenges students with advanced placement classes and college coursework at Northern State University. The student government meets daily to oversee school rules, recognition programs and the social calendar.

TENNESSEE

Craigmont Optional Memphis
School for
International Studies

A planetarium, greenhouse, radio station, and two home economics labs (one with an authentic Tea Room)--all provide year-

round challenges for Craigmont's 2,130 students. Those enrolled in the magnet program for international studies can learn Japanese and German--and take Russian in Russia.

TEXAS

Plano East

Plano

Plano East has developed a deserved reputation for academic excellence thanks such innovative programs as two-hour classes, internships in law, teaching and television broadcasting as well as 23 advanced placement courses. Last year, 528 AP students--more than a quarter of the student body--qualified for college credit.

UTAH

Granger

West Valley City

Thanks to a reform effort called "Passport," Granger has dramatically improved the school climate for its 1,650 students with increased technology, classes that meet from 7:30 AM to 10:00 PM, career preparation courses and programs that help students face

issues like teen pregnancy and violence. The impact: A steady increase in honor-roll students and a 97 percent graduation rate.

VERMONT

Proctor Junior-Senior Proctor

Proctor's small size is an asset for its 179 students: classes feature a student-teacher ratio of 12 to 1, student can opt for independent study and special-needs students can receive personalized instruction. The school also offers big-city opportunities with satellite courses in sociology and marine biology as well as 41 clubs and sports.

VIRGINIA

E.C. Glass

Lynchburg

This school for 1,490 continues its tradition of excellence in many areas: its academic teams excel in Odyssey of the Mind competitions, its music groups have toured Europe and Russia, and its theater group represented the U.S. at last year's theater festival in Scotland. The College Focus program has increased the rate of minority

students entering college from 25 percent to 65 percent.

WASHINGTON	Mountlake Terrace	Mountlake Terrace	Offering an innovative curriculum that emphasizes applied learning, Mountlake Terrace requires its 1,521 students to prepare a public presentation of an independent project--on subjects ranging from child psychology to floral design. Other courses challenge students to create a high school of the future and build an electric car.
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WEST VIRGINIA	Wheeling Park	Wheeling	Technology merges with academics at Wheeling Park, where 1,945 students can earn college credit for advanced courses in calculus or physics or develop job skills in computer programming, graphic arts and building construction. As part of a community service project, seniors shop for elderly shut-ins every week.
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WISCONSIN

Rufus King

Milwaukee

The 1,265 students at this progressive city school can earn an International Baccalaureate diploma, take advanced courses in anthropology and expand their horizons through an exchange program in France. King also boasts state championships in chess and basketball--as well as a waiting list of 660 students.

WYOMING

Pine Bluffs

Pine Bluffs

This rural school for 121 students offers award-winning programs in horticulture, graphic arts, technology and an applied biology course that provides college credit towards a nursing degree. Pine Bluffs produces the state's top student newspaper and yearbook as well as a 100 percent graduation rate.

A

school where students turn a hallway into a rain forest to learn about the environment. A principal who regularly sits down to eat lunch with his students. A teacher who helps kids produce their own school TV show.

In spite of all the headlines about violence, drugs, and falling test scores in our nation's schools, there is good news: Many American children are getting an exceptional education in schools that offer original programs designed to spur them on to achieve. *Redbook's* fourth annual America's Best Schools project salutes 142 of the public elementary schools we consider to be exemplary.

Our winning schools manage to teach the basics effectively—and much more—often without a wealth of resources. Our winners spend an average of \$4,769 on each pupil, compared with the national average of \$5,734.

How did these award-winning elementary schools manage such an incredible feat? They did it the old-fashioned way, with hardworking teachers, principals, and parents combining their talents to give these kids a wonderful academic start. Here, we profile some of the women and men from these schools whose dedication has made a difference in kids' lives.

by
**MICHAEL
J. WEISS**



America's Best Elementary Schools

**REDBOOK's fourth annual survey
finds 142 schools that are
absolutely tops at giving kids a love
of learning— and explores how
some teachers, principals, and
parents make every day at
school a wonderful adventure**



PRINCIPAL SHERIANNE COTTERELL
Lincoln Elementary School, Salt Lake City, Utah

She walks the blighted streets and back alleys near Lincoln Elementary to visit the homes of her students and their parents. "I want to be aware of my children's lives," says Sherianne Cotterell. Two years ago the 34-year-old mother of three turned to art as a way to help heal lives scarred by violence. "I found that art helped my students work through their anger and hurt in a safe way," she says. "While many couldn't express their emotions with words, they could let go with painting and drawing."

Without school funding, she tapped private corporations to pay for an artist and supplies for the school's 780 students. The Kids Against Violence art program has transformed Lincoln's hallways into a colorful explosion of art and beautified the community with student-painted murals.

"Art helps these kids open up about their hopes and dreams. It gives them a chance to do something positive," says Cotterell. Happily for this principal and her students, the new energy and dedication at Lincoln is translating into higher reading and math scores.

FIFTH GRADE TEACHER SONYA HERL
O'Loughlin Elementary School, Hays, Kansas

You'll rarely find Sonya Herl seated at her desk or rooted in front of the chalkboard. The 29-year-old Herl is more often seen moving among her students or gathering them in a tight circle on the carpeted floor. This approach is not just a teach-





ing style. It helps her actually see her kids. Herl is legally blind in one eye.

As someone who has had iritis, a chronic eye disease, since she was 19, Herl can distinguish shapes with the help of glasses, and she uses a magnifying glass to read books and grade papers. She enjoys telling of the time she overheard one of her students say to another, "My teacher has a vision problem, but I don't believe it. She always knows what I'm doing."

Realizing that not every student likes every subject, she tries to "put as many subjects as possible in a lesson, so I'll reach all of them." Instead of using a textbook to teach the American Revolution, she has students write and illustrate books about the major events, cook a meal using recipes from the period, and present skits about important figures.

"I can never walk into a classroom and not get excited," she says. A recipient of the 1994 Presidential Award of Excellence for her teaching, Herl says her greatest satisfaction is knowing that "I have forty eyes looking out for me."



SCHOOL NURSE CHARLOTTE CIARLONE
Mitchell School, Woodbury, Connecticut

Starched white uniforms simply aren't in this school nurse's wardrobe. Charlotte Ciarlone wears brightly colored dresses and spangly earrings, and has filled her medical office with plump couches, vases of fresh flowers, and the soothing sounds of New Age music. A medicinal look, she says, scares kids.

Mitchell students flock to Ciarlone not just for Band-Aids to patch up skinned knees but to talk about their problems with school, parents, siblings, and whatever else may be bothering them. "I never paint a picture that's all rosy," she says. "I often have to tell them that things may be difficult for a while, but I try to do it in a comforting way."

In a rare honor for a nonfaculty member, the 51-year-old Ciarlone was recently chosen to chair the 13-member team that makes criti- (continued on page 58)

Best of the States

REDBOOK's education experts judged these 51 public elementary schools—one from every state and the District of Columbia—to be the best in the United States. All have built a solid reputation for imaginative programs, exceptional teachers, involved parents, and an uncompromising commitment to excellence.

ALABAMA Brookhill, Athens

Small classes (the 381 students are taught in groups of 18), knowledgeable teachers (93 percent hold advanced degrees), and an innovative environmental center (home to rabbits; ducks; and a peacock, the school mascot) make Brookhill a hothouse for learning.

ALASKA Woodriver, Fairbanks

Working with the University of Alaska, these 595 students are building model rockets and gazing at stars through rooftop telescopes. They also band wild birds and accompany their parents to the polls to learn about the voting process, in addition to other interesting projects.

ARIZONA Centennial, Tucson

Already recognized for its writing, arts, and sports programs, this four-year-old school designs classes for its 575 students around interdisciplinary themes enhanced by after-school chess, hiking, and journalism clubs.

ARKANSAS Oil Trough, Oil Trough

Test scores are up and absenteeism is down since this school of 120 students launched a multicultural book and writing program. Pupils, teachers, and parents read 400,000 pages last year.

CALIFORNIA Manchester GATE, Fresno

A science lab, reality-based economics classes, and a music program that has produced an acclaimed string ensemble keep these 730 gifted students consistently in the ninetieth percentile on standardized tests.

COLORADO Westridge, Littleton

As part of the Westridge Young Writers Workshop, this school's 983 students write books that are published professionally and sold in bookstores nationwide.

CONNECTICUT Mitchell, Woodbury

Future leaders are nurtured here with a student-run postal service, peer disciplinary system, and student council. Parents join these 595 students for a family math and science night to review various experiments in progress.

DELAWARE Linden Hill, Wilmington

Linden Hill boasts an integrated curriculum: It takes a subject like dinosaurs and teaches it through reading, writing, math, and art. Writing centers are stationed in each classroom and have yielded numerous submissions from the 515 pupils to student-author conventions.

DISTRICT OF COLUMBIA Horace Mann

These 255 students have the highest test scores in D.C., thanks to small classes, the latest instructional strategies, and lots of media technology.

FLORIDA Osceola Magnet, Vero Beach

Math and science labs and a well-rounded curriculum challenge these 480 students. The school's string orchestra performs at community functions.

GEORGIA Lena Jean Campbell, Atlanta

Campbell found that a mentor program and multigrade classrooms boosted the academics of its 352 students. A satellite network links Campbell to schools in 21 states through a shared language arts and science curriculum.

Contrary to popular belief, elementary school class size is shrinking—down from 29 in 1961 to 24 in 1991.



cal academic decisions. "We look at everything—open classrooms, team teaching, no grades—that we might want to happen here," says Ciarlone.



THIRD GRADE TEACHER
NORMA VELIA WILLIAMSON
Arturo A. Sanchez Elementary School,
Norwalk, California

Four years ago Norma Velia Williamson watched as her school was caught in a cross fire of gunshots from warring teen gangs, and she knew she had to take action. The children, predominantly Latino, attending Sanchez and nearby Niemes Elementary School were polarized by the gang feud that had raged in their communities for 25 years. Williamson was tired of seeing her students grow up to join gangs. So she launched the Sister School Peace Project to bring the students of the two schools together.

