Les Misérables

A musical
from the novel by Victor Hugo

March 29, 1996

Ms. Anne Stock
Suite 200
East Wing
The White House
Washington D.C. 20500

Dear Anne,

I hope this letter finds you well and in good spirits. I'm actually planning a trip to Washington, soon, to brush up the Company before we move on to Richmond.

I promised a friend of mine that I would try to get this into Hillary's hands and I'm going to ask you to do it for me. He is a psychologist and teacher, for children, and thought it might be helpful to Hillary, in terms of implementing, in some way, in her position, in the future.

Thanks very much for your help.

Yours truly,

RICHARD JAY-ALEXANDER
Executive Producer

CAMERON MACKINTOSH, INC.
226 West 47th Street, New York, NY 10036
Telephone: (212) 921-9290. Facsimile: (212) 921-9271

Michael D. Colberg J.D., C.S.W.
Psychotherapist
Practice Specializing in
Adoption/Foster Care
212-777-7270

Hillary Rodham Clinton
The White House
Washington, D.C.

April 12, 1995

Dear Mrs. Clinton,

I would like to make you aware of two ideas that have emerged from my work. If either of them interests you, please feel free to use them as you deem most appropriate. I am an attorney and clinical social worker and work as part of a team of psychotherapists in the areas of adoption and foster care. As "The Contract With America" threatens to cast aside the rights of children, those of us who work on behalf of children have the opportunity to begin to work together in a more unified way than ever before. It is in this spirit that I offer you my ideas.

The first idea concerns a framework which could be used to help establish a cohesive child welfare policy. The "Contract With America" threatens to cut back on many programs which are intended to provide services to children. The "Contract With America" has capitalized on people's desire to "streamline". Our focus has been directed towards instances where services are ineffective and waste is present. There are many such instances. The fit between services and need is not always as tight as it needs to be. There has been little dialogue between, on the one hand, families and social service workers who have the best access to information concerning what children need and, on the other hand, the legislators who draft laws attempting to address those needs. People have grown to feel that they, as individuals, can do nothing to impact upon the bureaucracy. They are angry at their feelings of impotence. They are being asked to pay for programs that do not meet their needs. There is a lot of waste. Americans are frustrated and they seek change. The Contract With America capitalizes on these feelings of frustration. However, if it is implemented, it will take things away and offer little in return. People sense this and are uneasy. I believe that Americans remain well intentioned. People care about their children. Many believe that Gingrich has taken out "A Contract on America".

Cutting back on ineffective services is not a bad idea. Destabilizing the infrastructure creates the opportunity for people to empower themselves. The opportunity exists to address

children's needs from a new perspective. There has been no coordinated overview of what it is that we are trying to accomplish as we implement programs which impact upon our children. We would be well served to begin to establish one. I think that the time might be right to generate a dialogue aimed at gaining a unified overview and a plan. We would save both money and energy if we were to work toward a coordinated set of goals. We need first to establish an understanding of American's attitudes about their responsibility towards childhood. We could then begin to work to develop and implement programs which reflect an understanding of our responsibilities towards our children. There could be a tighter fit between the need and the service.

One vehicle for the establishment of a dialogue is by referencing the legal standard known as "The Best Interests of The Child". All legal decisions affecting children are supposed to be decided based upon what is in the child's "Best Interests". Although this legal standard has been used as the basis upon which many legal decisions have been made, there is no consensus about what needs to be looked at in order to assess for "best interests". We, as a nation, might borrow this standard and use it to begin a national dialogue aimed at establishing a set of baseline criteria which we feel need to be looked at when discussing all policies affecting children. What do our children need in order to grow into viable citizens. What do we need to give to a child in order to enable him/her to grow into a healthy adult who is able to use his/her talents to enrich the whole?

The reason that I am writing to you about this idea is that I felt that the opportunity exists for you to take on a leadership role in a way that does not expose you to the kind of criticism that you have encountered in the past. The discussion, at least superficially, is about family life and childhood - two areas that are traditional "First Lady" material. It also allows you to align yourself with "family values". It gives you a chance to offer to bring together all Americans, Republicans and Democrats, in order to focus on all of our children. You are not pushing a particular program or point of view. It would be difficult for someone to criticize your effort. Rather, you are suggesting that we come together to look at our commitment to childhood. To begin the process, I thought that you could recommend that we hold, and volunteer to host, a national discussion based on a town meeting type of format. This has great appeal because of it's immediacy. It could help to refocus public perception in a positive way as the point of the discussion is not to comment upon what is wrong, but rather to begin to come to some consensus about what we can do to help our children.

The public awareness that could come from your hosting a one day "National Forum" might, in itself, serve to create positive momentum as people come to realize that we, as a people, do care about our children's well being. It is important that a lot of thought go into creating the proper forum for any discussion. It would be detrimental to generate a set of lofty and unrealistic proposals that stand no chance of being implemented. People would become more aggravated than they are now. There needs to be a general understanding of what can be

accomplished. The key is in the framing of the discussion. It might be of value to publish some guidelines for the discussion prior to it's being held. What are the goals? What are the needs? What kinds of contributions would best serve the discussion? What are the risks attendant to engaging in a national dialogue? How might the discussion remain focused narrowly enough to be of value? It might be suggested that discussions be held by PTAs or other appropriate small forums prior to having the day of national discussion.

The discussion could begin by your proffering criteria which emerged from your family's discussion of the subject. For purposes of illustration, I have included a list of factors that I feel are important. They are as follows:

- Children need their physical safety guaranteed
- Children need adequate access to food, shelter and medical care.
- Children need access to educational opportunity.
- Children need the ability to experiment in a safe environment.
- Children need consistency of caretaking/caretakers.
- Children need access to their medical and sociological histories.
- Children need the opportunity to feel that they are loved.

In order to be of use, the factors that emerge from any discussion need to be concrete enough to offer legislative guidelines and flexible enough to be applicable to a variety of circumstances. Once agreed upon, the criteria could be used as a set of standardized principles which would need to be considered in any "Best Interest" test and further, in any decision which impacts upon a child's welfare. Standardization could facilitate the development of a cost effective and interrelated set of policies and programs aimed at supporting the development of healthy children.

It is my hope that this process would facilitate the development of a structure which would enable people to think about solutions to problems and feel that their ideas were welcome. Some of the policies and programs might be broad in concept and application while others might be very modest. Their common denominator would be that all of them would work towards achieving the goal of helping us to fulfill the tasks which we have agreed constitute our responsibilities to our children. One example of a very inexpensive tool is outlined below. The tool, as described, teaches risk assessment and could be modified to teach about the assumption of responsibility as well. I will use it to illustrate how it emerges from and fits together with the factors that I set out above. This idea is modest in scope but could have a significant impact. It occurred to me while I was attending a "Town Meeting" at Friends Seminary, the school that my daughter attends in New York. I was listening to a discussion about AIDS education in the school and got concerned when the discussion veered into a dialogue between those favoring a prevention based program and those who felt that the school's community service programs were enough. I devised the tool described as my response to this discussion. The tool bypasses politics as it serves, over time, to generate discussion about what behavior is risky and does not represent an inherent moral position. It

could easily be made part of every classroom in America.

Each classroom would have, mounted above the blackboard, a long black line which runs parallel to the board. It resembles, in form, the timelines used to teach history. This line does not measure time. It measures risk. On one end is "No Risk". On the other is "Extreme Risk". The tool would be used as a way of generating classroom discussions aimed at teaching children how to look at and cope with risk taking. Teachers would learn to facilitate classroom discussions aimed at teaching children about risk assessment. The class would look at a situation, assess the risk and decide, as a unit, how to mark the level (and kind) of risk on the risk line. The program begins as a child enters kindergarten and continues throughout their entire school experience. As a child progresses through school, the Risk Assessment Line is integrated into the curriculum in various creative ways. In addition to helping children to begin to judge the magnitude of a risk prior to taking action, the Risk Assessment Line can also be used to teach about cumulative and episodic risk. For instance, in Kindergarten, the Risk Assessment Line can be introduced by discussing why it is important not to run out into the street without taking an adult's hand. (episodic risk) It can be used to discuss the level of risk involved in going outside without sunscreen (cumulative risk) and be linked to a discussion about why it is important to protect the rain forest (cumulative risk). The tool offers an additional lens through which children can look at much of the material already being discussed in the classroom. As the child grows and issues are introduced into the classroom, they can also be discussed with attention to the Risk Assessment Line. As the children learn about their bodies and how to care for them, the Risk Assessment Line is used to give them the ability to control their own discussion about how to rank the risks inherent in various activities. (Abstinence-Condoms-The Pill-Unprotected Sex)

The goal of the Risk Assessment Tool is to create a structure which allows children to develop the tools that they will need to make judgments about the risk attendant to any action that they undertake. This tool will not make decisions for any child based on moral judgment. It will help the child to make their own decision and hopefully allow them to include safety factors which are integrated in such a way as to have been internalized by the child. In this way a child will better understand why something is dangerous and to be avoided and what aspect of the activity poses what type of danger. This is important because teenagers often have feelings of omnipotence and rationalize away dangerous activity. By teaching them to distinguish between cumulative danger (smoking, sun exposure, etc.) and episodic danger (driving drunk, unsafe sex), we will hopefully make such rationalization more difficult.

Initial work is focused on establishing the concept so that each child engages with the project. I believe that studies show that children are more open and available early on. The point is to give them this tool early rather than as adolescents, when they may feel the need to reject the project. The point is that by the time this discussion is held, it will hopefully be based upon a discussion of safety and removed from "the baggage" of rejecting another generation's

cultural and moral imperatives. This curriculum is entirely dependent upon collateral work being undertaken to ensure that the child develops and knows how to maintain self esteem. If a child feels lousy about themselves they may deliberately take ill-advised risks. It also exists alongside community service work and in no way is meant to either replace or diminish the need for both community service work itself or our need to teach children that we often have a responsibility to help when we are able to do so. Teaching children about when it is appropriate to assume responsibility might be taught via a "Responsibility Assumption Tool".

Care should be taken with the implementation of these tools to make sure that teachers do not feel that they are being told what to teach. The tool is not designed to be a curriculum. There will be resistance if teachers feel that they are told what to teach. It should be introduced as an additional lens through which the class might look at what is already being taught.

If the primary goal is to help our children to become viable and enrolled citizens, then teaching them both how to assess and interact with risk and assume responsibility furthers this primary goal. The tool is compatible with many of the factors that I set forth as being those needing to be considered when looking at potential children's programs. The tool helps children to learn to be safe. It is aimed at helping a child to think about risk. It makes use of and further engages children in their educational process as the entire class engages in the discussion and decision making process geared toward assessing the risk inherent in the activity being considered. The tool helps children to learn to experiment while in the safety of the classroom format. They have a chance to talk through risky behavior, with their peers, before they engage in it. The continuity of the program infers to the children that they are loved.

The tool mentioned above is one small example of what might emerge from coordinating our effort and channeling it towards a unified set of goals. I think that there is every reason to believe that American citizens will be thrilled to have their contributions heard and valued. There are countless ideas available which, if listened to, would help us to help our children. I think that the key might be to organize a way for us to access the information and then to use it. I hope that some of what I offer is of use. I would be happy to further explain any of the concepts that I have outlined. I wish you and your family the very best.

Sincerely,

DEVELOPMENTAL RISK ASSESSMENT TOOL (DRAT)

Draft geared towards Friends Seminary AIDS Curriculum Committee
Michael Colberg-(212) 777-1415
May 1, 1995

The model for the **D**evelopmental **R**isk **A**ssessment **T**ool represents one method through which new material can be integrated into an existing school curriculum. Rather than creating a new piece of curriculum, the new material is offered as an additional "lens" through which material already being taught may be viewed. The example described below has been developed as a way of introducing health and safety information into schools. The tool can be easily adapted to introduce information about other risk taking behavior. We want our children to learn that risk taking is often connected with growth. Positive risk taking can also be assessed using this tool as it is interested in helping children learn how to assess and interact with all risks. By interacting with the new "lens", it is hoped that children will, over time, internalize the "lens" and use it to assess risk before engaging in an activity. This method has been developed with an awareness of the limited resources (time/money/teachers) available for new projects. It also appreciates the importance of allowing teachers to maintain the integrity of their classroom and does not intend to tell teachers what to teach. The model is one of many that could be developed to help teachers learn to enrich their teaching without significantly adding to the demands being placed on them and their available resources. The common denominator to all tools emerging from this model is that they are offered as additional "lenses" through which existing curriculum is viewed thereby deepening the understanding of the material being addressed while integrating the new material into the classroom in a way meant to facilitate it's internalization.

The example described below (DRAT) emerged from a desire to add to the quality of AIDS education being taught in schools. Many of the attempts made to introduce a plan for comprehensive AIDS education have become mired in politics. This is unfortunate because I believe that everyone agrees that we would like to keep children safe. The tool addresses our shared desire and bypasses politics as it serves, over time, to generate discussion about what behavior is risky and does not represent an inherent moral position.

The Goal

The goal of the **D**evelopmental **R**isk **A**ssessment **T**ool is to create a structure which allows children to develop the tools that they will need to make judgments about the risk attendant to any action that they undertake. This tool

will not make decisions for any child based on moral judgment. It will help the child to make their own decision and hopefully allow them to include safety factors which are integrated in such a way as to have been internalized by the child. In this way a child will better understand why something is dangerous and to be avoided and what aspect of the activity poses what type of danger. This is important because teenagers often have feelings of omnipotence and rationalize away dangerous activity. By teaching them to distinguish between cumulative danger (smoking, sun exposure, etc.) and episodic danger (driving drunk, unsafe sex), we will hopefully make such rationalization more difficult - DRAT!

The tool could easily be made part of every classroom in America. Each classroom would have, mounted above the blackboard, a long black line which runs parallel to the board. It resembles, in form, a timeline. This line does not measure time. It measures risk. On one end is "No Risk". On the other is "Extreme Risk". The tool would be used as a way of generating classroom discussions aimed at teaching children how to look at and cope with risk taking. Teachers would learn to facilitate classroom discussions aimed at teaching children about risk assessment. The class would look at a situation, assess the risk and decide, as a unit, how to mark the level (and kind) of risk on the risk line. The program begins as a child enters kindergarten and continues throughout their entire school experience. As a child progresses through school, the Risk Assessment Line is integrated into the existing curriculum in various creative ways. Discussions need not be limited to health and safety issues. The tool can be integrated into a discussion about almost anything that comes up in the classroom. How risky is it to try to make a new friend? What kind of a risk is taken when apologizing first? What are the risk factors present in applying to only one college? How risky is it to run for class president? Not doing homework may bring both episodic and cumulative risks. Current events may also be viewed through this lens. Were the Oklahoma City bombing to be discussed, it could (additionally) be addressed from a risk assessment perspective. In the youngest classes, discussion could involve helping the class to discuss whether it was safe for them to be together in their classroom. This could lead to a discussion about the risk attendant to going with a stranger and "good touch" and "bad touch". In older classes, discussion might be based on what to do if a child encounters an unmarked package - is it safe to pick things up on the street in New York City? In older classes, discussion might include looking at the ongoing FBI investigation into the level of involvement and culpability borne by those additional persons being investigated for possible

involvement in the bombing. They have variously been described as material witnesses and/or suspects. When do you stop being an onlooker and start becoming culpable? This discussion might serve as the basis for assessing the risk inherent in succumbing to peer pressure. How is this risk managed without being shut out of the peer group? Although the bombing has nothing to do with AIDS education, engaging the class in a discussion of peer pressure helps to underscore that there are consequences to being pressured into going along with other's actions. This may help to make someone think twice before engaging in unsafe sex.