Through pen pal programs, campus visits, and joint picnics "the kids got to know each other as people, not rivals," says Williamson, 42. "It was my hope that we'd be able to break the two communities' cycle of violence by helping the children to become friends."

Today the students can walk in one another's neighborhoods without fear, and Williamson has moved her project to the information superhighway. Sanchez students use computer networks to talk to Caucasian, Asian, and African American students around the region. "They are discovering the common ground we all share," she says.

FIFTH GRADE TEACHER
RANDY HAMBRIGHT
Woodriver Elementary,
Fairbanks, Alaska

When Randy Hambricht's 27 fifth graders finish their class work on time, he picks up a guitar and they sing some of their favorite folk songs. Or he hands out cookies he baked himself. He phones the parents of his students regularly to report on their progress—and their problems. "I do what I call straight talk. I level with the kids about what I (continued on page 62)

Murder has become the third leading cause of death among elementary school students.

HAWAII Aikahi, Kailua

This suburban school has turned a nearby marsh into a giant laboratory, giving its 620 students a sense of responsibility for the environment. The project not only explores environmental issues but is used to teach math, social studies, biology, and writing.

IDAHO Lewis and Clark, Pocatello

A five-year-old reform effort has paid off for this once-troubled school. Attendance is up, as are test scores (33 percent in language arts and 50 percent in math) for these 590 students.

ILLINOIS Stephen Decatur Classical, Chicago

The 310 gifted students here perform at one or two years above grade level and frequently win regional and national competitions in Latin, music, and art.

INDIANA Oregon-Davis, Hamlet

Thanks to some ambitious restructuring, this rural school meets the needs of its 385 students with an all-day kindergarten, a program for gifted fourth to sixth graders, and a reading syllabus that favors novels like *Charlotte's Web* over the traditional primers.

IOWA Riverdale, Pleasant Valley

Involved parents and community members have energized this suburban school for 375 students. There are plenty of volunteer tutors and teachers' aides, and donated technology is abundant.

KANSAS O'Loughlin, Hays

Hays could graduate a twenty-first-century Diane Sawyer or Mike Wallace. With its focus on computer literacy and technology, the 324 pupils begin developing multimedia presentations in kindergarten and, yes, by the third grade they're operating an in-school TV station that produces a morning newscast.

KENTUCKY Stanton, Stanton

One innovative idea here: In this Appalachian school of 420, students have no more than two teachers through the third grade. They develop a trusting relationship with their teachers, which gives a feeling of continuity. The curriculum is rich in regional arts, problem-solving projects, and writing instruction.

LOUISIANA Audubon Montessori, New Orleans

The 515 students at this urban school thrive in dual programs: One uses the hands-on approach to learning developed by Dr. Maria Montessori, and the other teaches all subjects in French. Forsaking traditional textbooks and lectures, pupils work in small multigrade classes and benefit from visiting artists and frequent field trips.

MAINE Miller, Waldoboro

This rural school of 550 students links every classroom to computerized encyclopedias. The school's drug-awareness project is nationally known and the 25 after-school activities—from karate and country dancing to ceramics and engine repair—draw a whopping 85 percent of the students every day.

MARYLAND Chevy Chase, Chevy Chase

A high-powered faculty—all of Chevy Chase's teachers hold advanced degrees—guides a science, mathematics, and technology curriculum in which the 402 students take turns as writers, anchors, and producers of their own TV news show. They also participate in a mentoring program that attracts representatives from national science organizations.

MASSACHUSETTS Clement G. McDonough City Magnet, Lowell

The 359 students spend their school days in a micro-society learning about the real world through simulated businesses, courtrooms, and legislatures. The 14-year-old school has become a must-see for educators.



link is their potential, and I reinforce them. So many of them come up to my level of expectation," he says.

Hambright's involvement doesn't end with the school year. He encourages those students he fears are drifting into alcohol or drug use to become cadets at the fire department where he volunteers. The 42-year-old father of two daughters looks forward each spring to the stack of invitations he receives to former students' high school and college graduations—testimonies to his success in laying a good foundation for learning.

"I want my students to set goals, right down to what they hope to accomplish in the next hour of class," says this 19-year veteran of Woodriver. "I only get them for nine months, but I want them to be the best they can be. The hardest part for me is realizing that I can't save them all."



PARENT VOLUNTEER LILLIE BAILEY
Dean Road Elementary School,
Auburn, Alabama

At first Lillie Bailey respectfully declined the invitation to volunteer as a classroom aide because she'd recently had back surgery. Then, she wondered, why did her son's school need her? She had no background in education. "A lot of parents felt that teachers had all the answers," she recalls, "and that [parents'] ideas were unimportant. But I am my son's first and most important teacher. If he sees that I come to school, he'll know that getting an education matters."

Bailey's volunteer efforts are no longer confined to her son Arthur's third grade class. She puts in more than 20 hours a week reading to students in other grades, assisting teachers with their paperwork, and (continued on page 64)

The most censored book in elementary schools is Michael Willhoite's Daddy's Roommate, about a family whose father is gay.

MICHIGAN Coleman A. Young, Detroit

The secret of success for these 900 students has been the school's tailoring of classwork to individual needs. This flexible curriculum is supplemented by guest speakers, a big brother-style program, and a modern dance group.

MINNESOTA Sonneyson, New Hope

Classes are taught by two-teacher teams, parents take part in school decision making, and more than 80 percent of the 658 students participate in extracurricular activities. It's the kind of school spirit that has resulted in national recognition and pioneering collaborations with six area colleges.

MISSISSIPPI Overstreet, Starkville

Creative coursework in science, math, literature, and writing is bearing fruit here as an increasing number of the 668 students earn awards for high grades, perfect attendance, and good citizenship.

MISSOURI Dewey International Studies, St. Louis

French, German, Spanish, and Russian are taught daily to 445 students from 20 countries. They also handle a challenging curriculum in social studies, literature, art, math, and science.

MONTANA Saco, Saco

A student population of 64 hasn't stopped this rural school from putting itself into the driver's seat on the information superhighway. Computer lessons begin in kindergarten, Spanish classes are beamed by satellite to students in all grades, who also learn how to surf the Internet. Standardized test scores are up 23 percent.

NEBRASKA Fontenelle, Omaha

U.S. Education Secretary Richard Riley calls Fontenelle "world-class" for its smart economics program, which is offered to all 850 students, and its after-school study center for the one-on-one help from teachers and parent volunteers.

NEVADA Spring Creek, Elko

This academically rigorous rural school of 603 students offers a unique program in conservation, wildlife, and western folklore.

NEW HAMPSHIRE Hampstead Central, Hampstead

To create lifelong learners, this small-town school of 605 respects the traditional while embracing the experimental. To explore environmental issues, students have transformed one hallway into a rain forest, decorating it with colorful handmade paper trees and animals.

Lessons that merge math, science, and geography are also held in the rain forest hallway, where tapes of animal sounds are played. Parent volunteers log more than 6,000 hours annually.

NEW JERSEY Watchung, Montclair

These 455 students are regulars in cyberspace, using computers to solve research problems, listen to NASA telelectures, and engage in a global dialogue with other schools. They typically score above the ninetieth percentile on standardized tests.

NEW MEXICO Mesa, Clovis

Not only do these 602 pupils work hard enough during school hours to win state and regional awards in math, science, and language arts, but all of them stay after school to take part in Mesa's paper-recycling project.

NEW YORK P.S. 87M, New York City

A diverse student body of 1,115 excels in a multicultural curriculum that emphasizes outstanding children's literature, creative writing, and community service. Seven area colleges use P.S. 87M as a training site for future teachers.

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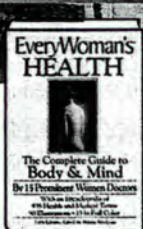
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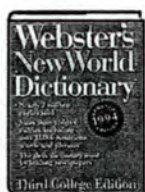
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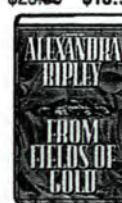
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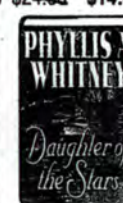
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ing parents to school meetings. She has become something of a school community watchdog as well. "If a parent doesn't keep an appointment, I'll call to discuss the importance of being an active participant in his or her child's education," she says.

A former factory worker, the 48-year-old Bailey helped organize Parents Educating Parents, a countywide group that started at Dean Road. The group meets regularly to share child-rearing tips and publish a newsletter. She's also behind Dean Road's Parent Activities Center, a book-lined room where parents can drop in during school hours for some quiet time to read to their child or talk to a teacher.



PRINCIPAL EDWARD JEFFERSON Colman Elementary School, Seattle, Washington

It's not every day that a former student returns to his elementary school as principal. Edward Jefferson likes to tell students tales of his own tough times at Colman. "I wasn't an A student. I got the paddle more than once," he says.

But Jefferson doesn't rely on stories of pulling himself up by the bootstraps to motivate his mostly minority students. He gives each student's family a written warranty promising that if parents provide love and educational support, their youngsters will perform at or above grade-level standards.

To make good on his promise, he meets weekly with teachers and guidance counselors to discuss the needs of each student. For the 51-year-old principal, that may mean arranging for a tutor, making a home visit, or helping to provide clothing.

One of only a half-dozen African American male principals among the 70 in the Seattle school system, Jefferson routinely puts in 11-hour days. Every morning he takes to the public address system to offer birthday wishes and thoughtful words on respecting teachers and peers. He invites students who have outstanding work to join him for lunch in the cafeteria. And he always keeps his office door open for students who need a pep talk.

Jefferson chalks up much of his success to being a product (continued on page 66)

NORTH CAROLINA Teachers Memorial, Kinston

This school serves as a vital community resource for its 340 students. Doors open at 6:30 A.M. and don't close until 6:00 P.M. to provide pre- and after-class care. What's more, a Project Readout program, with its own staff, provides a mobile library to help parents improve their children's reading skills.