In addition to helping children to begin to judge the magnitude of a risk prior to taking action, the **D**evelopmental **R**isk **A**ssessment **T**ool can also be used to teach about kinds of risk. There are cumulative and episodic risks. Cumulative risks are those instances in which an activity repeatedly engaged in over time poses a risk and episodic risks are those that pose an immediate and contained risk. For instance, in Kindergarten, the **D**evelopmental **R**isk **A**ssessment **T**ool can be introduced by discussing why it is important not to run out into the street without taking an adult's hand. (episodic risk) It can be used to discuss the level of risk involved in going outside without sunscreen (cumulative risk) and be linked to a discussion about why it is important to protect the rain forest (cumulative risk). The tool offers an additional lens through which children can look at much of the material already being discussed in the classroom. As the child grows and issues are introduced into the classroom, they can also be discussed with attention to the **D**evelopmental **R**isk **A**ssessment **T**ool. As the children learn about their bodies and how to care for them, the tool is used to give them the ability to control their own discussion about how to rank the risks inherent in various activities. (Abstinence-Condoms-The Pill-Unprotected Sex)

Initial work is focused on establishing the concept so that each child engages with the project. Teachers are initially quite active in facilitating, framing and guiding class discussions. As children mature, the discussions inherent in use of the **D**evelopmental **R**isk **A**ssessment **T**ool offer the opportunity to allow children to begin to control the assessment process while they are still in a safe or "holding" environment. In a sense, the tool offers children the opportunity to "try on" various risks without really suffering any consequences. It is like a flight simulator. I believe that studies show that children are more open and available early on. The point is to introduce this tool early rather than as adolescents, when they may feel the need to reject the project. The tool is integrated into their entire school experience and is something that is theirs. By the time that a discussion about safe sex is held, it

will hopefully be based upon a discussion of safety and removed from "the baggage" of feeling the need to reject another generation's cultural and moral imperatives.

This success of the **D**evelopmental **R**isk **A**ssessment **T**ool is entirely dependent upon collateral work being undertaken to ensure that the child develops and knows how to maintain self esteem. If children feel lousy about themselves they may deliberately take ill-advised risks. The tool may be used to help children come to understand that knowingly engaging in risky activity may be a sign that they need to ask for help. If they have an internalized mechanism to help them assess risk and they come to a time when they find themselves going against what they know to be safe, they may have enough of a structure to be able to more easily see that something is wrong. They may need to have some support around trying to maintain and rebuild self esteem. Part of the tool's implementation could be to help children better understand that they are encouraged to ask for help if they find themselves needing it.

Care should be taken with the implementation of these tools to make sure that teachers do not feel that they are being told what to teach. The tool is not designed to be a curriculum. There will be resistance if teachers feel that they are told what to teach. It should be introduced as an additional lens through which the class might look at what is already being taught.

If the primary goal is to help our children to become viable and enrolled citizens, then teaching them how to assess and interact with risk furthers this primary goal. The tool helps children to learn to be safe. It is aimed at helping a child to think about risk. It makes use of and further engages children in their educational process as the entire class engages in the discussion and decision making process geared toward assessing the risk inherent in the activity being considered. The tool helps children to learn to experiment while in the safety of the classroom format. They have a chance to talk through risky behavior, with their peers, before they engage in it. The continuity of the program infers an ongoing holding environment and helps the children to feel safe and cared for.

Implementation of the program might be done in a three stage process. I feel that the program would have a better chance of success if it was introduced as a school and a home project. Parents could discuss issues with children using the same risk assessment guidelines. The first stage would be to hold a teacher workshop wherein the concept would be explained and the teachers would be helped to experiment with using the tool in ways which are most meaningful for them. The second stage would be to hold a parent workshop so that the language and methodology would remain consistent in the classroom

and at home. This would help with the internalization process. The third stage would be to introduce the concept to the children. This could be done both in the classroom and perhaps again, at a parents night at the school. Each workshop would be short. The concept is not difficult. No expensive supplies are needed. The initial time commitment might well be worth the effort.

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 North Moore Street * Arlington, VA 22209

Date: 02/26/96

Number of Pages 2
(including cover sheet)

TO: Maggie Williams
Chief of Staff, Office of the First Lady

FROM: Sharon A-T

MESSAGE:

Please respond

Questions about this fax? Call: 703-875-0720

AASA FAX NUMBER: 703/807-1849

February 21, 1996

Dear Maggie,

Someone from an organization with whom we collaborate called me today asking about a White House Conference on Children and Families next week. I have no idea what they're talking about. Is there such a meeting? Who's it for? Can you FAX me an agenda? Can I come? When will we get together to just relax? We miss you!

Love,

SharonA-T
phone: 703-875-0720
Fax : 703-807-1849

Support

PARENTING THE YOUNG CHILD

Eileen Bond, A.C.S.W.
Chrystal de Freitas, M.D., F.A.A.P.

911 Brown Street, Ann Arbor, MI 48104, (313) 668-1040 (313) 769-KIDS

Jan. 17, 1996
Ann Arbor, MI

Dear Hillary:

We are a team of a pediatrician and a clinical social worker and have been teaching parenting and health education classes in Ann Arbor for the past five years. As parent educators and villagers of our own community, we applaud your advocacy of children. Your book should enhance public awareness of the need for parent education and support groups. Perhaps with the advent of your book there will be waiting list for parenting groups just as like ours, instead of dog training classes. (Yes, this is true!! More parents sign up for dog obedience classes than for parenting classes.)

Your endorsement is invaluable and greatly appreciated.

Sincerely,

Eileen Bond

Eileen Bond, A.C.S.W.

Chrystal de Freitas MD

Chrystal de Freitas, M.D., F.A.A.P.

PS Don't let the republicans get you down!

P.P.S. We waited for 2 hours in the rain to see you at Borders in Ann Arbor but never got in!

- Have you as a mother ever wondered about when and how much to tell your daughter about the facts of life?

- Have you felt unsure about your own feelings as you see your daughter enter puberty?

OUR MISSION

The purpose of this class is to provide both mothers and daughters with accurate information about the normal physical and emotional changes that pre-teen girls will experience as they enter puberty. The class is presented in a comfortable, sensitive manner.

The informal sessions emphasize mothers as a resource for their pre-teen daughters. Mothers are also able to share their concerns with others who have daughters at the same stage of development.

TOPICS REVIEWED

FIRST CLASS

Physical Changes of Puberty:

- Growth - Weight
- Body Odor
- Breast Tissue
- Body Hair
- Menstruation

Break - Refreshments

- Questions and Answers

SECOND CLASS:

Emotional Changes of Puberty:

- Presentation
- Video

Break - Refreshments

- Mothers discussion group
- Girls discussion group
- Questions and Answers

There will be handouts for the Mothers and samples for the Daughters.

ABOUT THE LEADERS

Chrystal de Freitas is a pediatrician who has been in private practice in Ann Arbor for the past 8 years. She is a Board Certified and a Fellow of the American Academy of Pediatrics. In addition to health education classes, Dr. de Freitas teaches parenting classes and writes a bi-monthly column for The Journal on pediatric topics. She is the mother of three pre-adolescent children.

Eileen Bond is a Licensed Clinical Social Worker and parent educator in private practice in Ann Arbor. She has 21 years experience working with children, adolescents, adults and families. She teaches parenting classes and is also involved in health education. She is the mother of a pre-adolescent daughter.

REGISTRATION: Mother - Daughter Class

Mother's
Name:_____

Daughter's
Name:_____ Age:_____

Address:_____

City:_____ Zip:_____ Phone:_____

Fee: $45.00/ per mother-daughter pair
Pre-registration required.
Fee payable to: Dr. de Freitas
Mail to: Mother - Daughter
911 Brown St.
Ann Arbor, MI 48104

DATE: Session 1: Oct. 12 & 19, 1995 - Thursdays

Session 2: Nov. 6 & 13, 1995 - Mondays
(select one session)

TIME: 6:30 - 8:30 PM

PLACE: St Joseph's Hospital Education Center
(map enclosed)

FOR INFORMATION CALL

Chrystal de Freitas, M.D.

(313) 769-KIDS

or

Eileen Bond, A.C.S.W.

(313) 668-1040

Mother Daughter

A HEART TO HEART CONVERSATION FOR MOTHERS AND DAUGHTERS (AGES 10 - 12) ON PUBERTY AND GROWING UP

A two part class providing information on the physical and emotional changes of puberty.

Classes led by:

Dr. de Freitas - Pediatrician
&
Eileen Bond, A.C.S.W.

Classes aim to make girls feel comfortable about growing u

By ANNE VALENTINE MARTINO
NEWS STAFF REPORTER

If pre-teens learn about sex from their peers – while parents watch silently from the sidelines – the result may be poor information for the child and missed opportunity for the parents.

But if Mom and Dad play an active role, the doors may swing open onto years of good communication and comfortable feelings about sexuality.

"If we don't provide this information for our children, they're going to get it elsewhere," says Dr. Chrystal de Freitas, a pediatrician in private practice in Ann Arbor for eight years.

For the second time this fall, de Freitas will offer two series of mother-daughter classes about the physical and emotional changes of puberty. With social worker Eileen Bond, she will attempt to help girls age 10 to 12 feel good about growing up.

"We try to make it comfortable," says de Freitas, who also teaches other parenting courses. "We say, 'This is normal, this is to be celebrated.' Too often, we don't give our girls enough of a good outlook on life."

She got the idea two years ago when her older daughter, now 12, was in fifth grade at Emerson School. The facts of puberty were about to be presented in a health class by a male science teacher – a prospect that made de Freitas uncomfortable.

"It just didn't feel right to me to have my daughter taught about menstruation by a male teacher," she says. When she took took up the issue with school officials, she ended up teaching the girls in the class.

Putting together a course was a lot of work.

"I invested an enormous amount of time – they don't teach this in medical school," says de Frei tas with a laugh. Fortunately, she had some information from a similar class she had heard about while training to be a doctor at the University of

See GIRLS, C2

NEWS PHOTO • WILLIAM

Dr. Chrystal de Freitas, Ann Arbor pediatrician, at home w daughters, Jocelyn, 10 and Cecily, 11.

Correction Ann Arbor News 9/27/95

osting is basically a farm-
ıtion," Ayer says. "In es-
:'re managing the environ-
row compost.
all communities, the farm-
deal person to handle yard

compost operators, says Gus Calabrese, legislative advisor in Smith's office.

The Agriculture Department would provide training, respond to complaints, and ensure compost operations are in compliance with

Tuthill Farms and Composting, 10505 Tuthill Road, for $1 a bag or $5 a cubic yard. They are open from 7 a.m. until dark Monday through Saturday. Call ahead, if possible. For more information, call 810-437-7354.

Continued from C1

GIRLS: Classes bring mothers and daughters together

Washington.

At Emerson, the class was a big success. Consequently, de Freitas decided to begin offering her classes to the community. The most recent session drew 40 people – 20 girls and 20 moms.

"The evaluations were very positive. In fact, some moms want to come back and talk more about it," she says.

During the classes, de Freitas and Bond give explanations and lead discussion, sometimes separating the moms and daughters for discussion.

The classes are intended for girls 10 to 12?

De Freitas believes if parents wait longer, they may lose a valuable window of opportunity.

"By age 15, it's all over," she says. "If you haven't started early, it becomes much more difficult and embarrassing."

School health classes are fine, she adds, but parents must also talk about sexuality at home. "We don't expect children to learn math in one class," she says.

Looking years ahead, she believes her mother-daughter classes can become a "door opener" for ongoing conversations.

"It can keep the avenues of communication and education open," says de Freitas, who is hoping someone will offer similar local classes for boys.

The class "Mother-Daughter: A Heart to Heart Conversation for Mothers and Daughters on Puberty and Growing Up," will be offered in two sessions this fall. The first session meets Oct. 12 and 19, the second Nov. 6 and 13. Cost is $45 per mother-daughter pair per session. Classes meet from 6:30-8:30 p.m. at St. Joseph's Hospital Education Center. Call Dr. Chrystal de Freitas, 769-KIDS or Eileen Bond, 668-1040.

About the Leaders

Chrystal de Freitas is a board certified pediatrician and a Fellow of the American Academy of Pediatrics. She received her training in Pediatrics from the Children's Hospital and Medical Center at the University of Washington, in Seattle. She has been in private practice since 1985 and has a special interest in parent education. Presently, Dr. de Freitas practices in Ann Arbor, MI with Allen D. Dumont, M.D., P.C. In addition, she writes a bimonthly column on parenting issues for the Washtenaw Child Care Journal. She is the mother of three elementary school age children.

Eileen Bond is a licensed clinical social worker and a parent educator with 18 years experience working with children, adolescents, adults and families. She received her Masters degree from the University of Chicago and trained at Pritzker Children's Hospital. She was on staff for seven years at Hawthorn Center, one of Michigan's most comprehensive treatment facilities for children. Her broad range of experience includes work in child guidance clinics, school settings, psychiatric children's hospitals, private practice, and being a mother herself.

For More Information Contact:

Eileen Bond, A.C.S.W.
318 South Thayer
Ann Arbor, MI 48104
Phone: 668-1040

OR

Chrystal de Freitas, M.D.
911 Brown Street
Ann Arbor, MI 48104
Phone: 769-3702

OUR CHILDREN, OURSELVES:

Parenting the Young Child

Groups for Parents of Children 1–7 Years

Education

Discussion

Support

Groups led by:

Eileen E. Bond, A.C.S.W.
and
Chrystal de Freitas, M.D.

Because You Care

As parents, we face the most demanding of jobs during our child's early formative years. We give a great deal of ourselves in physical and emotional care giving. The rewards that come from this nurturing are priceless, but the stresses can be overwhelming. Helping our children meet the challenges of development during the early years fosters positive behavior and coping skills that can help to prevent later problems.