NORTH DAKOTA Lincoln, Fargo

Teachers, parents, and Lincoln's 695 students have transformed an unused atrium into a botanical garden featuring a fish-filled pond and an aviary. Lessons built around the plant and animal life have helped improve scores on standardized math tests.

OHIO Central Academy Nongraded, Middletown

This suburban school for 250 students takes the one-room schoolhouse approach, offering nongraded, mixed-age classes with individualized instruction.

OKLAHOMA Northern Hills, Edmond

With its exceptional language arts program, Northern Hills has its 809 students spending up to four hours a day on computers studying grammar, writing stories, and editing school magazines.

OREGON Elmira, Elmira

This school strives to implement the latest innovations for its 338 students, including mixed-age classrooms and individualized lessons based on each student's strengths.

PENNSYLVANIA G.W. Childs, Philadelphia

A supportive atmosphere and a technology-rich curriculum have virtually eradicated absenteeism at this inner-city school of 605 students. By third grade, these computer literate kids are printing their own prose in classroom collections.

RHODE ISLAND E.W. Flynn Model, Providence

With the goal of creating a "community of inquiry," this school inspires its 537 students with a literature-based reading program, classroom writing workshops, and visits by professional authors.

SOUTH CAROLINA Aiken, Aiken

A model arts curriculum infuses music, art, and drama into daily coursework for the 906 students at this suburban school. Pupils learn math by calculating the life span of major artists and geography by singing songs about rivers.

SOUTH DAKOTA Belle Fourche, Belle Fourche

Parent and community involvement make the difference for these 577 students. Local nurses discuss health topics, officials from the Bureau of Land Management lecture on ecology, and other professionals serve on Project Charlie, a program that helps build self-esteem.

TENNESSEE Amqui, Madison

This suburban school serving 630 primarily economically disadvantaged students has prospered with support from 30 local businesses that provide tutors, mentors, and field trip guides. The POPS (Power of Positive Students) program rewards achievements in academics, attendance, and behavior.

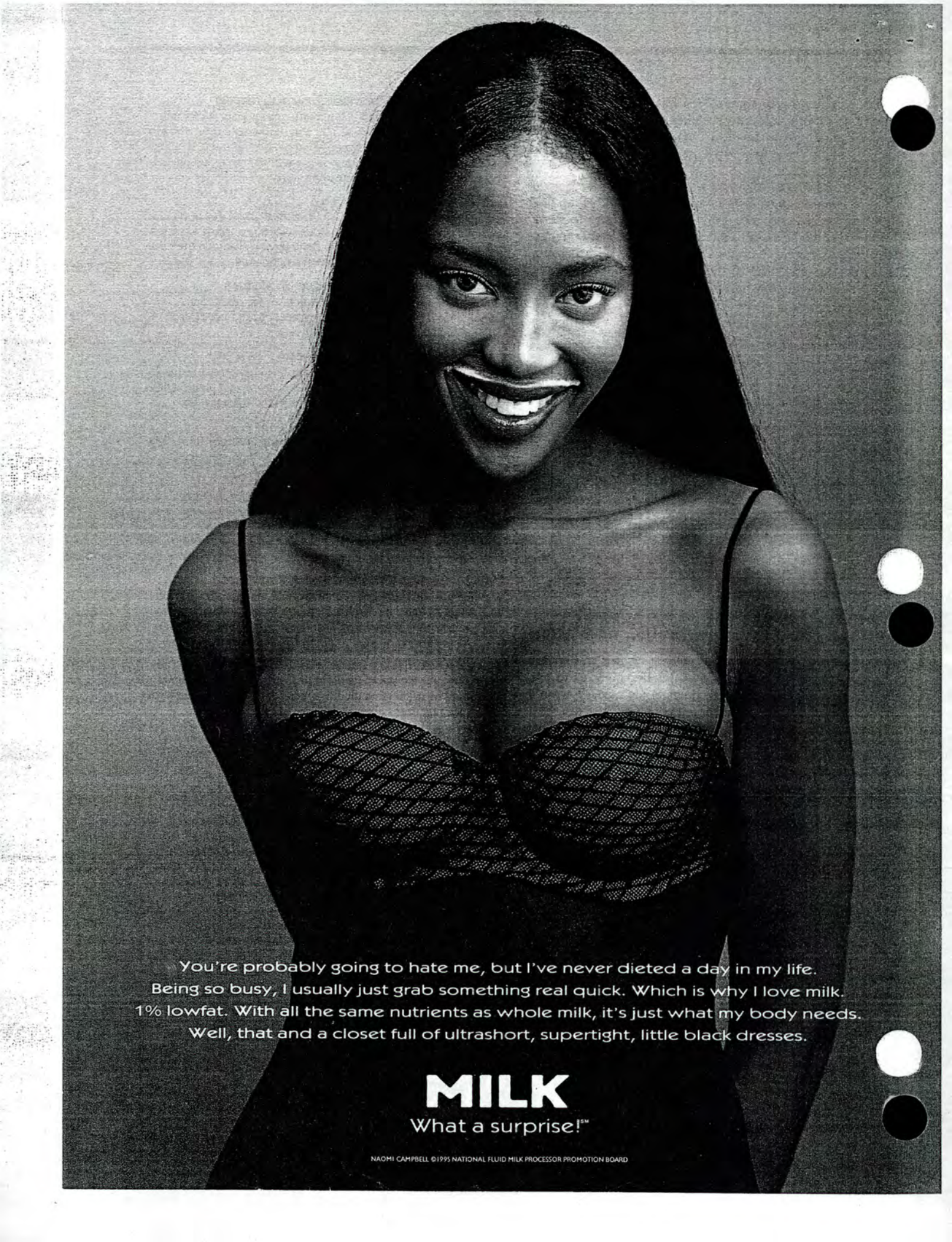
TEXAS Ortega, Austin

The 344 students at this inner-city school benefit from an extended day, double doses of math and science, and an emphasis on the arts. Children begin writing on computers in kindergarten.

UTAH Southland, Riverton

At this year-round school for 1,285, students produce a monthly newspaper for classmates and parents, operate an experimental farm, and resolve disputes through a class court.

About 70% of all elementary school students use computers in the classroom—14% more than today's high schoolers and collegians.



You're probably going to hate me, but I've never dieted a day in my life.
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Colman and its community. "I have a sense of what's going on," he says. "I run the house I grew up in."

TECHNOLOGY DESIGNER DAVID MINARD Midtown Community School, Bayonne, New Jersey

The twentieth century has five years remaining, but David Minard is already mentally into the twenty-first—and he's bringing Midtown Community School with him. He's equipped the school with a fiberoptic network of Macintosh computers, CD-ROM media, and satellite dishes, all designed to keep students on the cutting edge of technology.

Computers are an essential teaching tool for this former math teacher, but he maintains that technology should supplement rather than replace textbooks and traditional methods. "Everyone's learning style is different, and students get bored if you teach only one way," explains Minard, 43. "What I'm trying to do is mix the media to offer students a learning smorgasbord."

In Minard's computer labs, video software is used in tandem with workbooks to teach math and reading. And his 19 rolling technology carts, which contain a computer, laser disk, and large-screen monitor, take students on electronic field trips that help them explore various subjects.

Since the high-tech additions, Midtown's students are doing better on standardized math and reading tests. "We're moving in to a visual generation and trying to capitalize on technology we have rather than fighting it," he says. "Kids are literally playing while they're learning."

SELECTING AMERICA'S BEST SCHOOLS

To find America's best schools, *Redbook* launched a nationwide search more than a year ago. We sought nominations from state departments of education, national educational organizations, school superintendents, and education reporters. Four hundred and eighty-one elementary schools submitted nomination packets explaining why their school deserved recognition.

In the first round of judging, graduate students from Teachers College, Columbia University in New York, selected 300 finalists. The following ten judges chose the winning elementary schools:

• Frederick N. Brown, president of the National Association of Elementary School Principals • Michael Casserly, Ph.D., executive director of the Council of Great City Schools • Jerlean Daniel, Ph.D., president of the National Association for the Education of Young Children • Marie Della Bella, Ph.D., manager of school recognition programs for the Connecticut State Department of Education • Sharon Field, Ed.D., associate professor (research) at Wayne State University's College of Education • Nancy Katims, Ph.D., director of school services for the Educational Testing Service • Walter J. Leonard, J.D., past executive director of Cities in Schools Inc. • John T. MacDonald, Ph.D., coordinator of the State Leadership Project for the Council of Chief State School Officers • Daniel W. Merenda, president and chief executive officer of the National Association of Teachers in Education • Doreen Nelson, director of research for educational reform in the Office of Academic Affairs at California State Polytechnic University • Joseph Newlin, Ed.D., executive director of the National Rural Education Association • Judith Rényi, Ph.D., executive director of the National Foundation for the Improvement of Education.

VERMONT Waitsfield, Waitsfield

These 182 students thrive in a program that revolves around interactive computers, multiage classes averaging 18 students, and individualized instruction in reading, writing, and math.

VIRGINIA Bayside Accelerated, Virginia Beach

Academic incentive programs abound for these 662 students. Each grade selects a monthly theme around which all subjects are taught. An active PTA ensures a steady supply of tutors and mentors.

WASHINGTON McAlder, Sumner

McAlder's 520 students learn in a reality-based curriculum that blends many subjects: Students run small businesses and learn math by calculating the cost of products, English by writing letters to potential investors, and art by developing ad campaigns.

WEST VIRGINIA Cammack, Huntington

Challenging its 275 students to collectively read a million minutes last year is just one reason this urban school is a winner. An impressive computer program and a number of community service projects and after-school offerings further distinguish Cammack.

WISCONSIN Milwaukee German Immersion, Milwaukee

These 555 multilingual students consistently outperform their monolingual peers on standardized tests. Parent volunteers annually log 9,800 hours, and teachers often visit students' homes bearing books and games.

WYOMING Crest Hill, Casper

In an unusually rich extracurricular program, Crest Hill offers problem-solving groups, drama clubs, and teams that compete in geography, science, and history to its 491 students.

Category Winners

Our judges honored the following 91 schools as the best in six specific categories. They are listed alphabetically by state.

OVERALL EXCELLENCE

These 60 well-rounded schools motivate their students with creative curriculums and enriching extracurricular activities. A supportive community of parents and mentors further ensure the strong academic performance typical of these winners.

Elementary School

Leeds
Graystone
Linda Vista
Pacific
Vaughn Next Century
Learning Center
Garden Place Academy
Mitchell
Tashua
Floranada
North Dade Center for
Modern Languages
County Line
Bottenfield
Ted Lenart Regional
Gifted Center
Gosport
Harris-Lake Park
L'Ouverture Computer
Technology Magnet

City/State

Leeds, Alabama
San Jose, California
San Diego, California
Manhattan Beach, California

San Fernando, California
Denver, Colorado
Denver, Colorado
Trumbull, Connecticut
Fort Lauderdale, Florida

Miami, Florida
Winder, Georgia
Champaign, Illinois

Chicago, Illinois
Gosport, Indiana
Harris, Iowa

Wichita, Kansas

(continued)

A black and white portrait of Iman, a woman with long, straight hair pulled back, looking slightly to the side. She is wearing a dark, high-collared garment. The background is dark and textured. On the right side of the image, there are four circular punch holes.

I have to admit—I was sort of born with this body. But that was a long time ago. And now I have to work hard to keep it up. So what do I recommend? Ice-cold skim milk. With nine essential nutrients and no fat, it's everything a woman could want. Well, that and a chance to meet my husband—I guess.

MILK
What a surprise!™

IMAN © 1995 NATIONAL FLUID MILK PROCESSOR PROMOTION BOARD



Category Winners (continued)

OVERALL EXCELLENCE (continued)

Elementary School

Somerset
Valley Falls
McDonogh 15 Creative
Arts Magnet
Eastwood
John S. Newberry
Main Street
Pond
William Volker
McGill
Canfield Avenue
Hillcrest Science and
Technology Magnet
Lakehurst
Midtown Community
Albany School of
Humanities
Bay View-P.S. 102
Emily Dickinson-P.S. 75
Mandalay
Midtown West
Ches
isville
Orchard
Springdale
Lincoln
John Hancock
Demonstration
Buena Vista
Oakbrook
Pelham Road
Whiteville
Brentfield
Carroll
Castle Hills
Dr. L.A. Nixon
Edward L. Blackshear
Florence
Francone
Kika de la Garza
Westridge
Bailey's Elementary
School for the Arts
and Sciences
Bowling Park
Cameron
Beacon Hill
Colman
Lewisburg
Magee

City/State

Prairie Village, Kansas
Valley Falls, Kansas

New Orleans, Louisiana
Big Rapids, Michigan
Detroit, Michigan
Pontotoc, Mississippi
Grover, Missouri
Kansas City, Missouri
McGill, Nevada
Mine Hill, New Jersey

Somerset, New Jersey
Lakehurst, New Jersey
Bayonne, New Jersey

Albany, New York
Brooklyn, New York
New York, New York
Wantagh, New York
New York, New York
Moriches, New York
Morrisville, North Carolina
Cleveland, Ohio
Cincinnati, Ohio
Corvallis, Oregon

Philadelphia, Pennsylvania
Greer, South Carolina
Ladson, South Carolina
Greenville, South Carolina
Whiteville, Tennessee
Dallas, Texas
Southlake, Texas
San Antonio, Texas
El Paso, Texas
Houston, Texas
Southlake, Texas
Houston, Texas
La Joya, Texas
Provo, Utah

Falls Church, Virginia
Norfolk, Virginia
Alexandria, Virginia
Seattle, Washington
Seattle, Washington
Lewisburg West Virginia
Genesee Depot, Wisconsin

Memorial Drive
Lincoln Center
Winter Park
Fairhill
Oak
Lamar
Ferron

Waycross, Georgia
Ruston, Louisiana
Wilmington, North Carolina
Philadelphia, Pennsylvania
Bartlett, Tennessee
Corpus Christi, Texas
Ferron, Utah

SIGNIFICANT IMPROVEMENT

Using innovative and inspirational strategies to turn weak programs around and bolster the overall learning environment, these nine schools have become models of improved academic achievement.

Elementary School

N.B. Broward
Amelia Earhart
Barclay School
Samuel Coleridge-Taylor
Ballwin
Thomas O'Brien Academy
of Science and Technology
Magnet
Reading Central
Community
Frederick Douglass
Glenwood

City/State

Tampa, Florida
Chicago, Illinois
Baltimore, Maryland
Baltimore, Maryland
Ballwin, Missouri

Albany, New York

Reading, Ohio
Houston, Texas
Danville, Virginia

CLASSROOM INNOVATION

These six schools are applauded for their creative approaches to students' different learning styles. Among the winning ideas: an exceptional magnet or immersion program, a unique open classroom curriculum, and imaginative multigrade instruction.

Elementary School

Arturo A. Sanchez
Gardendale Elementary
Magnet
Robert Lee Frost
Northwood-Kensett
Bach Open
Franklin Lower

City/State

Norwalk, California

Merritt Island, Florida
Indianapolis, Indiana
Northwood, Iowa
Ann Arbor, Michigan
Meadville, Mississippi

SPECIAL-NEEDS PROGRAMS

With outstanding programs guided by highly trained teachers, these three schools succeed in meeting the specific needs of students with physical, emotional, or behavioral disabilities.

Elementary School

Coeur d'Alene Avenue
Quail Run
Fairview

City/State

Venice, California
Lawrence, Kansas
Milwaukee, Wisconsin

PARENT/COMMUNITY INVOLVEMENT

These ten winning schools, parents, community members, and business leaders have come together to create education success stories.

Elementary School

Dean Road
Davis Street
John Young

City/State

Auburn, Alabama
New Haven, Connecticut
Orlando, Florida

EXTRACURRICULAR ACTIVITIES

Almost all students participate in the imaginative after-school classes, enrichment programs, and community service projects provided at these three schools.

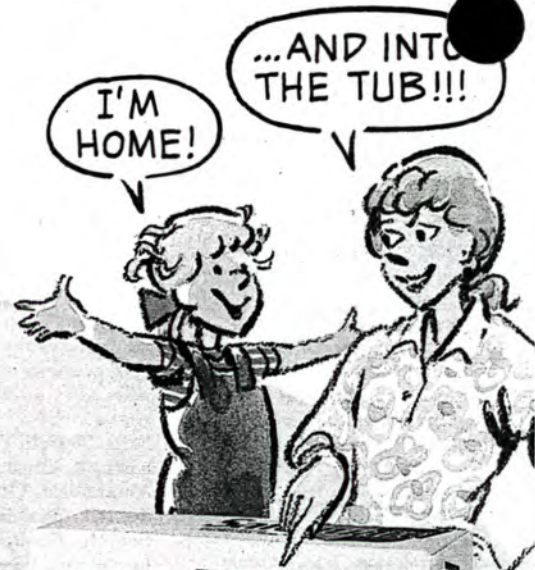
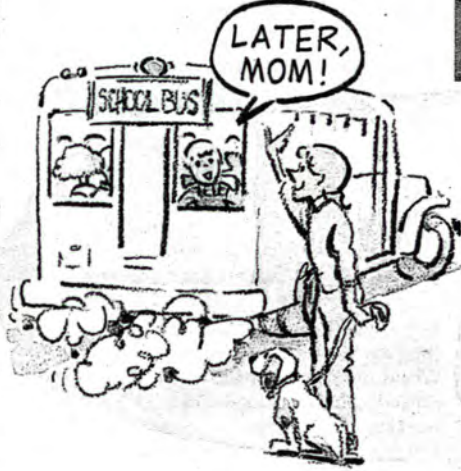
Elementary School

Lucy Ellen Moten
Lugoff
Lincoln

City/State

District of Columbia
Lugoff, South Carolina
Salt Lake City, Utah

IT'S SAFEGUARD SEASON.



WASHING WITH
SAFEGUARD
ELIMINATES GERMS
YOUR FAMILY
HAS PICKED UP
ALONG THE WAY.



SAFEGUARD AGAINST GERMS.

Drugs, violence, low test scores, high dropout rates. From newspapers and TV, you might think this is the story of American public education. But for the third year in a row, Redbook's America's Best Schools project, in singling out outstanding public high schools and the people who make them work, has found much to celebrate.

The ten education leaders who served as our judges (their credentials are detailed on page 16) selected a best in every state plus Washington, D.C., as well as 83 winners in eight categories.

Although a healthy budget always helps, money alone does not make a school excellent. Our Best Schools winners spend an average of \$5,350 per pupil—less than the national average of \$5,721. What the top schools do have in common are

- a curriculum that challenges gifted as well as special-needs students
- knowledgeable teachers who nurture, challenge, and inspire
- involved parents and community members
- the latest in computer and video technology
- many extracurricular activities and community service projects
- a strong principal who both innovates and inspires
- positive competition among students

Year after year we've seen that it's a teacher, principal, or parent volunteer who's critical to a school's success. It's often that one special adult that graduates remember long after calculus formulas and history dates are forgotten. For these men and women, education is a passionate commitment, and their efforts clearly pay off.

**BY
MICHAEL
J. WEISS**

America's Best Schools

For the third year Redbook education experts find and applaud the nation's greatest. This time we honor 134 high schools and salute some of the teachers, principals, and parents who represent the energy, dedication, and innovation that change kids' lives.



America's Best
Schools...



And the People
Who Make
Them Great

**BIOLOGY TEACHER BARBARA FENDLEY,
duPont - Manual High School, Louisville, Kentucky**

Barbara Fendley was fired from her first job, as a lab technician. "My boss said I liked people too much to be in a lab," she recalls. So Fendley became a teacher, and a generation of students has benefited.

For Fendley every classroom is a stage. The lab's resident skeleton is "clothed" in cardboard signs with the semester's lessons written on them. Fendley strips them off with a flourish as students complete each subject. When she's especially proud of a student's success, she embraces the skeleton and tangoes across the classroom. During a lecture on digestion she once took the whole class out for burgers and finished her

description while they chewed. Classical music plays in the background as students labor in labs, and Fendley hopes they're absorbing the music as much as cell metabolism.