Most of us become parents without prior education about this most important task and without the traditional support networks enjoyed by previous generations. Parenting groups can meet these needs.

Together, Eileen Bond and Chrystal de Freitas provide an excellent balance in addressing the psychological and medical needs of young children. As parent educators, they began leading parenting groups at the University of Michigan's Children's Center in 1988.

Because You Want To Know

The parent discussion groups are specifically designed to meet the needs of parents with young children ages 1–7 yrs. Topics discussed include:

- Normal Development
- Active Listening
- Sleeping, Toileting, Eating
- Setting Limits
- Temperament and its Significance
- Sibling Rivalry
- Temper Tantrums
- Parental Disagreements in Childrearing
- Anticipatory Guidance
- Health/Sex Education
- Self Esteem

About the Classes

The goal of the parenting groups is to teach effective parenting skills and provide parents with an opportunity to address their individual concerns. This process will help parents meet the challenges of childrearing through enhanced self confidence and effectiveness as a parent.

GROUPS MEET FOR 6 SESSIONS
2 HOURS / SESSION

SMALL GROUP SIZE

HANDOUTS AND REFERENCES

DAYTIME AND EVENING GROUPS

COUPLES WELCOMED

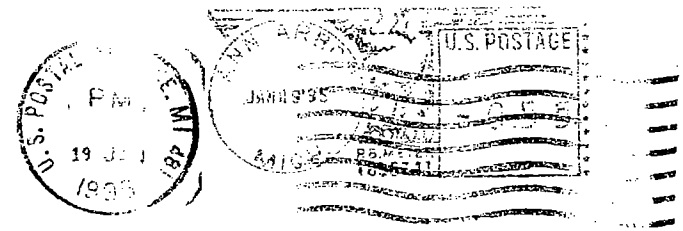
INDIVIDUAL CONSULTATION

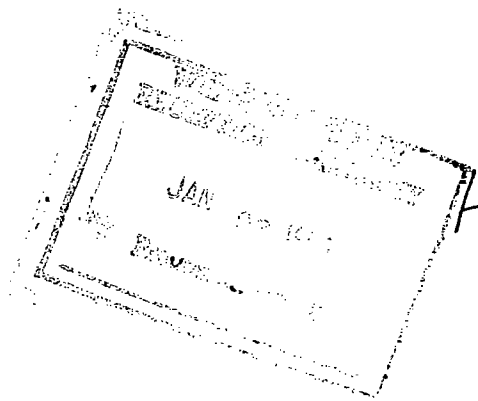
MONTHLY FOLLOW UP SESSIONS

AVAILABLE FOR WORKSHOPS
& PRESENTATIONS

REASONABLE FEES

EILEEN E. BOND, A.C.S.W.
318 South Thayer
Ann Arbor, Michigan 48104





Hillary Rodham Clinton
1600 Pennsylvania Avenue N.W.
Washington, D.C.
20500

REQUESTS: 20 — children's Conference

✓ Issue information 1

Photos

Recipes

Auction Item

Money

Endorsements

Autograph

Personal Letter

Donation

Other

~~50~~ P- 2 HRC March 10, 1996
~~S. Clinton~~ ~~Roger T.~~ RM 18

Dear Mr President and Mrs. Clinton,

I have put off writing this letter for over a year. When Mrs. Clinton was on 20/20 several months ago, I was reminded that I have not wrote the two of you. I have made many excuses for not writing such as: I did not know the address or I did not know what to say to you. Well, this week the address of the White House has been announce on TV twice this week on Inch Channels I did not expect to hear it on. I guess, what I want to say to you "I think you are doing a "Great Job"." Sometime we need to hear some one say those words every now and then. Be encourage and Be Strong in the Lord. God has chosen you for this work. Trust in God and he will deliver you from all your enemies.

Mrs Clinton, I saw you on 20/20 and you mention about a children Conference for this year. Please, have some-one send me information about the Conference. I started an organization in 93 working with our children the need is so great and so few that are concerned.

Sincerely

Delores Boatwright

DELORES BOATWRIGHT
504 5TH LANE
Palm Beach Gardens, Fl 33418

Activities and Services

Education:

- Provide College Preparation
- Assist in Career and Job Guidance
- Individualized assistance in receiving GED
- Skills in conflict resolution and culture awareness
- Self esteem

Health/Social:

- Monthly Medical Assistance
- Eligibility for Free Medical Service
- Share food program and Community resources

Afterschool Program:

Kids Time

- Tutoring
- Arts and Crafts
- Puppet Shows
- Girl Scouts
- Movies
- Rap Sessions
- Math lab
- Field Trips
- Youth Board
- Games
- Support Groups

Recreation:

Sports

- Basketball
- Football
- Baseball

Activities

- Double Dutch
- Music Lessons
- Cheerleading Squad
- Drill Team
- Community Choir
- Culture Dancing

Contact Information

33401

Mailing

301 Broadway Suite 212
Riviera Beach, Fl 33404

Phone: (407) 655-2520

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CHILDREN'S SERVICES COUNCIL

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ICAN

Inner-City Community of African-American Nationality

A Multi-Service Community Resource Center

We are committed to restoring the Inner-City Community

ICAN was founded and established in the winter of 1992. It came about when I had hope for my sons and seeing the devastation of the Inner City of West Palm Beach. Seeing the lack of resources that were accessible and available to the clients that really needed these resources the most stirred in me to do something about the problems.

ICAN is proud to announce that we have established a network of resources and programs that are vital to our Inner City community.

We look forward to sharing and working with you to help make a difference in our community.

" I can do all things through Christ that strengthens me".

Truly,

DeDora Bookwright

Founding Executive Director

Mission Statement

We are committed to restoring our Inner City Community to a safe and economically vital environment for future growth and development. To establish interrelationship between school and communities. To provide support groups for families and the community as a means for positive outlets. To establish and promote unity among various ethnic groups and cultures.

Our goal is to help restore delinquent juveniles to productive youths, to help prevent delinquency before it starts. To promote community involvement of the building and restoration of the Inner-City community. Instilling self-esteem, positive social and moral values. Developing good work ethics within our youth and throughout the community.

We are committed to reestablishing exoffenders into more productive roles as contributing citizens of the Inner-City communities and to our society as a whole. We are committed to developing high self-esteem and motivation in minority males to become positive role models for our youth and community.

Contribution

ICAN depends on your help and support to accomplish its mission. If you would like to give your support, here are some ways:

- Volunteer
- Donation
- Financial contribution

Enclosed is my contribution of:

$ _____

Name: _____

Address: _____

_____

City: _____

State: _____ Zip: _____

Nonprofit organization
with 5013C status

Thank you for your support.

DELORES BOATWRIGHT
504 5TH LANE
PALM BEACH GARDENS, FL 33418

WEST PALM BEACH FL
PM
11 MAR

Old Glory
SAVE YOUR VISION WEEK
USA For U.S. only

Mr. President and Mrs. Clinton
1600 Pennsylvania Ave
Washington D.C.

Children's Def.
38
Ingram

48 Fitch Ave.
Darien, CT 06820
(203) 655-6045
April 10, 1996

Hillary Rodham Clinton, Esq.
1600 Pennsylvania Ave.
Washington, D.C.

Dear Hillary:

Thank you for speaking out on behalf of children. Like you, I am a mother. I have four sons, ages 6-16, the oldest of which was born in Little Rock. Also like you, I am a lawyer, and I hope to use my recently acquired legal skills to be an effective advocate for children. I, too, believe we all have a responsibility to our nation's children.

Please push for the establishment of a Cabinet post, the sole purpose of which is to oversee our children. This could be established with funds being cut from welfare, Medicaid, public housing, midnight basketball leagues, and other government programs that benefit children, but are now being reduced.

Republicans tell us that the private sector will fill in the gap when children are genuinely in need. Indeed, Americans can be generous in spirit and with dollars when there is a crisis and specific needs are known. But Republicans don't seem to be taking any steps to remain vigilant as to our children's needs. They seem to ignore that our children, and therefore our nation, are in the midst of a crisis. This is neglect, a serious form of child abuse.

A Presidential Cabinet Secretary could have as her job constant vigilance over our nation's children. She could assist state and local governments and the private sector in identifying the specific needs of our children and in searching for solutions. She could set up a clearing house for information so that organizations could exchange research and find other groups who share common interests concerning our children. She could help organizations connect with each other so as to streamline their spending on children, making their dollars more effective. Most importantly, she could be a highly visible advocate for our children. She could be a physical focus for this nation's conscience and its moral duty to our children.

Please advise me as to what I can do for our children. Also, if there are conferences planned concerning children, I would be interested in attending.

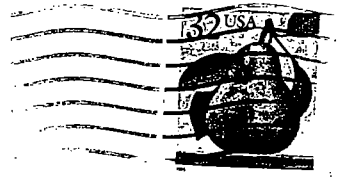
Sincerely,

Joanna Bowen

Joanna Bowen

By the way — Bill Bowen is my husband's uncle. It is a small world!

Joanna Bowen
48 Fitch Ave.
Darien, CT 06820



Hillary Rodham Clinton, Esq.
The Whitehouse
1600 Pennsylvania Avenue
Washington, D.C. 20500

Walter Bougere 7800 South Claiborne Ave. New Orleans, LA 70125 (504) 865-7040

1/27/96

Dear Hillary Clinton,

It was good to hear you mention on television that there would be a conference of child advocates brought together by you this spring. I would like to offer something for the packet for the conference or to be put on a table at the conference: "The Best Films On Kids Ever Made". I can get it down to two two-sided sheets, omitting the 1985 Christmas mailing introduction on it now and adding just a sentence or two about how people who love children can use the films. Almost all of the films mentioned are available in video and likewise most of them are available via mail rental for those who can not find them locally or who live in rural areas.

What I would say in the brief new introduction would be essentially this. Great masters of the art form of cinema who have felt deeply about children's situations have offered us up these gifts-- it is up to us to use these films to keep the many serious circumstances children find themselves in ever before the concerned public's mind. We can enrich our knowledge of children and also inspire ourselves to do better by them by watching these films. We can also show them to others and discuss them.

Ms. Clinton, if there was one film I would urge you to see it would be REDBEARD by the great Japanese director Akira Kurosawa. In it is a lot about how poor children and children in need should be treated and also it is the greatest film about health care ever made.

I have another modest proposal to make. These films have a powerful potential to focus public attention on children and, as you said on TV, make the public debate be about children. In 1997, would you consider hosting on PBS a series showing some of these films? Or could you give me ideas of other people who would be willing to approach cable or PBS for a series, perhaps hosted the the wonderful Marian Wright Edelman?

Can someone on your staff help any of the ideas in this letter come into reality? I am severely disabled and can only carry the ball so far. But I can write whatever is needed in the way of background about the films, their impact so far, why each stands as a unique achievement in children's rights. I am willing to do all I can. I have been collecting these films since 1962 and have about five more to add to the list that have come out in the last decade. These films are a forceful voice on behalf of children.

If a television series is not possible, what about a series of weekly fundraisers for the Children's Defense Fund or some other worthy group. I am willing to write the publicity material for such a series, bringing the general public to an awareness of the films.

Let me know what you think. Even if you can't help, thanks for being a strong voice for children for so long.

Best wishes on the election,

Walter Bougere

December 3, 1985

THE BEST FILMS ON KIDS EVER MADE

I wrote this out very quickly and I think if I spent three hours in the library, I could make it three times longer without any problem.

I like to think I've seen about one older, non-U.S. film each week for the past 28 years-- but perhaps that's not quite true. At any rate, I've seen a lot of films.

I have worked with and for children continuously since 1969.

A few of these films I have seen once, most three or four times. THE RED BALLOON and TWO DAUGHTERS I have seen over 10 times and I have seen THE 400 BLOWS and IKIRU over 20 times.

If you want to know how children feel, these are the films.

Japan

IKIRU by Akira Kurosawa
This film is about fighting the bureaucracy for a playground and better health conditions. The best movie about child advocacy ever made.

REDBEARD by Akira Kurosawa
Starvation. Poverty medicine. Child prostitution. Bringing a child back from trauma-caused psychosis.

DODES 'KA-DEN by Akira Kurosawa
Incest. Starvation. A powerful despairing vision, done with great love.

I WAS BORN, BUT... by Yasujiro Ozu
A hilarious look at Japan's family life in 1932. Silent.

MUDDY RIVER by Kohei Oguri
Friendship between two ten-year-olds. Child neglect. Trying to help kids in the neighborhood. Twelve-year-old girl's embarrassment about poverty. Child of a prostitute.

BOY by Nagisa Oshima
A film based on an actual case of a father who supported his family by forcing his son to jump into the sides of moving cars to extort money.

THE DIARY OF YUNBOGI by Nagisa Oshima. (A short).
This is the best film ever made about street children. The narration is a Korean poem about a Korean boy who survives without a family by selling matches on the street.

India

PATHER PANCHALI by Satyajit Ray
Brother-sister relationship in poverty. Powerful death scene.

A PARABLE OF TWO by Satyajit Ray. (A short).
This is an amusing and profound silent film which tells the tale: "Anything you can do, I can do better," as seen by one rich child and one poor child.

TWO DAUGHTERS by Satyajit Ray
This is in two separate episodes. First, the story of a tomboy. Second, a pre-teen who "comes with the job" as an assistant to a new rural postmaster.

Czechoslovakia

VALERIE AND HER WEEK OF WONDERS by Jaromi Jires
Sexual awakening and visions of political freedom, as seen by a very imaginative girl.

Greece

IPHIGENIA by Michael Cacoyannis
The script is based on the Euripides play written before 406 B.C. About family dynamics and child sacrifice.

United States

WHO ARE THE DEBOLTS? (AND WHERE DID THEY GET 19 KIDS?) by John Korty
Cinema verite documentary about a couple who raise a group of permanently adopted children--most of whom are disabled.

THAT'S ME by Ethel Young et al. (A short).
This is the best documentary about pre-schoolers I have ever seen. Full of fun.

I NEVER PROMISED YOU A ROSE GARDEN by Anthony Page
Extremely moving account of teenage madness.

THE KID by Charlie Chaplin
This is a silent film made in 1921. It is the first naturalistic and true-to-life film about a child in the history of film. And perfect in every way. Also the first feature film to star a child. Covers abandoned children and the relationship between natural parents and foster parents. Covers love extensively.

GLORIA by John Cassavetes
The Mafia as it affects a threatened 7-year-old child. Great on a kid's crisis relationship to a stranger.

DAVID AND LISA by Frank Perry
Friendship between two institutionalized teens. Mental health, self-help, and families.