But Fendley, 45, has style *and* substance. As the coordinator of duPont-Manual's math and science magnet program, she's won a string of awards for innovative teaching. She sponsors the school's science fair and takes the kids to competitions around the country. Fendley believes firmly in creative positive reinforcement, tossing out candy bars or breaking into "The Hallelujah Chorus" when students solve particularly complex problems. "The kids know I'm a ham," she says. "If I can't have fun teaching, life would be boring."

MUSIC TEACHER ROSEANNA FERNANDES, **Boston Latin High School, Boston, Massachusetts**

Roseanna Fernandes grew up in Philadelphia, one of nine brothers and sisters raised by their mother in a two-bedroom house. Her love of music began early—"we used to turn trash cans into drum sets," she says—and she went on to win a full music scholarship to Boston University, where she spent free time teaching youngsters in the projects about everyone from Pavarotti to the Four Tops.

Today Fernandes, 42, uses music to bridge cultural gaps in Boston Latin's diverse student body. Though most of her students plug in to rock and rap, she introduces them to jazz, ragtime, and baroque quartets. If a student talks instead of paying attention, he'll find himself transcribing his conversation and setting it to music for the class.

Her passion is contagious. In her ten years at Boston Latin, she's watched her gospel group grow from 22 to 150 kids and the show choir from 12 to 60; more than 100 students per group typically try out for a spot. And that kind of enthusiasm is music to her ears.

PRINCIPAL WAYNE MICKAELIAN,

Laguna Hills High School, Laguna Hills, California

Wayne Mickaelian is a self-described school-spirit fanatic. A natural mingler, he's on a first name basis with every one of his 1,564 students. He's happiest out of his office and in the hallways: There he takes the time to listen to students' ideas, congratulate a job well done, or simply share a joke. He leads cheers at football games, makes cameo appearances in school plays, and volunteers to be a target in the pie-throwing booth at fund-raisers. At one student assembly, Mickaelian, 51, performed a moonwalk onstage. "I set dance back twenty years," he says, laughing. His sense of humor is infectious. For his fiftieth birthday, all the students showed up for school in "mourning"—wearing black and carrying black balloons. None of this means that Mickaelian doesn't take education seriously. In fact, 98 percent of students graduate and nearly 90 percent go on to college.

GUIDANCE COUNSELOR RHEA WARDLE, **Hazelwood East High School, St. Louis, Missouri**

There are two things Rhea Wardle remembers about her high school guidance counselor, whom she saw only twice in four years: his dandruff and his opinion that, as a girl, her career options were only teacher, secretary, or nurse. "I would never have gone to him with a personal problem," she says. "Not in a million years."

That awful experience led Wardle to become a very different kind of student adviser. In 1987, when she gave up her 15-year career as an English teacher to become a counselor, she was determined to be a strong student advocate not afraid to get emotionally involved.

She succeeded. Last year, for example, a junior ran off with her boyfriend. "I thought that was the last we'd seen of the girl," says the school's principal, Jerry Ellersieck. But Wardle interviewed the girl's parents, questioned her friends, and worked closely with a juvenile officer in the area. Eventually she found the teenager and convinced her to return; today the girl is a model student. "I don't think it's an exaggeration to say she (continued on page 80)

Best of the States

Schools from every state and the District of Columbia were chosen for their standout performance overall, judged for their teachers and teaching methods, curricula, test scores, graduation rates, and commitment to excellence.

Each of the Best in State winners receives a \$2,000 grant from Sega Youth Education and Health Foundation, money that can be used to strengthen and supplement school programs even further.

ALABAMA *Murphy, Mobile*

This inner-city school for 2,105 offers the rigorous International Baccalaureate Program and 42 extracurricular clubs. In 1993 the 400 graduating seniors received \$2.5 million in college scholarship money.

ALASKA *Mat-Su Alternative School, Wasilla*

Serving 115 former dropouts, this model school features a year-round program, job placement, and plenty of support groups. Eighty-five percent graduate.

ARIZONA *Saguaro, Scottsdale*

Innovative English and science departments and more than 50 after-school clubs and activities help distinguish this school of 2,120 students.

ARKANSAS *Benton, Benton*

Its exemplary program for the gifted and talented challenges its 832 students with extensive honors classes, frequent field trips, and nationally known guest speakers. More than 200 parents are active as mentors, club chaperons, and fund-raisers.

CALIFORNIA *Torrey Pines, Del Mar*

At this suburban school, 1,858 students benefit from many teaching innovations: two-hour classes and daylong peer-tutoring. Test scores rank among the state's best.

COLORADO *Colorado's Finest Alternative, Englewood*

Classes are in session from 8 A.M. to 9:30 P.M. at this alternative school for 534 students at risk of dropping out. Every teacher runs a counseling group of 25 students. Seniors are required to complete 20 hours of community service.

CONNECTICUT *Edwin O. Smith, Storrs*

Academic excellence is the hallmark of this rural school for 810 students, where 78 percent of the faculty holds advanced degrees. A model technology program offers coursework in robotics, and classes may be taken at nearby University of Connecticut.

DELAWARE *Caesar Rodney, Camden*

Each year a long list of the school's 1,471 students win academic and arts awards, thanks to a wide range of advanced-placement courses and an exceptional music department, with active marching, jazz, and concert bands.

D.C. *Benjamin Banneker Academic*

Only junior high students in the top 18 percent of their class get to apply to Banneker. This college-preparatory school for 390 assigns students both a peer and teacher mentor, and boasts one of the most extensive community-service programs in the nation.

FLORIDA *New World School of the Arts, Miami*

The 451 students at this urban magnet get three-hour blocks of concentrated training in dance, music, theater, or visual arts, all taught by established professionals.

GEORGIA *Carrollton, Carrollton*

Known as High Tech High, this school offers its 865 students a dizzying array of new technology: more than 450 networked computers, 132 interactive software packages, and satellite classes in Japanese and German.





probably saved this young woman's life," says Ellersieck.

Wardle's also been known to show up at juvenile court when a student gets in trouble. Once, a freshman asked Wardle to be there when she told her mother she was pregnant. "The pressures kids have growing up today are tremendous," says Wardle, 42. "If there's something I can do to help, I will do it."

PARENT VOLUNTEER CHARLENE BAILEY,
North High School, Evansville, Indiana

When people at North High talk about those who make their school exceptional, one of the names that always comes up isn't even in the staff directory. "She just cares more than most people," says phys ed teacher Barbara Caton about Charlene "Char" Bailey. "The kids love her and she loves them back."

Unlike the other 124 volunteers at the school, who focus on clerical work, Bailey spends half her time in the classroom. A former elementary school phys ed teacher, she helps primarily in a gym course for kids with physical disabilities.

"We can't afford *not* to get involved in the education of our young people," says the 46-year-old mother of three. "They are going to be tomorrow's leaders, and we have a stake in what happens to them." Bailey cheerfully downplays the amount of time she gives to the school. "I just figure I'll clean my house in ten years," she jokes.

SOCIAL SCIENCE TEACHER BILL STEPIEN,
Illinois Mathematics and Science Academy, Aurora, Illinois

Too many schools think teachers ought to be "the sage on the stage," says Bill Stepien, a founding teacher of this school that produces graduates with superior math and science skills. That's why two years ago Stepien launched the Center for Problem-Based Learning, to challenge students to solve "messy real-world situations."

One of the center's classes, for example, Science, Society, and Future, is designed to grapple with the problems of radioactive waste, power lines, and genetic engineering. Last year students in an ecology course testified at a congressional hearing that the wolf be allowed back at Yellowstone Park. They were commended for their well-reasoned, scientifically based research—and Congress agreed with their recommendation.

With Stepien's help, some 30 other schools across the country now offer his program, and another 4,000 teachers have requested information. Doing that much training is demanding, but Stepien, 50, is known for his generosity and enthusiasm; teachers and students say they'd feel comfortable calling him at two in the morning if they had to, certain he'd be happy to talk them through a problem. "The trouble with schools," says Stepien, "is that they fill kids with knowledge but don't teach them how to use it."

ENGLISH TEACHER NANCY GORRELL,
Morristown High School, Morristown, New Jersey

The boy was a math and science whiz who "didn't have a poetic bone in his body," says Nancy Gorrell. He couldn't be bothered with the (*continued on page 82*)

HAWAII Honoka'a High & Elementary, Honoka'a
Serving as a center for community life, the school offers 1,375 K-12 students an outstanding business curriculum, mandatory study halls, and an award-winning antidrug program.

IDAHO Sugar-Salem, Sugar City

In this rural school for 500, students are thriving—more than 250 parents are active in the PTO and 99 percent of the students graduate. More than half of the student body participates in extracurricular activities at the state level.

ILLINOIS New Trier Township, Winnetka

New Trier maintains an enviable track record of academic excellence, challenging its 2,800 students with a knowledgeable faculty (85 percent hold advanced degrees), superior facilities (including two theaters), and varied course offerings, including 23 advanced-placement classes.

INDIANA North, Evansville

This school for 1,329 has something for everyone: a range of accelerated courses, trips abroad for language students, a continuing education program for pregnant teens, and after-school tutoring for those who need it. Students routinely win state awards in business, science, art, and marketing.

IOWA Washington, Cedar Rapids

Its 1,519 students are challenged with a demanding academic load that features four-year programs in Japanese and Russian, and after-school activities that include a nationally recognized debate team, the Academic Decathlon (Washington is the state champion), and 19 interscholastic sports teams.

KANSAS Shawnee Mission South, Overland Park

The 1,849 students attending this suburban school work in a climate of innovative learning, with open enrollment for all college-prep courses and vocational classes in fashion and marketing. An award-winning environmental-science program turns students into lecturers for elementary pupils throughout the metropolitan area.

KENTUCKY Belfry, Belfry

"Where success is a way of life" is the motto at this Appalachian Mountain school and it shows: 99 percent of the 885 students graduate, thanks to a nationally recognized program that features the latest in satellite courses and stresses student involvement in all decision-making groups at the school.