MIRACLE ON 34th STREET by George Seaton
Broadcast on television each Christmas all over the U.S. and England, this film tells what Santa Claus is all about. Intergenerational love. A house with a swing. A brilliant exposition of an issue that no one has ever been able to prove-- does Santa Claus exist or not?

WEST SIDE STORY by Robert Wise and Jerome Robbins
Set in New York City, this film is based on William Shakespeare's "Romeo and Juliet."

Italy

ROMEO AND JULIET by Franco Zeffirelli
Completely true to Shakespeare's original play, this film contains a stunning performance by a 14-year-old girl.

THE BICYCLE THIEF by Vittorio De Sica
A tremendous father-child relationship. Poverty and a meal they could not afford.

TERESA VENERDI by Vittorio De Sica
De Sica acts the role of a new doctor in an orphanage. A young girl gets a crush on him. Tremendous view of children in institutions.

Brazil

PIXOTE by Hector Babenco
Extremely brutal street life. Acted by street children themselves. Pixote is the sweetest little 10-year-old who ever killed three people.

France

THE 400 BLOWS by Francois Truffaut
Autobiographical story of a boy forced to run away. Family dynamics. Truffaut at his very best.

SMALL CHANGE by Francois Truffaut
One episode deals with child abuse. Apart from that, this is a very light-hearted and delightful look at children ages 2 to 14.

THE RED BALLOON by Albert Lamorisse
I have sat through a lot of films with groups of kids and no film has ever gotten the response this one has. The most sophisticated drama, but perfectly and totally comprehensible to three-year-olds. Ages nine and above get an equal amount out of it. About an elementary school child and his attempt to keep a red balloon.

MADAME ROSA by Moshe Mizrahi
About an ex-prostitute, Jewish concentration camp survivor and her group home for prostitutes' kids. Features the real solution to the Arab-Israeli crisis, as the main kid is an Arab boy.

SUNDAYS AND CYBELE by Serge Bourguignon
A very sad story of an abandoned child and her need to hide her friendship with a mentally disturbed and very lonely man. About what people's viewpoints do to a child who wants to be fully herself.

FORBIDDEN GAMES by Rene Clement
This is the best fiction film about pre-schoolers ever made. The four-year-old little girl who stars in this earned the film the Academy Award-- her breathing while crying, every moment of what she does is absolutely flawless-- and she is the main subject of the film. She and a boy who adopts her and talks his parents into taking her in after her parents are killed "on the unarmed road of flight" in World War II.

United Kingdom

BILLY BUDD by Peter Ustinov
A powerful retelling of Herman Melville's short story. Terence Stamp puts in the best performance of his life. A teenaged boy on a ship as it used to be and laws inflexible as they are.

GREGORY'S GIRL by Bill Forsyth
Just as TERESA VENERDI is the best story of a crush from a girl's point of view, so this is the best film about a crush from a boy's point of view. An absolutely hilarious film set in Scotland. About true love.

Walter Bougere's Background: Children 2/18/95

Helped start eight new child care centers from scratch. Wrote $522,000 of successful child care proposals. Included were: an infant center, two part-time centers, three after-school centers, and two preschool programs. Helped open a network of new day care homes.

Served as a consultant to five city governments. Citation from city of Palo Alto for outstanding public service in the area of day care. Graduated with distinction from Stanford University in psychology. Trained at Stanford's Bing Nursery School. Was subsequently employed there. Worked as a teacher with ages 1 to 11 in California and London England.

Wrote radio programs on children and families which appeared on WWNO, WRBH, KLSU, KBBF, and WRKF. For KBBF, produced and hosted a series of programs on children. Topics included: deaf kids, men and children, gay fathers, adoption and temporary foster care, child abuse, parental support hot lines, breast feeding, and others.

Wrote four articles on children for "New Orleans" magazine on: Santa, Mardi Gras, day care, and an annotated list of good summer activities for kids and families. Co-authored the first resource directory for families in California's Napa County which listed every service for children in the county.

Worked closely with groups of mothers trying to improve day care in New Orleans, San Francisco, Daly City, Palo Alto, Menlo Park, Redwood City, Santa Rosa, and Pacifica.

Founding member: Louisiana's Agenda for Children, Extended Child Care Coalition of Santa Rosa, and Palo Alto Community Child Care. Original convener: Sonoma County Information and Referral Network.

Worked with children of the following nationalities and regions: Scandinavian, Arab, Czechoslovakian, English, American, Guatemalan, Pakistani and Indian, Mexican, Chinese, Irish, African, and Portuguese.

Louisiana repealed all of its child care licensing laws. Worked at his own expense seven and a half months to try and get a law back. Initiated and lobbied for four passages in the 1985 Louisiana licensing law, including the "parent's right to know" clause.

In California, worked on legislation concerning child farm labor, migrant day care, campus day care, corporal punishment of retarded children, flammability in children's night clothing, mental health services for children, child abuse, at-risk pregnancies, child care expansion, compensatory education programs, bi-lingual education, infant care, subsidized food and nutrition programs for schools and day care centers, AFDC children, and juvenile justice. Working alone, lobbied successfully to get funds for an additional child care center put into city of Palo Alto budget on three days notice.

Worked as a paid advisor to "All Things Considered" and National Public Radio for their series on child care. Prepared requested background material on foster care for "The New York Times." Collected and published toll-free 800 numbers helpful to parents and families. Gave long background reports to MacNeil/Lehrer Productions, answering questions about early childhood education and child care. Wrote "27 Ways To Find Child Care," which Parents Without Partners distributed through its journal to all of its membership: 180,000 single parents.

The Times-Picayune

ASHTON PHELPS
Chairman of the Board 1967-1983
Issued daily by The Times-Picayune Publishing Corp. at 3800 Howard Ave., New Orleans, La. 70140

YOUR OPINIONS | Letters

Help Brazil street children

New Orleans

Congratulations to The Times-Picayune for giving front-page coverage to the massacre of street children in Brazil as they slept in front of a church and then following up with a second story. This is news. Children such as these need us.

I do not want people to feel there is no hope and that there is nothing they can do. There is plenty positive to be done, at any level of involvement you wish to choose.

There are three key steps in helping the street children of the world: Get informed, get in touch and act.

The easiest way to get informed is to let yourself experience the passionate statements of film masters on the subject. Any one of these six films will get you there: "Renoir Shorts: The Little Matchbox Girl" (J. Renoir from France); "Shoeshine" (de Sica from Italy); "Los Olvidados (Bunuel from Mexico); "The 400 Blows (Trauffaut from France); , "Salaam Bombay" (Nair from India); "Pixote" (Babenco from Brazil).

This last film deserves a special word; street children played themselves and the lead later died in real life in a hail of police bullets. His wife said at the time that they could show him how to be Pixote, but they couldn't show him how to get out of the street and survive economically with a safe, decent life.

By "get in touch,' I mean find out who's doing what and connect with people doing the essential work. There are thousands of adults doing outstanding work with street children right now, from those helping African children to write, edit, print and sell their own newspaper to those operating the "Courtyard of 100 Trades," where street children can learn to make a living in Southeast Asia.

Street children
Mourn eight companions

I will mention two ways of "connecting." First, the United Nations publishes a free newspaper called "First Call for Children" that sometimes covers street children.

Second, the respected International Child Resource Institute has a Brazil Project headed by Caius Brindao that is trying to improve life for Brazil's dispossessed street children. Feel free to call or write him and ask what you can do: I.C.R.I., The Brazil Project, 1810 Hopkins St., Berkeley, CA 94707. Phone 1-510-644-1000.

Very few people agree with the shopkeepers who pay people to assassinate street children because those bullets hit home.

Walter Bougere

The Center for the Family

THERAPEUTIC, EDUCATIONAL & DIAGNOSTIC SERVICES

March 19, 1996

Mrs. Hillary Rodham Clinton;

I am writing to let you know how much I enjoyed your book, It Takes a Village.

As service coordinator for Developmental Disabilities, I was releived and thrilled, that someone felt the same way as I do.

You expressed compassion and personal feelings for our children and their families.. I felt a sense of peace, that maybe their is hope for our children.

You mentioned in your interview with Baebra Walters that there will be a conference in Spring with all agencies who work with families. I was wondering if you could foward any information regarding the conference.

Thank you again for your time and especilly for your love and understanding for our children.

Sincerely,

Linda Bednarek

Linda Bednarek
The Center for the Family
662 N. Craycroft Rd.
Tucson, Arizona 85711

The Center for the Family
THERAPEUTIC, EDUCATIONAL & DIAGNOSTIC SERVICES
662 North Craycroft Road
Tucson, Arizona 85711

Mrs. Hillary Rodham Clinton
The White House
Washington, D.C. 20500

Mary Brigid Barrett

12 Pine Street Franklin, MA 0203 (508) 533-5851

March 4, 1996

Melanne Verveer
Deputy Chief of Staff
Mrs. Hillary Clinton's Office
The White House
Washington DC 20502

Dear Ms. Verveer:

On a recent book publicity trip through New England, Mrs. Clinton mentioned an upcoming conference and/or summit on children to be conducted at the White House this Spring. I contacted Mrs. Clinton's press secretary's office to obtain further details, and was very disappointed to learn that although a conference is under consideration, there is not one specifically planned. After further conversation, the staff member I spoke with recommended I write to you concerning my thoughts about this proposed event.

I am an author and illustrator of children's books. My first book, Sing to the Stars, was published by Little, Brown in 1994, and was named a Notable Book of the Year by the American Book Sellers' Association, the Children's Book Council, and National Council of Social Studies Teachers. I am currently working with Harcourt Brace Publishing on a number of different projects ranging from baby books, to illustrated picture books, to novels and non-fiction, all for children. I am a part-time faculty member in the Department of Illustration at the Rhode Island School of Design. I have also written a number of human interest articles concerning the work I do in elementary and secondary schools using literature, creative writing and the arts to help children find their voices in what, for many of them, are escalating challenging circumstances. (sample articles enclosed).

I write, first, to urge Mrs. Clinton to act on her idea and host a White House summit or conference on children, their circumstances, and needs. I strongly believe that the majority of problems we face as adults in our culture are seeded in our societal and familial neglect of children. The people who work with children, publicly fighting for their rights, and the people who work daily with children on the front lines as teachers, day care workers, social workers, nurses, etc., are in the majority, women.

Women may have achieved legal equality, but have yet to gain a full measure of equality in all aspects of society. Children have very few legal rights and have always occupied the bottom rung on our societal ladder. The White House is seen by many to be the pinnacle of male power in our culture. If President and Mrs. Clinton are serious in their intentions of making children a priority for the Clinton Administration, there could be no better way to send a message to the country and the world, than to host a children's conference at the White House.

When this conference takes place, I would also urge you not only to include topics of health, education, and general welfare, but also to consider issues of the heart and spirit. I spend a great deal of my time, as an artist and writer, working with children in many different schools, from many backgrounds, most in emotional need, many in dire circumstances. They do indeed need breakfast, and math, and a bed to sleep in, and two parents to love them unconditionally. The unfortunate reality is that most children do not have many of these things, especially unconditional love. Music, art, literature, creative writing, and stories in books and drama can never replace what these children lack in their personal lives, but the arts can pull a child out of his or her isolation, afford them choices, fill their spirits, allow them to dream, and offer hope and a sense of identity.

The world of children's books is full of individuals who have committed their lives to working for children. Most of these individuals work without celebrity trappings and media attention while their adult publishing counterparts garner much worldly attention. Katherine Paterson, who recently reviewed Mrs. Clinton's book in the New York Times Book Review, is a multi-award winning author, held in high esteem not only for her writing, but for her advocacy of children. Virginia Hamilton, the first children's book author to receive a MacArthur Foundation Grant, won the Hans Christian Anderson Award, the equivalent of a Nobel Prize for literature in the worldwide children's book community, the same year that Toni Morrison won the Nobel Prize. Both were the first Afro-American women writers given their awards. The whole world knew of Ms. Morrison's achievement. Ms. Hamilton's award went virtually unnoticed. She writes for children.

Katherine Paterson and Virginia Hamilton are just two of the many people in the children's book community who could offer valuable insights if included in a children's issues conference. My commitment to the idea of the conference and to the inclusion of representatives from the artistic and literary community in such a conference, leads me to *volunteer* my services. I have many personal and business connections to that world, and have run several conferences in the New England area for the arts community. If I may be of any service to your staff, do not hesitate to call me anytime.

I believe strongly in the power the arts have to help children transcend difficult situations, for I have experienced that power personally. My father was a surgeon, who from the time I was ten years old, spent the better part of every year in a mental institution. My mother was incapable of handling the situation and their eight children,

of which I was, and am, the eldest. At the age of ten, I began cooking, cleaning, and caring for my seven younger siblings and on many occasions, my parents. I had little interaction, beyond school, with the outside world. I have become the person I am through the caring intervention of individuals who in their choice to help me, led me to believe I was valuable. I have also become the person I am because of the role drawing, painting, and music, have played in my life, because of the stories I read in novels and biographies which let me understand that I was not alone, that I had a whole universe of choices, that I could act on those choices and create my own reality. Without my books, and music and art I quite literally would have died. I do what I do now, not only because I happen love it, but also because I want to make sure other children know the riches that await them in literature, music, and art. I want them to realize they are not alone. I want them to have choices, for once they do, they are no longer victims. They, too, can dream, and find the courage to act on their dreams.

I hope Mrs. Clinton acts on her idea of a White House Children's Summit, and thank her for the extensive work she has done thus far on children's behalf.

Sincerely,

Mary Brigid Barrett

TO BE PUBLISHED SUMMER 1996

Mary Brigid Barrett
12 Pine Street
Franklin, MA 02038
(508) 533-5851

HORN BOOK ARTICLE

"My Trip to Summer Camp"

I expected to see sick, dying children. I know what sick kids look like. One of my own children has had to meet the challenge of a chronic illness, and when her disease was active, we spent long hours at Children's Hospital in Boston, waiting and waiting for tests to be taken, blood to be drawn. Only, at Children's Hospital, no one minds waiting, once you see the children ahead of your own child.

So, I knew. Especially after receiving the advance material telling me about the camp before I came to visit as guest writer/illustrator. One of the brochures detailed all the activities available for the kids at the Hole in the Wall Gang Camp, with an added note for parents informing them that the medical staff is fully prepared to "administer medication, including chemotherapy".
I thought there would be many moments when I would have to fight back tears, but the first sound that greeted me at camp was laughter.

And what I saw were kids. Gum chewing, water balloon fighting, food grubbing, wise cracking, giggling, singing, dancing, tee-shirted, and baseball capped kids. Some came from inner cities, some from rural towns. Some grew up in traditional families, others had step-siblings and multitudes of parents. Disease does not discriminate.

I was the afternoon option, the creative writing choice. In a school situation, my presentation obtains some level of instant popularity due to the fact that everyone gets out of math class to hear it. At camp, my presentation was up against formidable odds. What kid is going to forego fishing, swimming, canoeing, horseback riding, or arts and crafts for a lively

discussion on creative writing? I certainly would not. Even with the assistance of a surprise thunderstorm, a formal session on writing didn't work. I wasn't making those special connections that are needed for kids to share their thoughts and ideas in words and pictures.

That morning, I had followed the youngest campers down to the lake where I sketched them as they fished and canoed. Most of us are photographed throughout our lifetimes, but few of us are ever drawn. I thought my drawings could build connections, so I asked the staff if I could return a second day, as an experiment, to go about and do my "thing" with the kids on an informal basis.

On day two, I decided to hang with the two cabin groups I had been introduced to previously. They were the oldest and youngest groups at the camp. Each group had kids in remission, kids newly diagnosed, and kids whose disease was actively attacking their systems. Drawing, specifically sketching them as individuals, had let me make inroads on my first visit, so I continued. In the morning, I drew the older kids on horseback at their rodeo. I drew through lunch. I drew the younger kids during rest period, after reading stories out loud. I looked and looked, and drew and drew, and then, finally, I began to see.

I began to see, by the slouch of their shoulders, or the way they wore their riding caps, who was ready to strut their stuff, or dissolve into the fenceposts to hide. I began to understand that personality is not only revealed by the choice and color of clothing, but also how a child chooses to wear that clothing, and how they carry their bodies beneath. I began to understand that the essence of character may sometimes be revealed in simple gestures. Small Caroline boldly baiting the fishhooks of other older children. Teen-aged Steven swirling his friend Mugsy's wheelchair around and around as they danced through the mess hall. The small, moist, hands of puckish Alan, cupping my face, gently turning it toward another camper. "Brian can't hear you," said Alan, "He has to see you to listen."

Drawing the kids helped me to know them, it helped me to feel them. I will have a new attitude the next time I create a character with lines and words. As an illustrator, I can choose a medium, a quality of line, a design, and any form of stylistic expression to convey an image, build characters, and tell a story. When I write, I compose stories choosing words from a full orchestra of sounds and meanings. Art is choice, and for the first time I began to realize how telling those choices are, for once I truly saw a child, I could alter my drawing, choosing details from reality to express each child's individual personality. I could choose to see the child and not the disease.

Having the courage to go through life being wholly and unabashedly oneself is a rarity, but the kids at the Hole in the Wall Gang Camp seem to have that courage in abundance. Spending time with them helped me to understand that it is not only the initial choice to see which is important, but, as an artist, it is of the utmost importance to have the courage to express what I feel about what I see. In One Writer's Beginnings, Eudora Welty states what the kids at the Hole in the Wall Gang Camp know so well, "all serious daring starts from within."

By afternoon on the second day, I was one of them. The younger children climbed onto my lap or leaned against my shoulders as I drew. Sarah showed me her book of poems. Poetry begun when she was diagnosed with cancer, continued through therapy, and laced with love through to recovery. Laura shared both her sketchbook and dreams of becoming a graphic designer. John was the sports reporter for his high school newspaper and wanted to work on a real newspaper, maybe, someday.

And we talked and told stories; stories of our families and siblings, stories of boy-girl romance and rejection, stories of hospitals and needles. And books. Had I read this? What did I think of that? Lois Lowry's Number the Stars was mentioned warmly and often. They shared their fears, their hopes, their dreams, and I kept on drawing.

Jenny, a girl of seven or eight, her face and body hugely swollen from medication, skirted every group, peeking in from behind a tree or peering over another child's shoulder. Her fine thin hair was pulled up into a ponytail that barely existed and her skin was covered with blotches. She had a sprinkling of freckles across her nose, breathtaking blue eyes fringed with curly black lashes, and when I got her to smile, deep dimples punctuated her chipmunk cheeks. She watched and watched as I drew the other campers. Finally she whispered," Would you, could you, draw me?" When I finished her portrait, coloring in her nane in pink, her favorite color, I signed it and gave it to her. For a moment, she stood stock still. Then she traced the drawn outline of her face and eyes with her forefinger. When she looked up, she was smiling, a wide full smile. "I didn't know I was so beautiful!" she said. And I knew why I went to summer camp.

"Life has been good to me. I didn't die young. I wasn't killed in the war. I did most everything I wanted to do, and some things I didn't want to do. I had a job I liked and a woman I loved. Couldn't ask for more than that."

Arleigh A. Burke

WH Conf. on Kids

BALTIMORE COUNTY PUBLIC SCHOOLS

Office for Children and Families-Suite 308
Department for Curriculum and Instruction
(410) 887-4314

Educational Support Services Bldg.- Greenwood
6901 Charles Street
Towson, Maryland 21204

January 16,1996

Dear Hillary,

I really feel comfortable calling you by your first name even though you hold many important titles....the most important being the one of "Mother".

I have been in awe of your philosophy on life, child rearing and "Wifehood" since President Clinton took office. In one of the Sunpaper's articles a while back there was a news clip about how your family brought "Hugs" back in the White House. Dr. Sydney Simon relates how our world suffers from "Skin Hunger Disease". He was referring to the lack of proper touching and hugging. When I give my motivational talks I often refer to how you and President Clinton express love appreciation, and concern so openly and beautifully. You are really performing an act of kindness when you role model those positive, nurturing behaviors.

I also am a wife and a mom, but I have been a teacher (I had the privilege of serving as Baltimore County Teacher of the Year and a finalist for the Maryland Teacher of the Year), and an administrator of an elementary school. At present, I have the privilege of serving as the Child Care Specialist for Baltimore County Schools. It is in that capacity that I serve as a liaison for the school system and the child care centers. I provide technical assistance, staff development, and support to the school age child care community. Also, I support the school family in regards to child care. Presently, I serve on the Child Care Advisory Interagency Early Childhood Council. It is in this position that I continue to try to provide funds for teen parents, as well as working poor parents, so that their children may have the right to affordable, accessible and quality childcare. Then, they may be safe, nurtured, educated and ready for success for today and tomorrow.

After hearing your message on Barbara Walters and reading your book (I am constantly talking to you as I read these pages...I love it and want the world to read it and begin to think of positive ways to assist our children) I decided to write you a letter including hugs, bundles of support and a question.

When you commented about having a children's conference to address children's needs I almost flew, with my arms flapping, to the White House. I would love to have you come to Baltimore County, Maryland to hold your wonderful conference. We could hold that program at Martin's West, a successful caterer who has adopted not only a school but an entire community. Martin Resnick, our " Uncle Marty", has brought hope, dreams, and success to so many individuals, who would otherwise be without an affirmative future.

01/17/1994 15:05 4108872060 CHILDRENANDFAMILIES PAGE 02

...Office for Children and Families, We are dedicated to helping all children meet success. Through various grants in our office we are able to fund the HIPPY program, Parents As Teachers, and Title One programs, just to name a few.

Baltimore County School System, The Office for Children and Families have been dedicated to educating and nurturing children and their families. If you would work with us in helping to establish scholarship funding for child care I know we can touch so many families who are filled with despair and without sense of hope. We could work around your spring schedule.

I have been called a "What If Kind Of Person, A Dreamer, and A Hope Builder. I think you are, too. Please join hands with me, and my colleagues as we reach out to help our children. I would love to meet with you anytime, anywhere. My husband wants me to make sure that I share with you that he would be honored to cook dinner for you, too. Perhaps we could schedule a book review when you are in Baltimore County.....maybe for our school system or my Oheb Shalom sisterhood. I hope that you do not find this letter to informal. However, when I talk about children, I get so excited and I feel as though I am talking to you one on one. Thank you for that "Voice in the White House, That Voice That Is Speaking Out To The World For Our Children". It's comforting to know that we have someone out there that hears the cries of our children, listens, and really cares about making a difference for the future of our children.

It is with great anticipation and enthusiasm that I await your response. Janet Reno, stated, "Each One Of Us Can Make A Difference If We Reach Out And Touch Just One Child!

Hillary, just think about how many we could possibly touch by having such an event!

Most Sincerely,

Bonnie Block

Bonnie Block
Child Care Specialist
Baltimore County Public Schools

Sched

OFFICE FOR CHILDREN AND FAMILIES

Baltimore County Public Schools
Department for Curriculum and Instruction
ESS Building - Greenwood

FAX TRANSMITTAL COVERSHEET

(410) 887-2060

Date: 1/16/96 FAX Number: (202) 456-6244

ATTENTION: EVAN RYAN - to Hillary Clinton

Company: White House

Location: _____

FROM: **Office for Children and Families** - Dept. for Curriculum and Instruction - ESS Building, Rm. 308, 6901 Charles St., Towson, MD 21204

Sender's Name: Bonnie Block

Office: Office for Children and Families Telephone#: (410) 887-4314

Number of pages including coversheet: 3

Additional message or instructions:

Thank you so much for
taking the time to help me help others.
I am looking forward to meeting you.

Bonnie

Call to confirm receipt of FAX: YES NO Telephone: (410) _____

01/17/1994 15:05 4108872060 CHILDRENANDFAMILIES PAGE 01

38

5150 SW Landing Dr, #B2-303
Portland, Oregon, 97201-5934
March 7, 1996

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

Dear Mrs Clinton:

This letter is in response to your new book "It Takes a Village..." and several interviews on CNN regarding the book plus the January 15th issue of Newsweek which I was able to borrow from the library. I just wanted to tell you how pleased I have been that you have spoken out on these issues regarding children. I am a retired Clinical Social Worker with professional experience in a child guidance clinic and 5 years with the Federal/State funded Maternal and Infant Care Project here in Portland, before I became involved in the field of Gerontology. I also had 11 years experience from '59 to '70 in both a state (Oregon) and a non-profit school for the severely mentally deficient in Washington D.C.

The genesis for following through on my impulse to thank you, was the comment you made on CNN regarding a program in Britain, I believe you said, which provided every new mother at least one home visit by the public health nurse to aid the new Mom in adjusting to the new little life. These visits also enabled the nurse to diagnose early physical early physical problems or early stages of post-partum depression and obtain necessary referrals to forestall more serious problems. In the Newsweek article you so well described how you felt when you held that newborn Chelsea and experienced your first breast-feeding problem, even though you had intellectually prepared yourself through classes and reading.

In 1964, I first learned about this use of Public Health Nurses when I attended the First International Conference on Mental Deficiency in Copenhagen. I spent some time speaking with a Dutch woman, a physician. She had a large number of nurses assigned to visit each new mother after bringing the baby home. All post-partum mothers, **regardless** of economic circumstances, received home visits by the nurses. Since this was an accepted procedure, there was no stigma. Here,for example I had heard young mothers in our infant care project express concern about what neighbors would think if they saw the County Nurse arrive in the County car. I surely would like to have such a program in our State or County Heallth Departments, but I fear that with the current budget cutting atmosphere, it would be almost impossible to implement, with the conservatives calling it "socialized medicine".

Because Mrs. Sharon Kitzhaber, the wife of our excellent Democratic Governor also has concerns regarding our youth, I am sending her a copy of this letter. She will be making a presentation March 15th at the City Club of Portland on the program "STARS-Students Today Are Not Ready for Sex". This is an example of a community/state taking responsibility for their youth.

Much has been written and said to the media here in Oregon and in other parts of the United States that sex education should be provided only by the parents. I have never forgotten the time when one mother brought her youngest daughter in for pre-natal care, a 14 year-old with probably moderate mental deficiency. Mother said that she "wondered" once about a neighbor boy who had been hanging around one day but then watched her daughter more closely after that. Mother then added "after all, you can't get pregnant the first time". Unfortunately, I fear that many more parents have inadequate sexual information themselves. Thus I believe that sex education should be included in all public school's curriculums.

In conclusion, I am hoping you will be making a presentation at the CDF Rally For Children June 1st. I am looking forward to being there if at all possible.

Yours sincerely,

Ruth O. Currie

Ruth O. Currie, MSW

cc: Ms Sharon Kitzhaber

38. Child. Comb

3900 Coltswood Drive
Greensboro, North Carolina 27406
February 7, 1996

Dear Mrs. Clinton:

I was very interested and impressed with your interview with Barbara Walters. I admire your stance on protecting, educating, and inspiring children. They are our future and our hope. Also, I believe your conviction that it takes an entire village to raise a child. It is everyone's responsibility. Thank you for using your influence to better provide for children.

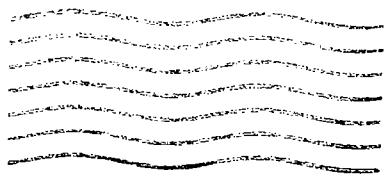
During the interview, you mentioned a conference that you are conducting in the spring to bring together ideas and possible solutions for some of the daily problems that we see. I would very much like to be included in that group, if at all possible. As a parent of a thirteen year old and a fourteen year old, I daily see the problems facing our children that we never had to encounter. Our generation led a much more sheltered, protected environment. As an elementary school teacher for the past eighteen years, I see the differences and similarities of all children. I have a master's degree in education from the University of North Carolina at Chapel Hill. Teaching is a profession for me, not a job! I feel that the most important element that we are missing in our society today is parental education and involvement in children's lives. Schools cannot solve all of our children's problems. Our country has got to make a major commitment to nurturing, educating, and protecting children and their rights. Many of these children are helpless and desperately need advocates. This has to come from the "villages."

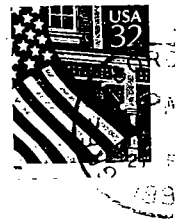
Thank you for supporting children. I respect and admire all that you have done to promote this aspect of our society. It is with a grateful heart that I applaud you for putting your own daughter's needs ahead of your other agendas. If it is not possible for me to attend your conference, I will be anticipating any news from this event. Together, we can save our children! Thank you, Mrs. Clinton.

Sincerely,

Barbara Yates Clapp

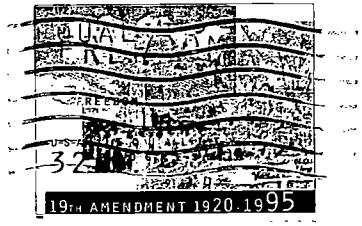
Barbara Yates Clapp
3900 Cottonwood Drive
Greensboro, N. C. 27406





Mrs Hillary Rodham Clinton
1600 Pennsylvania Avenue
Washington, D. C.
20202

Ruth O Currie
5150 SW Landing Dr # B2
Portland, OR 97201



Madam President
The White House
1600 Pennsylvania Ave
NW

Book (34)
Lastname

SUPPORT

Eleanor McCallie Cooper

January 16, 1996

Mrs. Hillary Rodham Clinton
The White House
Washington D.C.