LOUISIANA McKinley Senior, Baton Rouge

This school for 1,056 excels at serving both students at risk of dropping out as well as those who are gifted and talented. There are 54 accelerated and honors classes, and an innovative communications department and 34 vo-tech classes. Students also benefit from a partnership with Louisiana State University.

MAINE Presque Isle, Presque Isle

Despite its isolated rural setting, this school for 740 offers students big-city technology, with access to more than 200 computers and specialized programs in science, graphic arts, drafting, and library research.

MARYLAND Walt Whitman, Bethesda

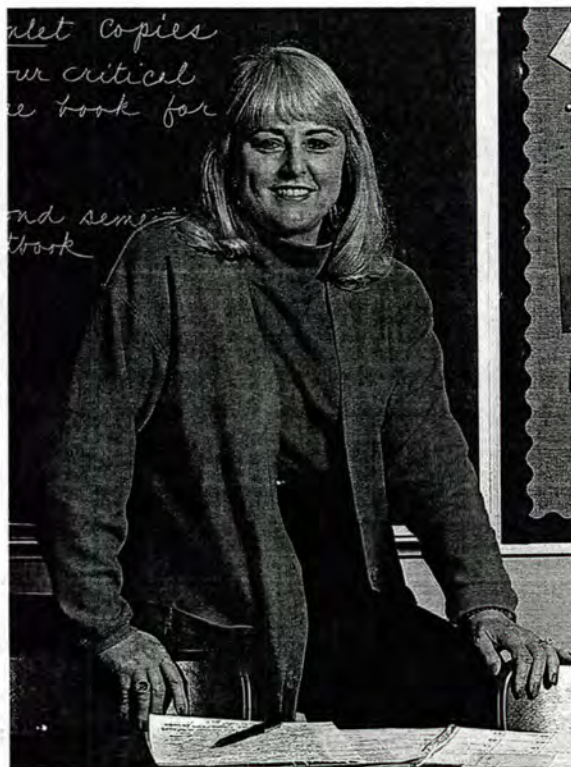
A tradition of excellence characterizes this school for 1,364, thanks to achievement-oriented students (75 percent take honors courses), a highly trained faculty (90 percent hold advanced degrees), and advanced technology. Nearly 25 percent of the class of 1992 was recognized by the National Merit Competition.

MASSACHUSETTS Boston Latin, Boston

Boston Latin uses a competitive exam to attract a bright and diverse student body of 2,300. It exposes them to a rigorous curriculum that includes mandatory Latin and a Nobel laureate-filled speakers program. The 1993 graduating class received \$5.3 million in college scholarships.

lyrical—until he became one of Gorrell's Poem Pals, an exchange program that matches students randomly with those at other schools. The kids send one another favorite poems and letters about their reactions. When the boy's Poem Pal sent a photo of herself and turned out to be "a gorgeous, vital girl who was also an ardent poet," Gorrell says, the boy suddenly became a devoted poetry fan.

Romance isn't what Gorrell pushes in getting her students to appreciate verse, but if that's what it takes, she has no complaints. She came up with the Poem Pals idea in 1989 in a "collaborative brainstorm" with another teacher; since then, she has trained ten other teachers around the country to launch their own programs. "The point is to get kids to talk about poetry the way they talk about movies or rock concerts," says Gorrell, age 48, with her trademark warm smile. "And besides," she says, "everyone loves to get a letter."



ACTIVITIES DIRECTOR DIANE MURPHREE
Norman High School, Norman, Oklahoma

The first thing you notice about Diane Murphree's office are the two well-worn sofas that swallow most of the room. She needs them. They're where she takes the catnaps that help her survive 15-hour days spent overseeing some 30 clubs, and where dozens of students hang out every morning, drawn to the woman they know genuinely cares about them.

Murphree's afraid of heights, but in 1992 she accompanied students to a leadership workshop that called for rope climbing, and she completed the course herself. "I won't ask my students to do anything I won't do," she explains. "But I now know what it means to be scared spitless."

To both pupils and teachers, Murphree, 47, is the heart and soul of Norman High. When she arrived 11 years ago, school spirit (continued on page 84)

MICHIGAN Fordson, Dearborn

To serve its 1,442 multicultural students, 63 percent of whom speak a language other than English at home, Fordson works hard to make diversity succeed by offering intensive English classes and community outreach programs.

MINNESOTA Martin County West, Sherburn

Volunteerism and community service are at the heart of this rural school, where 80 percent of its 305 students serve as tutors, big brothers or sisters, and peer helpers at the local nursing home.

MISSISSIPPI Corinth High School Academic and Performing Arts Center, Corinth

A new, state-of-the-art building means its 554 students can choose from among an inspired collection of courses, including aerospace studies taught by NASA employees, satellite courses in Russian, and computer-based accounting.

MISSOURI McCluer North, Florissant

The 1,250 students are encouraged to excel through innovations: Students can work off-campus half days in fields ranging from archeology to medicine; an independent study unit is designed for those wishing to specialize in a subject; and honors courses are open to any motivated student.

MONTANA Bozeman, Bozeman

Here, 1,375 students have access to a strong visual arts program; the school even has its own fine arts gallery open to the public. Advanced-placement and university courses are offered in a number of subjects, and a computerized writing lab encourages students to produce multimedia presentations.

NEBRASKA Westside, Omaha

Flexible scheduling allows its 1,441 students to design their own class schedules and hours at research subject centers. Factor in small classes (a 15 to 1 student-teacher ratio) and a slew of honors courses, and the result is many state awards.

NEVADA Bonanza, Las Vegas

This urban school for 2,467 opens for early-bird classes at 6:20 A.M. and remains active until 4 P.M. with an impressive assortment of after-school activities, including 39 clubs and seven community-service organizations. An open-door policy encourages community involvement, and 65 parents volunteer in class.

NEW HAMPSHIRE Manchester West, Manchester

An array of innovative student-assistance programs helps boost the graduation rate to 95 percent; the urban school's 1,793 students receive help from student tutors, business mentors, a peer support group, and a model drug-free living program.

NEW JERSEY Morristown, Morristown

Its 1,165 students have a nine-period schedule that allows for electives, and an extracurricular lineup with a pick of 27 sports. The socioeconomically diverse school has earned many state and regional academic awards.

NEW MEXICO Alamogordo, Alamogordo

After implementing a tough curriculum two years ago, the school reports that test scores are up, dropout rates are down, and 91 percent of its 2,101 students are going on to college—a dramatic improvement since 1990.

NEW YORK Elmont, Elmont

With its 1,426 students hailing from 89 countries, Elmont offers advanced classes in psychology, criminal justice, and marine biology, and a well-respected Model United Nations class that teaches diplomacy. Ninety-nine percent of students graduate and 78 percent win honors for extracurricular activities.

NORTH CAROLINA Chapel Hill, Chapel Hill

Restructuring has improved an already-solid track record at this school for 1,866, creating a team-oriented school-within-a-school and culture-sensitivity groups. Students have the highest SAT averages in the state.



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That's because Tropicana Twister® Light is the first bottled juice drink with NutraSweet®.

So go ahead, give those taste buds a wake-up call.

And once they're perking, well, who knows?

Calorie comparisons based on nutritional information.*

Calories
Per 6 oz.
Serving

Tropicana Twister® Light	30
Ocean Spray® Ruby Red™	100
Ocean Spray® Mauna Lai™	100
Ocean Spray® Refreshers™	90
Boku® Fruit Juice Cooler	90
Veryfine® Apple Quenchers™	90

*Declared on package labels.

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Light

More taste excitement than Mother Nature intended.

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was dead. Only a dozen pupils bothered with the student council. Vowing to "give the school back to the students," she created an expanded student congress for 200 kids, quadrupled the number of extracurricular clubs, and launched a student talk show for cable. "Sometimes the kids ask me why I'm always here, always working," she says. "I just tell them that I love this job."

DIRECTOR CHERYL CARTER,
Carver Senior High School's Creative and
Performing Arts Center, Montgomery, Alabama

In 1985, when Cheryl Carter proposed expanding the arts magnet program for one of the roughest high schools in Montgomery, "People said, 'You can't, you won't, you shouldn't,'" Carter recalls. But her conviction that all children need an outlet in the arts gave her the persistence to convince the school board and greatly boost the program.

Today the center trains 370 students in 16 subjects, including classical guitar, creative writing, musical theater, and mass media. It's the largest magnet arts program for any city of comparable size in the country. Carter, 46, knows this because she spent a year surveying 75 other arts high schools, visiting programs from Seattle to Miami. She turned her research into a book, *North American Schools of the Arts*, the most authoritative reference in the field.

HUMANITIES-MUSIC TEACHER
LAURA CHARLES,

Sweetwater High School, National City, California

When 47-year-old Laura Charles was a girl going to school near San Diego, her parents wouldn't allow her to attend football games at National City's Sweetwater High School. The city's crime rate was too high.

Yet when Charles graduated from college and had her choice of two teaching positions—one at Sweetwater, the other at a new school in a safer neighborhood—she picked Sweetwater. "Back then, some thought National City kids were destined to spend a lifetime pumping gas, flipping burgers, and making beds in the local hotels," says Charles. "But I came and stayed because of the spark I see in the students' eyes. I see future architects, musicians, lawyers, and teachers—dynamic, multifaceted people with dreams."

Convinced that her students were as bright as any but merely lacked opportunities, Charles threw herself into exposing them to the humanities. For several years she ran a program called Wings, in which a group of about 30 students spent two extra hours a day getting training in art, music, drama, architecture, and archeology. Charles's motto: "If you can dream it, you can do it."

The school's typical graduating class of about 400 once sent only four or five to college; of those, only one or two survived freshman year. Yet of the first crop of 32 students graduating under Charles's tutelage, 29 went on to get college degrees and build professional careers.

The Wings program—and attitude—has now been incorporated into the school's (continued on page 86)

NORTH DAKOTA Century High, Bismarck

There's a high level of student participation in this suburban school for 807. Seventy-five percent participate in the school's 19 competitive sports, 12 extracurricular clubs, and 6 music groups; all graduates must be computer literate.