Dear Hillary,

I have written you so many letters over the past three years but have sent so few. I decided that I must send this one. I feel such strong support for you. Let me tell you an event from the field.

I was attending the annual board meeting of the Children's Home in Chattanooga yesterday. It was the installation of new officers. The woman in charge of the installation held up a book and said that it was of interest not just because the author was the first lady but because its message was at the heart of what we did at the Children's Home. (It was originally an orphanage but has become a full time day care center for low and moderate income families.) She went on to read several passages, and as she did I looked around the room to see the reaction. As you know Chattanooga is a conservative town and generally Republican. You ordinarily would not mention anything "Democrat" in such a setting as a board meeting. No one was smiling. But they were listening.

She then invited the new officers up to the front of the room and gave each one of them a section of a large poster on which was depicted the scenes of a typical small town. She said it was our "village" and she had them stand next to each other so that the scenes created a mural. Then she installed each member as an officer and gave the book to the incoming president who thanked her profusely.

It may be a small and insignificant event in the big world of politics, but I thought it was a statement that your book is being received by the very people who need it, the practitioners of children's programs across the country. We are the beginning of the movement that you need for children. While you are at the White House, what you can do for children can be great. I wish that your promoters could rally the children's organizations in each of the cities where you speak.

The book was the right thing to do and I am so glad that you can be on the road trumpeting this message of the work that needs to go on around the country while the detractors make much ado over nothing.

More and more people are disturbed over the attacks on you. But I want to tell you to hold forth with all your grace and style. You will persevere.

Sincerely,

Eleanor Cooper

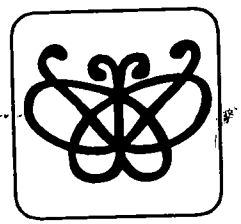
110 Windmere Dr.
~~The Cooper Company~~
~~112 Hilltop Drive~~
Chattanooga, Tennessee 37411
615 624 1215

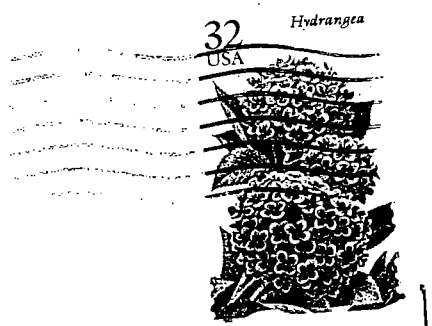
sent fax 1/17/96

Eleanor McCallie Cooper

ELEANOR M. COOPER
110 WINDMERE DRIVE
CHATTANOOGA, TN 37411

Chattanooga, Tennessee 37411





Mrs. Hillary Rodham Clinton
The White House
Washington D.C. 20500

38

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Yours sincerely,

Ruth O. Currie

Ruth O. Currie, MSW

cc: Ms Sharon Kitzhaber

38

The Center for the Family

THERAPEUTIC, EDUCATIONAL & DIAGNOSTIC SERVICES

March 19, 1996

Mrs. Hillary Rodham Clinton;

I am writing to let you know how much I enjoyed your book, It Takes a Village.

As service coordinator for Developmental Disabilities, I was releived and thrilled, that someone felt the same way as I do.

You expressed compassion and personal feelings for our children and their families.. I felt a sense of peace, that maybe their is hope for our children.

You mentioned in your interview with Baebra Walters that there will be a conference in Spring with all agencies who work with families. I was wondering if you could foward any information regarding the conference.

Thank you again for your time and especilly for your love and understanding for our children.

Sincerely,

Linda Bednarek

Linda Bednarek
The Center for the Family
662 N. Craycroft Rd.
Tucson, Arizona 85711

February 21, 1996

Dear Maggie,

Someone from an organization with whom we collaborate called me today asking about a White House Conference on Children and Families next week. I have no idea what they're talking about. Is there such a meeting? Who's it for? Can you FAX me an agenda? Can I come? When will we get together to just relax? We miss you!

Love,

SharonA-T
phone: 703-875-0720
Fax : 703-807-1849

Children's Conf. '38 money

6340 S. Main Street
Houston, TX 77005
(713) 630 - 8887
January 23, 1996

Dear Mrs. Hillary Clinton,

My name is Claire Carman, and I am a sophomore at Rice University. Like the rest of the general public, I have been inundated with information from the media about your personal life. To be perfectly honest, I am not sure what to think about the situation, but your interest in the plight of children in the United States is what really interests me. When I saw you talking about your book on 20/ 20, I immediately realized that someone who could catch national attention shared my same desire to improve the lives of children. I do not consider myself a throw back from the 60's who spends her time writing letters to the editor and organizing protests. I have been moved only once in my nineteen years to write a letter expressing my opinions. I wrote *Newsweek* a letter after they ran an article describing Newt Gingrich's plan to cut funding for school lunches. I saw that as a decision that discounted the part of the population who could not express their disapproval through voting. My letter was not published, but it was important for me to communicate my frustration to someone.

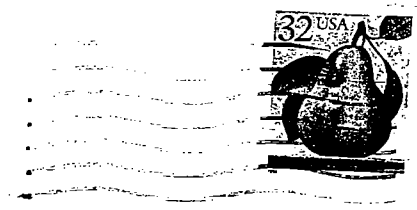
In your interview on 20/ 20, you briefly mentioned a plan to hold a conference this spring on the topic of what can be done to help children. If possible, I would love the opportunity to attend this conference. I realize that this must seem like a very unusual request, but I decided that I did not have anything to lose in asking. I could not think of anyone better to ask for this chance than the woman who was planning the conference. I would like to be able to convince you to seriously consider my request by informing you of my dedication to pursue a career in child advocacy law or that I am studying to be a social worker. The truth is that I am a history / English major who is considering a career in law as well as a career in teaching. I can tell you with a clean conscience that I feel very strongly that children desperately need our help and that I am tired of feeling helpless in my desire to provide this help. I want to be able to look back at my life and say that I took advantage of every opportunity to make a difference in the lives of those around me. I cannot say that I support all of your opinions, but I certainly support your current focus on children. I appreciate your time and effort.

Sincerely,

Claire Carman

Claire Carman

Claire Carman
6340 S. Main St.
Houston, TX 77005



Mrs. Hillary Clinton
The White House
1600 Pennsylvania Ave.
Washington, D.C. 20200

for Children's Conference

cont'd re Children's file (Erin knows)

THE WHITE HOUSE

April 11, 1996

Lila A. Coleburn, Ph.D.
98 Riverside Drive
Suite 14C
New York, New York 10024

Dear Lila:

Last year you wrote to me about a conversation you had with Adele Simmons on the subject of a "children's agenda." I wanted you to know that we are in the early stages of planning for a children's conference that will address many of the issues you raised in your letter, and while the format and scope are not yet determined, I hope you will be able to participate in this effort. We will be back in touch with more information as our plans develop.

With warm regards, I remain

Sincerely yours,

Hillary

Hillary Rodham Clinton

cc: Melanne Verveer

- Apple a Day = info enclosed
- Tipper has also been asked.
- we said no last year

ALBANY CITIZENS COUNCIL ON ALCOHOLISM
AND OTHER CHEMICAL DEPENDENCIES, INC.

COMMUNITY EDUCATION

750 Broadway
Albany, New York 12207-2331
Phone (518) 465-5829
Fax (518) 427-0854

Catherine A. Doherty, B.A., M.Ed.
Program Director

Sarah R. Hall, R.N., M.Ed., C.A.D.A.C.
Executive Director

December 1, 1995

First Lady Hillary Rodham Clinton
Office of the First Lady
Room 100, Old Executive Office Building
Washington, DC 20500

Dear Ms. Clinton:

We are writing you with gratitude, faith and a special hope. First, let us extend our gratitude for your visible energy in supporting programs for the children of our country; faith that your active commitment will ensure continuing efforts on behalf of our children. We believe that you have positively influenced many decisions throughout the country, not only at the national level, but also within city and town governments, schools, homes and office buildings. We can attest to the fact that the evidence of your concern has encouraged many who work for the welfare of children. This is true for those of my organization, Albany Citizen's Council on Alcoholism and Other Chemical Dependencies. In you, we see a friend. That has led to our hope that you will personally support a specific program within Albany County in New York State.

We work for an organization that helps keep today's children from the destructive use of alcohol and drugs -- key to everyone's future. How can one prevent children from such activities? Our organization's answer is the An Apple A Day© program. Addressing the needs behind substance abuse, the program uses guidelines that have emerged from research. A child's self-esteem, sense of safety, social needs, and emotional needs are key considerations of the program, as is a frank discussion of the dangers of drugs. Our organization

hires trained teachers to present the program in many of the kindergarten through fourth grades in public and private schools within Albany County. Some older children are being reached through an after-school program. Each person involved fervently wishes that the program could be shared with many more. That each child in the County (and the country) could benefit from similar programs.

To reach more children and to broaden the community's support for the program, the program sponsors an annual contest among children. This year's program is *Building A Better Me.*

Children throughout Albany will be challenged to illustrate, in a variety of ways, how they can become resilient within the environment around them, through healthy associations and endeavors.

It is our sincere hope that you will be able to help further the purposes of this contest as an honorary chairman. The contest will conclude with an awards ceremony on May 15, 1995 in Albany, New York.

We will be waiting on your reply.

Sincerely,

Sarah R. Hall

Sarah R. Hall

Catherine A. Doherty

Catherine A. Doherty

ALBANY CITIZENS COUNCIL ON ALCOHOLISM AND OTHER CHEMICAL DEPENDENCIES, INC.

750 Broadway, Albany, New York 12207-2331

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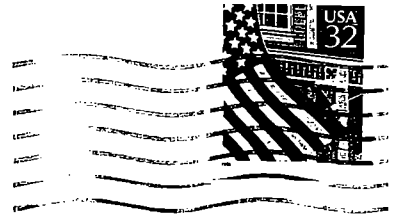

First Lady Hillary Rodham Clinton
Office of the First Lady
Room 100, Old Executive Office Building
Washington, DC 20500

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THE WHITE HOUSE

WASHINGTON

February 9, 1995

Ms. Catherine A. Doherty
Program Director
Community Education
Post Office Box 14075
Albany, New York 12212

Dear Ms. Doherty:

Thank you for your kind letter asking the First Lady to serve as the honorary chair for the "An Apple A Day" program of the Albany Citizens Council on Alcoholism and Other Chemical Dependencies. Mrs. Clinton very much appreciates your invitation.

Although the First Lady is grateful for the important work that organizations like yours are doing, I regret that her official commitments prevent her from serving as your honorary chair at this time.

I know that Mrs. Clinton would want me to convey her appreciation for your thoughtfulness, along with her best wishes. Please do not hesitate to contact our office if we can be of assistance to you.

Sincerely yours,

Margaret A. Williams
Chief of Staff
for the First Lady

THE WHITE HOUSE

WASHINGTON

February 9, 1995

Ms. Catherine A. Doherty
Program Director
Community Education
Post Office Box 14075
Albany, New York 12212

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Sincerely yours,

Margaret A. Williams
Chief of Staff
for the First Lady

ALBANY CITIZENS COUNCIL ON ALCOHOLISM
AND OTHER CHEMICAL DEPENDENCIES, INC.

Sarah R. Hall, R.N., M.Ed., C.A.C.
Executive Director

COMMUNITY EDUCATION

P.O. Box 14075
Albany, New York 12212-4075
Phone 465-5829
Fax 427-0854

Catherine A. Doherty, B.A., M.Ed.
Program Coordinator

to: Madge
f/ Wendy

November 25, 1994

Mrs. Hillary Clinton
The White House
Washington, D.C. 20501

Dear Mrs. Clinton:

We are writing to you in hopes for your support in our program "**AN APPLE A DAY®**". **AN APPLE A DAY®** is the only whole language substance abuse curriculum, in existence. It not only educates children about alcoholism and substance abuse, but it also reinforces and encourages children to use reading and literacy as the tools of developing the key elements of **AN APPLE A DAY®**. It is possible to develop resilient children and families through the training and instilling of certain social skills and traits.

We are in a number of schools within the area with approximately 1,000 children in total that we are reaching out to. We have other schools on line to start, unfortunately, with funding the way it is and limited staff we are unable to reach out to these schools when they need us. We also offer Parenting classes that coincide with our **AN APPLE A DAY®** program.

Every Spring we have what we call a poster contest. Our children participate in this contest every year. I have enclosed a copy of our newsletter. We would like for you to be our honorary chairperson for this contest in 1995.

I have also enclosed other information that you will certainly find interesting. Please consider our invitation positively. We look forward to hearing from you soon.

Sincerely,

Catherine A. Doherty

Catherine A. Doherty
Program Director

CAD:mcm
Enclosures

ALBANY CITIZENS COUNCIL ON ALCOHOLISM AND OTHER CHEMICAL DEPENDENCIES, INC.

750 Broadway
Albany, NY 12207-2331
Phone (518) 465-5829
Fax (518) 427-0854

Sarah R. Hall, R.N., M.Ed., CADAC
Executive Director

Catherine A. Doherty, M.Ed.
Program Coordinator
Community Education

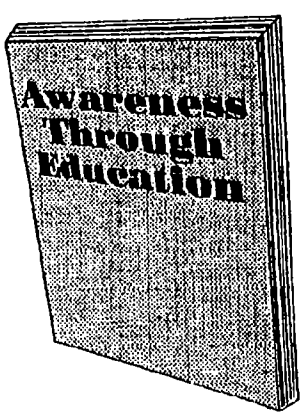
Providing:

- Educational/Prevention Programs
- Parenting for Prevention
- AN APPLE A DAY
- Referral Services to Albany County

Out-Patient Clinic
(518) 434-2367

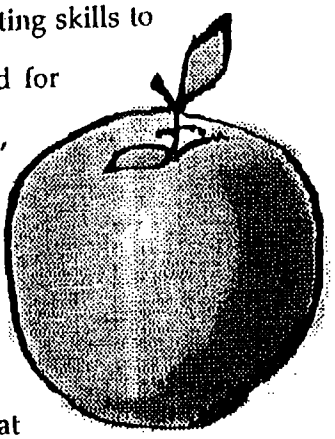
Community Residences
(518) 434-8083

Alcohol Crisis Center
(518) 465-7388



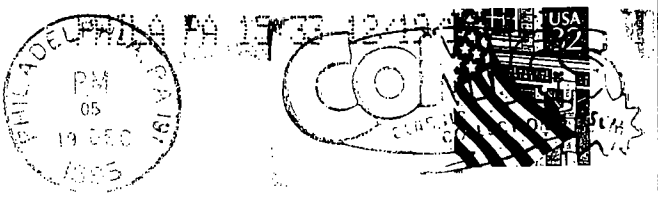
An Apple A Day

AN APPLE A DAY is the only Whole Language alcohol and drug abuse curriculum available in the United States. The program uses popular trade books, role modeling, and writing skills to teach children the need for good self esteem, pride, and confidence in themselves, enabling them to make wise and healthy choices. Its basic premise is that children who are introduced to the pleasures of reading at an early age, and children who learn life skills and positive role modeling messages from books, are not as likely to use and abuse alcohol and other drugs. It is a holistic, literacy based program.



AN APPLE A DAY provides a strong literacy message to children, a modeling program for parents and staff and booksharing through the distribution of the books used in AN APPLE A DAY. The families reached by this program receive the benefits of a strong alcohol and drug abuse prevention message.

J. Gangwer
1307 Cedar Rd.
Ambler, PA 19002



Hillary Rodham Clinton & Family
The White House
1600 Pennsylvania Ave.
Washington, D.C.
20500

(Personal)

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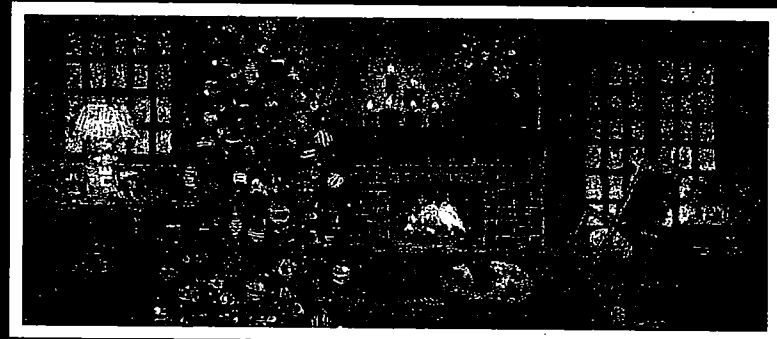
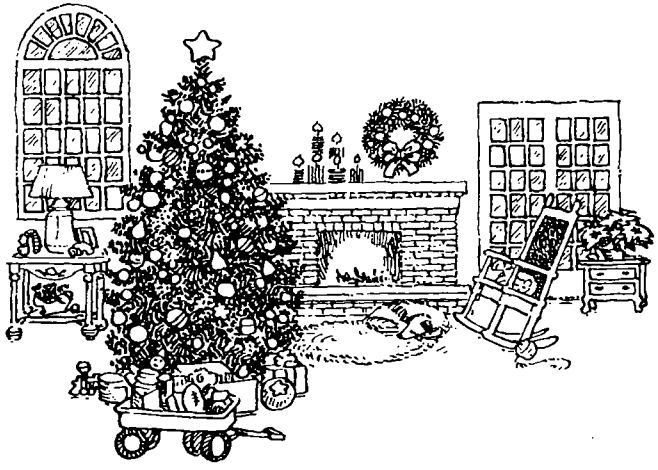
A Loving Wish For a Very Special Family



Love is a fire
That's welcome and warm,
Love is the rock
That shuts out the storm,
Love is a lamp
When the night starts to fall,
Love is a door
That is open to all.



Dear Hillary & family,

Wishing you
a home filled
with love and happiness
at Christmas
and all through the year.

Merry Christmas

Love,
Jerry, Joan
Jerilyn & Joe
Grayson

PHOTOCOPY
PRESERVATION

December 17, 1995

Dear Hillary,

As the Christmas season is upon us, our family fondly recalls the wonderful time we had last year visiting the White House and our special visit with you.

Hillary, I have admired your willingness over this past year to be a servant of the poor and needy. You have been a strong advocate for children and have shown real compassion for the less fortunate of this world.

If there is ever a way that I can support or assist you in your efforts concerning the wellness of children, please feel free to contact me. As a Registered Dietitian in private practice, I helped pilot the WIC Program in California while working as a nutritionist in Maternal and Infant Care in Los Angeles. I, too, have a great concern for the health and well-being of our nation's children.

As we approach a New Year, my prayer for 1996, is found in Titus 3:1+2:

"Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good, to slander no one, to be peaceable and considerate, and to show true humility toward all men."

My prayers will continue to be with you and your family - that you will know God's presence, direction, inner peace, and good health in this coming year.

Love,

Joan Gargeon

MAIL BOXES ETC.
PHONE:(612)920-1024
FAX:(612)920-2377

Fax Transmission (NO CHARGE FOR THIS SHEET)

TO: Hillary Clinton

FAX: 1-202-456-5199 DATE: 2-21-96 TOTAL PAGES: 6 (INCLUDE THIS SHEET)

FROM: Denise Golden

5712 Camelback Drive
Edina, MN 55436
Phone: 612-933-2310
February 19, 1996

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

Dear Mrs. Clinton:

I am a Licensed Psychologist who works with children and adolescents in a non-profit counseling clinic in the Minneapolis area. In the course of my work I have become very concerned at my inability to help in a very real way the children and adolescents that come to see me. Although some of them were able to be helped by working with them and their parents, it soon became apparent to me that many of them were not getting the advocacy that they needed to effectively help improve their life and circumstance. These children and their parents, although supported by numerous social service programs and in the system were not improving and the prognosis for the children's future was not favorable.

One example is a family that I am currently working with. This family has had at any one time 8 social service and support professionals dealing with their needs. The parents are suffering from various mental and physical disorders. The two teenagers in the family, ages 13 and 15, have endured chronic and frequent family dysfunction resulting in acting out and high risk behaviors. This has resulted in them developing violent aggressive behaviors, depression, school failure and physical problems due to stress. Although at times the children have been removed from the home on a temporary basis I have been unable to have the girl, who I work with, placed in long-term foster care even though she has asked me to do so. The social policy of family re-unification and the refusal of the parents to voluntarily place her have kept her in these very difficult circumstances against even the advice of some professionals working with the family.

These adolescents and other children like them are known to all those who worked with them to be at exceptionally high risk for all the myriad problems that we see in our juvenile population today, such as runaways, teen pregnancy, psychological and mental health impairments, school failure and truancy etc. The bottom line that I kept hitting was that barring cases of extreme abuse or neglect these children had no protection or recourse to legal remedies for their extremely dysfunctional life and home. Even if there were to be found criminal cases of abuse, neglect etc. the goal of the social policy driving all efforts with this child and parent was family re-unification. Even if it was the consensus of the professionals that this in fact was a dysfunctional family unable to change we needed to wait until there was an overwhelming amount of evidence of failure on the parent's part before the children were removed and placed in permanent protective care. During the time that it takes to come to this decision the children for the most part have been

irreparably harmed. In spite of all the legislation, all the programs that exist, these children continue to go through the revolving door of ineffective and inadequate systems.

I need to make clear at this time that I am not targeting a population of parents who are suffering from poverty or a specific racial or ethnic group. What I am targeting is a group of parents who either because of an inability or a lack of desire to change are unable to raise their children in an adequate way. This produces a child that not only personally suffers but also goes on to cause others in society to suffer by means of violent crime, drug abuse, lack of ability to work or will continue on to raise another generation of emotionally disturbed children.

Even though there are many programs available and a lot of money is being spent in the social service field, we are still losing children and teenagers to the streets, to crime, to drugs and, in the cases of the smallest and most vulnerable, to death due to serious and persistent abuse and neglect. On a small scale we are winning some battles we are in reality losing the war to protect our nation's children. This is reflected in the rising number of statistics of child abuse reports and juvenile crime rates.

In doing my research I realized that one fundamental fact underlies many of the failures that we experience in trying to protect children. Children are not perceived of as persons or citizens with inalienable, constitutional rights that give them equal status in our country. Parents, through the 14th Amendment, have their rights protected to marry, establish a home and bring up children(Meyer v. Nebraska, 1923). This and other Supreme Court decisions protect the parent's rights in the care, custody and management of their children. In most families this works very well to protect the child but what happens when the parent is unable or unwilling to protect the best interests of the child?

Unless there is extreme or significant damage done to the child, at which time the state through its power of "parents patriae" steps in, many of these children languish in homes where significant emotional, physical and psychological damage is done.

From my research I believe that in order to truly protect children it is necessary to have a Constitutional Amendment which will grant to them the same status as we do to adults and other groups that are protected by the 14th Amendment. This may seem radical but it is the way that African-Americans, women and other minority groups have obtained or tried to obtain equal protection under the law. It is from this Amendment that all the laws protecting their civil rights and ensuring their legal recourse have evolved. Children, by virtue of their non-adult status, have been precluded from exercising many of the rights of life, liberty and the pursuit of happiness that is guaranteed to adults.

In order to establish the rights of children currently we must first overcome the rights of the parents. Frequently it is stated as the " best interests of the child" vs. the rights of the parents. This in my opinion is not a level playing field. With this concept of parental rights firmly protected by the Constitution we are always in the one-down position of trying to protect the child. The parents has the inherent advantage.

Children have no recourse under the law to claim a failure of constitutional rights. In fact they have no inherent constitutional rights of their own. Children, as I read some of the literature, do not have individual Constitutional rights independent of the control of the parent.

The obvious retort to this is that children are unable to reasonably exercise their Constitutional rights because of their obvious immaturity. I am not saying that a one-year old should determine who they should live with. This would not be realistic or sensible. However, if there were an Amendment that gave children equal protection under the law, and did not automatically subsume that child under the umbrella of parental rights, then we would have a chance to seek justice for children. The playing field would be significantly more level.

Every day we see the failure of the systems, designed to protect children. Some people say it is because there is not enough money for programs or not enough programs. I believe that in some instances this is true. But the most significant and horrendous cases of child abuse and neglect are frequently known to social services but their hands are tied because of the sanctity of parental rights and the family unit. This right has caused a social policy to evolve that holds family re-unification as in the best interests of the child. I believe that we have to re-think this social policy which I believe is the primary reason that we lose so many children. We need to take a firm stand on the issue that many parents do not have the child's best interests at heart. We can offer as many social service programs to them as we want , provide numerous social, educational and financial supports and still not be able to ensure that these children are receiving their constitutional rights of equal protection under the law.

We must be willing to make tough decisions that do set standards of child care and welfare. Re-uniting families who have demonstrated no vested interest in providing for their children in a reasonable way in order to keep the family unit intact is in my opinion a violation of children's rights.

Many people become concerned with the idea of laws and government going into the private lives of families and making judgments regarding behaviors in a family. I would like to remind them that it was only recently that we decided that it was not a private matter if you beat your spouse. People felt that if a spouse hit their partner that it was not anyone's business especially the state. We still employ some euphemisms for this behavior (e.g. domestic violence) although it clearly is viewed as a criminal act and is prosecuted by the state.

We still seem to have this same mentality in regards to children. If a parent decides to "discipline" his child it is their prerogative and right. Although we, in the most extreme cases, will press charges of child abuse, we still defend this basic philosophy by stating that it is a private family matter how parents discipline or care for their child. Also even when abuse is found to occur and is prosecuted we still maintain that the primary goal is to keep

the family together. It is this type of reasoning that allows children to placed back in unsafe homes over and over again. This type of futile long-term treatment with no guarantees of success causes many children to be irreparably harmed both physically, psychologically and emotionally. It also results in the child being unable to proceed in their development in a healthy manner.

I have seen this repeatedly in my practice. I deal with parents who are receiving numerous social service supports but either are unwilling to change or are unable to change. We keep working on the family to no avail, endorsing a policy which says that the family is the best place for the child to be. Meanwhile the child lives and grows up in an environment that promotes abuse, neglect, and low self-esteem. We see the results of these decisions in the news broadcasts of the children who are killed each year by their parents. If these numbers were applied to any other group of individuals we would have a public outcry to do something about the problem. Since they are children and because some of the remedial steps needed affects a legal, social and moral concept (parental rights) we back away from it.

I believe the first step is to validate through constitutional means the rights of children to due process and not leave them at times to the mercy of dangerous parents, or to the effectiveness or ineffectiveness of benevolent strangers who move in and out of their lives. Children are truly the most oppressed minority in this country.

We have seen an evolution of civil rights in this country to the betterment of all its citizens. We have seen black people being given status as citizens, women and other groups demanding and gaining their civil rights. It is time for children, through the voices of adults that will demand for them, their inalienable human rights to live a safe and protected life. As long as children are not seen as individuals with their own rights they will continue to be dealt with as the property of their parents with many weak, ineffective laws and a social policy that upholds the family when in fact there may be in reality no family to uphold.

I realize that you must have many other issues demanding your attention but I hope that perhaps you might find a moment to comment upon this concept that I am endeavoring to initiate. I hope to attend the fundraiser that you are scheduled to appear at on March 1st in the Twin Cities. I was impressed by your commitment to children in the publishing of your book. I will look forward to perhaps meeting you on your trip here and further discuss how we as members of this National Village can make things better for children.

I realize that since I am not a lawyer or a person with a great deal of political expertise my idea may be very naive. However, there does seem to me to be a case for some common sense in trying to improve the conditions for children. I am one of the many people who on a daily basis deals with the consequences and results of failed social policy and inept systems. I have to sit across from a child and tell them that there is nothing more that I can do and that they just have to make the best of a terrible situation. I have dealt with the frustration and despair of trying to empower a child in a dis-empowering system. I need to

at least try to do something and hope that I can get others to see the reality of the situation for children.

Thank you for your time and consideration of this issue.

Sincerely,

Denise Golden

Denise Golden

COLUMBIA HOSPITAL FOR WOMEN ❀ MEDICAL CENTER

February 9, 1996

Hillary Rodham Clinton
The White House
Washington, DC 20500

Dear Mrs. Clinton:

I was extremely pleased to have attended the breakfast meeting at the National Press Club organized by the National Commission on Working Women on Monday, February 5. As I mentioned during our brief chat as you were leaving, you are an inspiration to every women who has ever experienced adversity in her career. I love the way you continue to smile and continue with business as usual.

As President and Chief Executive Officer of Columbia Hospital for Women, I am very pleased that the issue of teen pregnancy is a major focus for the Administration. We are Columbia are very concerned about the future of our children, our adolescents, and the children of our adolescents. At the hospital's Teen Health Center, operated as a satellite facility in southeast Washington, D.C., we see many sad cases stemming from poor education, abuse, lack of support. However, we also see many wonderful cases of community help for the toddlers of teens, and, more importantly, and more recently, the beginning of a growing spirit of self esteem among our young women and perhaps the beginning of a trend of prevention. The medical and health issues are intertwined with social issues, as you know.

I would love to host a book signing for you at the Teen Health Center. I can promise you a warm, loving, and approving audience, and one which would be absolutely thrilled to have the First Lady at the site which functions as part of their village.