OHIO Shaker Heights, Shaker Heights

It offers its 1,393 students a first-rate faculty, a 12 to 1 student-teacher ratio, and an extraordinary group of motivated students. Seventeen percent of the senior class earns recognition in the National Merit Competition, one of the highest percentages of any school in the nation.

OKLAHOMA Norman, Norman

Extraordinary graduates continue to pour out of this suburban school for 1,420, where students participate in award-winning programs in writing, music, theater, and sports. Norman boasts this year's state champs in football, girls' basketball, and boys' soccer.

OREGON South Medford, Medford

This school for 1,689 offers a challenging program, with honors classes, courses at nearby colleges for accelerated learning, and a senior research project that requires all graduates to deliver an oral presentation to teachers and community members.

PENNSYLVANIA Central, Philadelphia

At this urban magnet for 2,180 students, 99 percent go on to college and 20 percent receive recognition from National Merit, National Achievement, and National Hispanic competitions. Many students take college-level courses in science and language.

RHODE ISLAND Classical, Providence

An urban magnet for 1,100 socioeconomically mixed students, Classical features a varied academic program with a range of advanced-placement courses and an internship program that sends students to law firms, hospitals, and the U.S. Senate.

SOUTH CAROLINA Riverside, Greer

This suburban school for 1,152 students deserves recognition for its exemplary writing program, award-winning science department, and overall strong academics. Highly involved parent volunteers are also key.

SOUTH DAKOTA Dell Rapids Jr./Sr., Dell Rapids

This small rural school helps its 286 students succeed by employing a full-time tutor, offering small classes (15 to 1 student-teacher ratio), and providing those entering the workforce with job training and application skills.

TENNESSEE Farragut, Knoxville

Beyond the heavy academic load, the 2,358 students participate in 75 different clubs and activities that range from a 235-member marching band to small-group academic teams such as the Future Problem Solvers.

TEXAS Plano East, Plano

An all-around outstanding school for 1,766 students, Plano East offers 33 honors and advanced-placement classes, flexible scheduling, internships in law and behavioral science, and numerous visual and performing arts courses.

UTAH North Sevier, Salina

A top-to-bottom reform effort has transformed this rural school for 361 into an energized place with mixed-age classes and interdisciplinary teacher teams. The changes have boosted test scores, earned students statewide awards, and improved the graduation rate to 96 percent.

VERMONT Hartford, White River Junction

Hartford draws 620 students from 20 nearby towns, thanks to its rigorous academics, cooperative learning techniques, and alternative programming for students at risk of dropping out.

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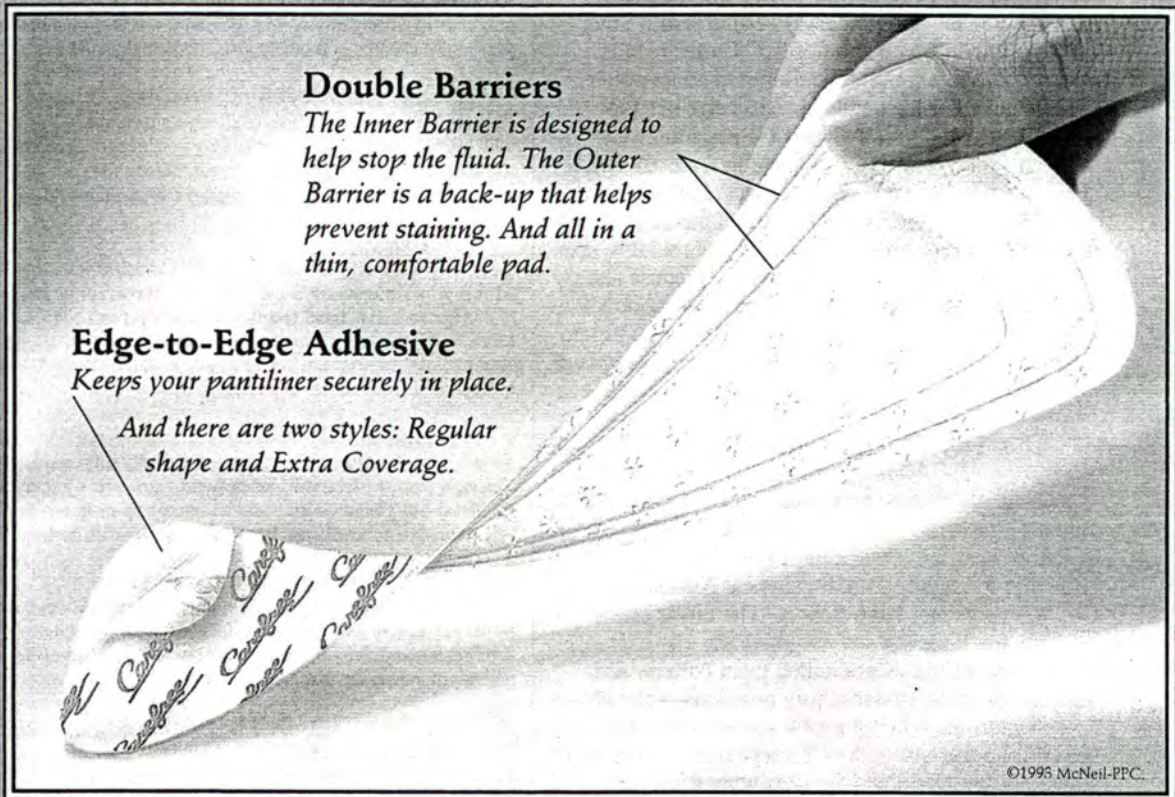
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main philosophy, and today roughly 75 percent of each senior class goes on to college. Sweetwater's principal credits Charles for raising students' expectations for themselves. Says Charles: "The kids are like oysters. The pearls are in there, you just have to open them up to find them."



PARENT VOLUNTEER JOYCE DALESSANDRO,
Torrey Pines High School, Del Mar, California

If a school parent has a question, complaint, or worry, she doesn't call a teacher or the principal. She calls Joyce Dalessandro. And that's easy to do, too, because every parent at Torrey Pines has Dalessandro's home phone number. Most of the time, though, they know they can reach her at school, where, Principal Simeon Greenstein jokes, he's considering giving her an office of her own.

But Dalessandro hates to be singled out for praise, insisting that she only leads a great team of parent volunteers. Yet it's just that leadership that makes her so effective. She raised \$10,000 for better night lighting on campus after the state cut the budget for it, for example, and united the school's ten booster clubs into one foundation to ensure a fairer distribution of financial contributions.

Dalessandro, 48, is president of the parent association. And leadership seems to run in the family: One of her daughters is Torrey Pines' junior class president and the other is a sorority officer at college.

Michael J. Weiss is Redbook's America's Best Schools project director. Additional reporting by Deborah Diamond and Gail Hoch.

VIRGINIA Thomas Jefferson High School for Science and Technology, Annandale

The 1,638 students at this high-tech magnet typically enroll in more than three advanced-placement courses, in addition to undertaking a research project monitored by an outside scientist. The payoff is average SAT scores of 1,293 and more National Merit semifinalists than any school in the nation.

WASHINGTON Shorecrest, Seattle

This innovative school requires its 1,358 students to complete 60 hours of community service, pass a consumer economics class, and carry out an independent senior project that culminates in a presentation to a panel of adults.

WEST VIRGINIA Capital, Charleston

A new building and revamped curriculum have created a climate of excellence at this urban school for 1,387. Students are exposed to interdisciplinary classes, high-tech computers, and in-depth arts activities that send them to museum exhibits, community theaters, and the symphony.

WISCONSIN Rufus King, Milwaukee

This urban magnet is an academic powerhouse for the 1,217 students who enroll in the International Baccalaureate program, as well as for those in college-level courses. Three times more students sign up for the school than the number of available spaces.

WYOMING Ten Sleep, Ten Sleep

This small rural school—the K-12 enrollment is 144—produces exemplary students, thanks in part to an advanced technology lab that encourages the study of such subjects as computer animation, industrial design, and aerodynamics.

Category Winners

The following 83 schools were judged best in eight specific categories. The winners are listed alphabetically by state.

OVERALL EXCELLENCE

These 50 well-rounded schools typically feature strong academics, involved parents, committed teachers, and myriad activities that enrich students' lives.

High School

Shelby County
Vestavia Hills
Laguna Hills
Los Angeles Center
for Enriched Studies
Rancho Buena Vista
Sweetwater Union
Joel Barlow
Duke Ellington School
of the Arts
Woodrow Wilson
Adlai E. Stevenson
Evanston Township
Highland
Maine Township West
McLouth Senior
duPont-Manual
Springbrook
Wayland
Madison Central
Clayton
Farmington Senior
Hazelwood East
Omaha Northwest
Oyster River
East Brunswick

City/State

Columbiana, Alabama
Vestavia Hills, Alabama
Laguna Hills, California

Los Angeles, California
Vista, California
National City, California
West Redding, Connecticut

Washington, D.C.
Washington, D.C.
Lincolnshire, Illinois
Evanston, Illinois
Highland, Illinois
Des Plaines, Illinois
McLouth, Kansas
Louisville, Kentucky
Silver Spring, Maryland
Wayland, Massachusetts
Madison, Mississippi
St. Louis, Missouri
Farmington, Missouri
St. Louis, Missouri
Omaha, Nebraska
Durham, New Hampshire
East Brunswick, New Jersey

(continued)

Category Winners (continued)

OVERALL EXCELLENCE (continued)

High School

Northern Valley Regional
Randolph
Ridgewood
Brooklyn Technical
Hunter College High
Jericho
Midwood High School at
Brooklyn College
New Hyde Park Memorial
Junior/Senior
Scarsdale
Stuyvesant
Susan E. Wagner
Aurora
Berea
Columbus Alternative
Fort Hayes Metropolitan
Education Center
Conestoga
Mt. Lebanon
J.R. Masterman
J.L. Mann
Woodruff
Craigmont Junior/Senior
James Bowie
Pine Tree
The Wunsche School
Randolph-Henry

South Milwaukee

City/State

Demarest, New Jersey
Randolph, New Jersey
Ridgewood, New Jersey
Brooklyn, New York
New York, New York
Jericho, New York

Brooklyn, New York

New Hyde Park, New York
Scarsdale, New York
New York, New York
Staten Island, New York
Aurora, Ohio
Berea, Ohio
Columbus, Ohio

Columbus, Ohio
Berwyn, Pennsylvania
Pittsburgh, Pennsylvania
Philadelphia, Pennsylvania
Greenville, South Carolina
Woodruff, South Carolina
Memphis, Tennessee
Austin, Texas
Longview, Texas
Spring, Texas
Charlotte Court House,
Virginia
South Milwaukee, Wisconsin

ACADEMIC ACHIEVEMENT

The scholastic accomplishments of their students are what distinguish these four schools. Most of the pupils are high scorers on nationwide tests, regularly make it onto lists of state and regional academic all-stars, and are college bound.

High School

Whitney
Pensacola
La Cueva
Bellaire

City/State

Cerritos, California
Pensacola, Florida
Albuquerque, New Mexico
Bellaire, Texas

CLASSROOM INNOVATION

Our judges singled out seven schools for successfully implementing such creative curriculum ideas as flexible scheduling, interdisciplinary courses, and integration of the latest technology into the classroom.

High School

Carver Senior
Illinois Mathematics and
Science Academy
Gorham
Rapelje
North
South Shore
Richland Northeast

City/State

Montgomery, Alabama

Aurora, Illinois
Gorham, Maine
Rapelje, Montana
Omaha, Nebraska
Brooklyn, New York
Columbia, South Carolina

PARENT/COMMUNITY INVOLVEMENT

Partnerships between parents, businesses, and community leaders provide students with classroom aides, tutors, and mentors. These four schools are models.

High School

Austin E. Lathrop
MAST Academy
Arlington
Powder River County

City/State

Fairbanks, Alaska
Virginia Key, Florida
Indianapolis, Indiana
Broadus, Montana

EXTRACURRICULAR ACTIVITIES

These four schools boast a high level of participation in a variety of community service activities for students.

High School

Andalusia
Northwestern
Jefferson Township
Wando

City/State

Andalusia, Alabama
Detroit, Michigan
Oak Ridge, New Jersey
Mt. Pleasant, South Carolina

VOCATIONAL/TECHNICAL TRAINING

Mixing classroom instruction with on-the-job training is what these five schools do especially well.

High School

Fred N. Thomas Career
Education Center
Burley
Jones Metropolitan High School
of Business and Commerce
Charles E. Jordan
Carver Career & Technical
Education Center

City/State

Denver, Colorado
Burley, Idaho
Chicago, Illinois
Durham, North Carolina
Malden, West Virginia

SPECIAL-NEEDS PROGRAMS

These schools succeed in serving students with unique needs—whether they're teen mothers, those with learning disabilities, or gifted and talented students. All five offer innovative courses, imaginative teachers, and an inspirational learning environment.

High School

Fletcher Senior
Bloomington North
New Vistas School
Westbrook-Walnut Grove
Irmo

City/State

Neptune Beach, Florida
Bloomington, Indiana
Minneapolis, Minnesota
Westbrook, Minnesota
Columbia, South Carolina

SIGNIFICANT IMPROVEMENT

Thanks to hard work and leadership, these four schools were able to overcome some combination of poor performance, school violence, and high dropout rates. The results: improved test scores, higher graduation rates, and greater student pride.

High School

Western
Alice
Ritchie County
Custer

City/State

Louisville, Kentucky
Alice, Texas
Ellenboro, West Virginia
Milwaukee, Wisconsin

Editor's Notes

If you think bad news about public schools is the only kind there is, turn to page 77 and read about the 134 outstanding high school winners in *Redbook's* annual America's Best Schools project. We think you'll agree they are inspiring examples of excellence.

Selecting these schools is a yearlong process, accomplished through the efforts of our indefatigable director, Michael J. Weiss, and senior editor Diane Salvatore. Nominations were solicited from state departments of education, national education groups, school superintendents, and education reporters. Eventually, 398 high schools mailed off hefty nomination packages, from which graduate students at Teachers College, Columbia University in New York City selected 250 finalists. Then the following panel of ten judges—all education experts—chose the winners: **Walter J. Leonard, J.D.** (seated, *far left*), executive director of Cities In Schools Inc., the nation's largest nonprofit dropout-prevention program • **Michael Casserly, Ph.D.** (seated, *center*), executive director of the Council of Great City Schools, a research and advocacy organization representing 47 of the nation's largest urban school districts • **Linda Lee Cook, Ed.D.** (seated, *center*), executive director of the Admissions and Guidance Programs College Board Division, which oversees SATs and other aptitude tests • **Joseph Newlin, Ed.D.** (seated, *far right*), executive director of the National Rural Education Association • Standing, *left to right*: **Jean Narayanan**, director of the U.S. Department of Education's Recognition Division • **Michael J. Weiss**, Best Schools project director (not a judge) • **Sharon Field, Ed.D.**, associate professor (research) at Wayne State University's College of Education • **Marie Della Bella, Ph.D.**, manager of school recognition programs for the Connecticut State Department of Education • **Timothy J. Dyer, Ed.D.**, executive director of the National Association of Secondary School Principals • **Daniel W. Merenda**, president and CEO of the National Association of Partners in Education, which promotes school-business partnerships • **Robert M. McClure, Ph.D.**, director of the mastery learning consortium of the National Education Association's National Center for Innovation • **Diane Salvatore**, *Redbook* senior editor (not a judge).



Ellen Levine



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SECURING A FUTURE OF OPPORTUNITY

In a world where what you earn increasingly depends on what you learn, President Clinton is committed to education and training as the key to a stronger future for our families. While some would cut critical funding in education and training programs, the President is dedicated to protecting these necessary investments in our families' futures. The President's policies provide all Americans the opportunity to build better futures for themselves and their families through investing in education.

- President Clinton's budget plan builds on our shared commitment to education by increasing investments to help Americans succeed in this new economy.
- The President's **Lifelong Learning Agenda** expands and improves education and training from early childhood through adulthood.
- The Clinton Administration is committed to opening the door to college to as many Americans as possible by **increasing scholarships** for deserving students and providing **more affordable loans**.
- President Clinton firmly believes the Federal government's role should be that of a partner with state and community leaders to **reform education** and **raise standards** for academics and discipline so that young people will have the essential tools they need to succeed.

ACTION:

Investing in Education to Build a Better Future

- Increased **Head Start** funding by \$760 million to provide comprehensive services to thousands of disadvantaged children and their families
- Enacted the **Student Loan Reform Act** which cut red-tape and saved taxpayers and students billions of dollars by providing low-interest rate loans with flexible repayment options
- Broadened educational and economic opportunities for students not bound for four-year colleges by winning passage of the **School to Work Opportunities Act**

- Enabled thousands to further their education while helping communities through their participation in the **Americorps** which allows students to earn money for school while volunteering in schools, neighborhoods and hospitals
- Raising academic standards, improving teaching and expanding the use of technology by working with state and community leaders.
- Improving teaching of basic and advanced skills for thousands of disadvantaged students by increasing the flexibility for schools to use federal aid and support effective innovations through reauthorizing the **Elementary and Secondary Education Act**

AGENDA

President Clinton will continue to fight to protect education from drastic and unnecessary cuts. The President is committed to providing the opportunity for a better future that all Americans deserve by:

- Helping Americans get the skills they need to compete in the new economy by **making college tuition fully deductible** up to \$10,000 for families earning up to \$100,000;
- Fighting to continue the **Direct Lending** program which is already **saving taxpayers billions** of dollars, lowering interest rates for students, and making loans simpler and faster;
- Keeping the door open for students to attend college while improving the quality of life in our communities by ensuring **National Service** programs continue;
- Expanding **Head Start** to reach thousands of additional children;
- Continuing the effort to create **world-class standards** for our schools and to improve the teaching of basic and advanced skills for disadvantaged students by preserving effective programs.

January 11, 1996

DROP BY WOMEN'S DIVISION OF THE UNITED METHODIST CHURCH

DATE: Thursday, January 11, 1996
TIME: 2:30 PM - 4:00 PM [Your time 3:30 pm]
LOCATION: Indian Treaty Room
FROM: Alexis Herman
Barbara Woolley

I. PURPOSE

To indicate our appreciation for their past support and to acknowledge the work the Women's Division of the United Methodist Church does on improving the lives of women, children and youth in the US and around the world.

II. BACKGROUND

You will be meeting with approximately 35 women from across the US and part of their national staff of the Women's Division of the United Methodist Church. The Women's Division is the administrative arm of the United Methodist Women, a 1.2 million member organization and an arm of the General Board of Global Ministries. This group focuses their issue work on racial justice, economic justice, international affairs and environmental justice. Though this group works on the traditional women's concerns they also try to bring women's concerns to a broader focus such as UN conferences and summits, UN conventions, humanitarian aid, and peace in the Middle East and Bosnia. Their priorities are our priorities and they remain committed to this Administration's goals.

Last year you addressed their National United Methodist Women's Assembly via videotape. Anna Rhea, Executive Secretary for Public Policy, recently attended the women's luncheon in the Indian Treaty Room that you dropped by. They are here for a briefing on the UN Conference on Women and the budget which was originally scheduled for Tuesday, but postponed due to the snow.

III. AGENDA

2:30 PM	Welcome	Betsy Myers
2:35 PM	UN 4th World Conference	Theresa Loar
2:55 PM	Budget	Larry Haas, OMB

3:30 PM Drop By First Lady
•BETSY MYERS will introduce you.

•ANNA RHEA makes brief comments.

•FIRST LADY makes brief comments and departs.

IV. PARTICIPANTS

Betsy Myers
Theresa Loar
Larry Haas

V. PRESS PLAN

Closed.

VI. TALKING POINTS

- * Thank them for their support and efforts on behalf of women, children and youth and for the humanitarian aid they provide worldwide.
- * Briefly highlight your trips to South East Asia and Latin America.

VII. ATTACHMENTS

List of Attendees.

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