I will personally follow up with your office in a week or so. Thank you for considering making a statement on behalf of our teens, and, for making their day.

Sincerely,

Susan M. Hansen
President and CEO

Children 38
Hand

Ms. Barbara Hill
865 Walnut Ave
Walnut Creek CA
94598-3736

Jan 24, 1995

Hillary Rodam Clinton
The White House
Washington D.C.

Dear Mrs. Clinton,

"It takes a village" I've heard you say this often. I heard your interview with Terry Gross on NPR and I heard a tape of your speech at the Results conference last year.

Results and the poor children of the world need your help. The 1996 foreign aid bill contains new funding for child survival and protects UNICEF. We need President Clinton to sign this foreign aid bill.

In addition, we find that the State Department and USAID have yet to find the means or the will to implement fully these child survival programs.

It is hard to understand why not. Perhaps you can find the right answers and let me and others in Results know how we can help implement these programs.

I am looking forward to hearing from you

Thank you

Barbara F Hill

Ms. Barbara Hill
865 Walnut Ave
Walnut Creek CA
94598-3736

OAKLAND CA 945
PM
25 JAN
1996

Hilary Rodham Clinton
The White House
Washington DC 20515

COLUMBIA HOSPITAL
FOR WOMEN
MEDICAL CENTER

SUSAN M. HANSEN, FACHE
PRESIDENT AND
CHIEF EXECUTIVE OFFICER

2425 L STREET, NORTHWEST
WASHINGTON, D.C. 20037
TELEPHONE (202) 293-6513
FACSIMILE (202) 293-7256

Hi Sarah (cover)

This is my follow up to our discussion at the State of the Union. anything you can do to help would be appreciated!

PHOTOCOPY
PRESERVATION

COLUMBIA HOSPITAL FOR WOMEN ❀ MEDICAL CENTER

February 9, 1996

Hillary Rodham Clinton
The White House
Washington, DC 20500

Dear Mrs. Clinton:

I was extremely pleased to have attended the breakfast meeting at the National Press Club organized by the National Commission on Working Women on Monday, February 5. As I mentioned during our brief chat as you were leaving, you are an inspiration to every women who has ever experienced adversity in her career. I love the way you continue to smile and continue with business as usual.

As President and Chief Executive Officer of Columbia Hospital for Women, I am very pleased that the issue of teen pregnancy is a major focus for the Administration. We are Columbia are very concerned about the future of our children, our adolescents, and the children of our adolescents. At the hospital's Teen Health Center, operated as a satellite facility in southeast Washington, D.C., we see many sad cases stemming from poor education, abuse, lack of support. However, we also see many wonderful cases of community help for the toddlers of teens, and, more importantly, and more recently, the beginning of a growing spirit of self esteem among our young women and perhaps the beginning of a trend of prevention. The medical and health issues are intertwined with social issues, as you know.

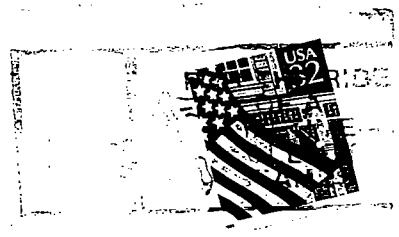
I would love to host a book signing for you at the Teen Health Center. I can promise you a warm, loving, and approving audience, and one which would be absolutely thrilled to have the First Lady at the site which functions as part of their village.

I will personally follow up with your office in a week or so. Thank you for considering making a statement on behalf of our teens, and, for making their day.

Sincerely,

Susan M. Hansen
President and CEO

COLUMBIA HOSPITAL FOR WOMEN ❀ MEDICAL CENTER



Sarah Brau
Office of the First Lady
The White House
Washington, DC 20500

AMERICAN CENTER FOR CHILDREN'S TELEVISION
THE OLLIE AWARDS

January 16, 1996

Ms. Jan Piercy
3634 Albemarle Street, NW
Washington, DC 20008

Dear Jan:

In a recent interview about her new book, Hillary Clinton mentioned that she hoped to hold a conference this spring on children's issues. Can you help get my name and *bona fides* to the appropriate person, to be considered as a participant in that meeting?

I've enclosed a one-page sheet on the American Center for Children's Television, plus my own brief biographical sketch. Let me know if you need any other information.

Best regards,

David

David W. Kleeman
Executive Director

Pls get to Children's Cmte's response

R- 2/15/96

AMERICAN CENTER FOR CHILDREN'S TELEVISION
THE OLLIE AWARDS

Board of Governors

I Britt
Children's Television Workshop

J Dowdle
D Broadcasting Company

Ervin Duggan
Public Broadcasting Service

J. A. Fellows
Central Educational Network

John Ford
Discovery Networks

Henson
The Jim Henson Legacy

Eugene Katt
Corporation for Public Broadcasting

Geraldine Laybourne
Nickelodeon/Nick at Nite

Margaret Loesch
Fox Children's Network

William J. McCarter
WTTW/Chicago

Judy Price
CBS Entertainment

Sterling C. Quinlan
Mediatech

Arne Simon
Microsoft Corporation

The American Center for Children's Television fosters programming for young people that is both beneficial and popular.

The Center's goals are to strengthen the capabilities, insights and motivation of children's programming professionals; to facilitate collaboration among TV, new media, education, research and child development experts; to evolve guidelines and standards for recognizing outstanding work; and to increase public awareness and understanding of "quality" television.

Activities in service of these goals fall into four areas:

Recognizing Outstanding Achievements -- The Ollie Awards honor America's best children's shows. Equally important, the process provides a unique forum for sharpening critical and creative skills.

Bringing Professionals Together -- Seminars and workshops help TV professionals learn from others' expertise, and build a resource network. They are also a place for those from outside television to impart special knowledge that might result in more effective shows.

Sharing and Providing Information -- The Center offers consulting assistance and referral to experts on specific topics, for program makers, researchers, educators, journalists, children's advocates and parents. The Center is the U.S. International Council member of the World Alliance of Television for Children (WATCH), a global network of organizations supporting excellence in children's media.

Enhancing Public Awareness -- Ollie Award-winning programs are held at Chicago's Museum of Broadcast Communications and New York's Museum of Television and Radio.

The Center is supported and guided by a Board of Governors drawn from the top ranks of children's programming executives, representing commercial, cable and public television.

Center services are available to everyone - independent producer or national network, local organization or international association - seeking a positive, practical approach to improving children's TV.

If the American Center for Children's Television can help you develop a project, plan a meeting, or locate resources, contact David Kleeman at 708-390-6499* (phone), 708-390-9435* (fax), or *dkleeman@linknet.com* (e-mail).

* Note: Area Code changes to 847 in January 1996.

David W. Kleeman
Executive Director
American Center for Children's Television

Biographical Statement

Since 1988, David Kleeman has directed the American Center for Children's Television. The Center works for excellence in children's media by organizing opportunities for skill development and experience exchange among TV, new media, education, research and child development experts.

In 1995, Kleeman was appointed by the U.S. Secretary of Commerce to the National Advisory Council on Children's Educational Television. He is a founder of the World Alliance of Television for Children and a member of the European Children's Television Centre Advisory Board.

Kleeman is a creative/educational advisor or consultant to several media companies, including Bank Street College/Hark Dove Productions; The Judge Baker Media Center for Children; JP Kids, Inc; and **Better Viewing** Magazine. He is a frequent speaker on the nature of "quality" in children's media.

From 1983 to 1988, Kleeman worked with the Public Broadcasting Service, developing and acquiring programs in the areas of Children's and Cultural Programming, and later serving as second-in-charge of national scheduling.

A graduate of Harvard College and the Stanford Mass Media Institute, Kleeman is married and has two children.

1400 East Touhy, Suite 260
Des Plaines, Illinois 60018
847-390-6499 (office) / 847-390-9435 (fax)

THE WHITE HOUSE
WASHINGTON

February 1, 1996

Michele Kohn
3413 Monarch Ct.
Rapid City, South Dakota 57702-4821

Dear Ms. Kohn,

The First Lady asked that I thank you for writing in reference to a proposed conference on children this spring. Mrs. Clinton is in the early stages of planning for a children's conference. The format and scope are not yet determined.

We will keep your interest in mind as plans develop. Thank you for writing and best wishes.

Sincerely yours,

Melanne Verveer
Deputy Chief of Staff
to the First Lady

Conference 38

January 15, 1996

Dear Mrs. Clinton,

A dear friend of mine from Tacoma, WA and I were talking the other evening about the interview you did with Barbara Walters. We especially focused in on the segment regarding children....because both of us are teachers. We taught together for many years and now we are only separated by miles; not about what we believe is best for children.

I am into my 24th year of teaching Kindergarten children in the Carrousel Building of the Douglas School System located next door to Ellsworth Air Force Base. I began teaching Kindergarten right out of college. This is the only age I have ever wanted to work with because this is where a child's first impression of school begins. I have helped hundreds of children learn what it is to be responsible and to make wise choices along with the academic 'stuff administration and school boards require.

Over the years I have personally seen so many changes in families and the affec that has on children; I have seen how the media industry has made an impact on children's lives - sometimes pleasing and sometimes not so pleasing; I have seen the number of children increase in the free milk program; I have dealt with behaviors I would not have believed possible in this age child. I know many more children now come to school unprepared for learning. School for most children now is the safest place to be; the only place where they can have someone listen to them and where expectations do not change.

You are planning a conference on children in the near future. There are two people (one from South Dakota and one from Washington State) who have worked in the real world of childhood for more than 20 years. We would be delighted to share our expertise on young children. Until the 'real' people begin to speak out, those who sit in judgment of what is best for children will not have a clue about how decisions they make affect children's lives.

Thank you for your attention.
Sincerely,

Michele Kohn

Michele M. Kohn
3413 Monarch Ct.

Children -

Hi Kent

From nobody@Whitehouse.GOV Thu Mar 14 16:31:06 1996
Received: (from uucp@localhost) by WhiteHouse.gov
(8.7.1/uucp-relay) id QAA03294 for <First_Lady@WhiteHouse.GOV>;
Thu, 14 Mar 1996 16:31:06 -0500 (EST)
Received: from storm.eop.gov/198.137.241.51 via smap
Received: from DIRECTORY-DAEMON by STORM.EOP.GOV (PMDF V5.0-6
#6879)
id <01I2C2ZLFUG00004E5@STORM.EOP.GOV> for
First_Lady@WhiteHouse.GOV; Thu,
14 Mar 1996 16:30:24 -0700 (MST)
Received: from SCAN-DAEMON by STORM.EOP.GOV (PMDF V5.0-6 #6879)
id <01I2C2ZKMDHS0004E7@STORM.EOP.GOV> for
first_lady@Whitehouse.GOV; Thu,
14 Mar 1996 16:30:23 -0700 (MST)
Received: from www1.whitehouse.gov by STORM.EOP.GOV (PMDF V5.0-6
#6879)
id <01I2C2XX96U0000080@STORM.EOP.GOV> for
first_lady@Whitehouse.GOV; Thu,
14 Mar 1996 16:29:04 -0700 (MST)
Received: by www1.whitehouse.gov
(951211.SGI.8.6.12.PATCH1042/940406.SGI.AUTO)
for first_lady@whitehouse.gov id QAA25589; Thu, 14 Mar 1996
16:29:45 -0500
Date: Thu, 14 Mar 1996 16:29:45 -0500
From: LXL200F@hamlet.bal.odu.edu
Subject: Inbound-White_House_WWW_MAIL => FIRST_LADY
Apparently-to: first_lady@Whitehouse.GOV
To: first_lady@Whitehouse.GOV
Reply-to: LXL200F@hamlet.bal.odu.edu
Message-id: <199603142129.QAA25589@www1.whitehouse.gov>
MIME-version: 1.0
Content-type: TEXT/PLAIN; CHARSET=US-ASCII
Content-transfer-encoding: 7BIT
Keywords: WWW-Correspondence; FIRST_LADY; No Answer; Children's
Issues;
Professional
Comments: Forwarded from White House WWW.
Comments: This message scanned by SCAN version 0.1 jms/960226

Remote host: hamlet2625.bal.odu.edu
Remote IP address: 128.82.26.25
Server protocol: HTTP/1.0

[Sender information]

PERSONAL-NAME: Lucien Lombardo
EMAIL-ADDRESS: LXL200F@hamlet.bal.odu.edu
ORGANIZATION:
RELATIONSHIP:
STREET-ADDRESS: Department of Sociology and Criminal Justice
ODU
CITY: Norfolk,
STATE-PROVINCE: VA
ZIPCODE: 23529

COUNTRY:

[Message information]

RECIPIENT: FIRST_LADY
PURPOSE: No Answer
TOPIC: Children's Issues
AFFILIATION: Professional
SUBJECT: Children and Violence

[Message content follows]

Dear Mrs. Clinton:

It is a pleaure to be able to read your speeches about children on the Internet. This certainly give more people access to your remarks and thinking about this important issue. Next Fall I will be team-teaching a course on "Children and Violence" and I

Book 34
SUPPORT

Leslie Montano-Leigh
545 East Street
New Haven, CT 06511

January 25, 1996

Dear Mrs. Clinton,

I am writing you today to congratulate you on your wonderful book and to inform you of a school where indeed the philosophy is "It takes an entire village to raise a child".

I am speaking of The Hyde Leadership School of Greater New Haven, Connecticut. It is a public school magnet, only three years old. The school has roots in The Hyde School of Bath, Maine. They believed that they could take their character-first school to the inner-city and it would work there too. It is working! The kids, while getting a preparatory education, are also required to participate in sports and community service. But valued above performance is attitude. The students live by five principles, five lessons, and these five words: Concern, Integrity, Leadership, Curiosity, Concern.

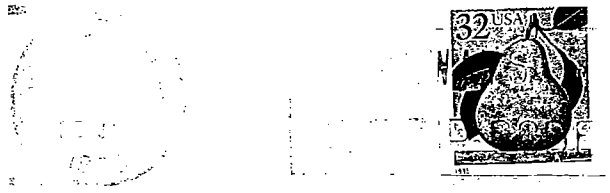
We parents are involved also. We attend monthly meetings, family weekends, and, most importantly, we challenge ourselves to live by the same words. We have another saying that explains why we do this:"The apple doesn't fall far from the tree". In union with the teachers, coaches and all members of the Hyde community we are a strong village.

This June we will have our first graduating class. I am extremely proud of what our "village" has done!

Sincerely,

Leslie Montano-Leigh

Leslie Montano-Leigh
545 East Street
New Haven, CT 06511



Ms Hillary Rodham Clinton

The White House

1600 Pennsylvania Avenue

Washington D.C.