

~~1/11/96~~
C. K. [unclear]

childrens conference

From nobody@Whitehouse.GOV Sat Jan 20 02:56:32 1996
Received: (from uucp@localhost) by WhiteHouse (8.7.1/uucp-relay)
id CAA02565 for <First_Lady@WhiteHouse.GOV>; Sat, 20 Jan 1996
02:56:32 -0500 (EST)
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#6879)
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(950911.SGI.8.6.12.PATCH825/940406.SGI.AUTO)
for first_lady@whitehouse.gov id CAA00237; Sat, 20 Jan 1996
02:56:08 -0500
Date: Sat, 20 Jan 1996 02:56:08 -0500
From: melissa@transpac.com
Subject: Inbound-White_House_WWW_MAIL => FIRST_LADY
Apparently-to: first_lady@Whitehouse.GOV
To: first_lady@Whitehouse.GOV
Reply-to: melissa@transpac.com
Message-id: <199601200756.CAA00237@Whitehouse.GOV>
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Content-transfer-encoding: 7BIT
Keywords: WWW-Correspondence; FIRST_LADY; Offer neutral
commentary, advice,
or a suggestion; Children's Issues; No Answer
Comments: Forwarded from White House WWW.

Remote host: minke.vip.best.com
Remote IP address: 205.149.165.251
Server protocol: HTTP/1.0

[Sender information]

PERSONAL-NAME: Melissa Minke
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[Message information]

RECIPIENT: FIRST_LADY
PURPOSE: Offer neutral commentary, advice, or a

suggestion

TOPIC: Children's Issues

AFFILIATION: No Answer

SUBJECT: Children's welfare from the viewpoint of an average US mother

[Message content follows]

Dear First Lady,
It is an honor and privilege to address you. Thank you.

I enjoyed very much your interview with Barbara Walters last week and look forward to watching the interview on Oprah in a few days.

I appreciate so much your concern and willingness to take to task the welfare of the children in this country. I understood from the interview with Barbara Walters (correct me if I am wrong) that you have or are going to put together a gathering of people to help address some of the children welfare issues. I got the impression some people were those in the community making positive strides towards bettering our children's future and also, those in the community who meet special challenges as parents. I did not get the impression that in this gathering there would be some average American mothers included. My definition of average is me. I am thirty-something. I have three daughters, 8, 5 and 2 years old. I work part-time in the home. I, also, do consulting and sell Mary Kay. I hold an AA degree. My husband works an average 11-12 hour day, five days a week as a truck driver. We rent our home. We own two vehicles, one a 1978 car and the other a 1989 4-wheel drive vehicle. I think we are pretty average.

I encourage you to find mothers of toddlers and school aged children who are average. Women who are not necessarily doing grandiose things to better the future of this nation. But, who are doing the utmost they can do with their own children to better them, to instill in them true values, and to encourage their children to be responsible citizens. I

would feel
privileged to speak more on this matter with you. I truly believe
I could
help make a difference. May God truly bless you in this venture.
Best regards,
Melissa Minke

LET'S BEGIN

**P.O. BOX 77768
SAN FRANCISCO, CA. 94107
415-641-9332**

February 2, 1996

First Lady Hillary Rodham Clinton
The White House
Washington, DC 20500

Dear Mrs. Clinton:

Thank you for the work you do, the care you have and the efforts you are making for our country's children. I commend you and encourage you to continue working toward your beliefs. I am sure you will not be discouraged by your critics as you know there are many of us who support your wonderful efforts.

As a former Kindergarten teacher I, too, am very concerned about the development and education of young children. I feel that with a minimum of time and effort parents can insure that their children will be ready for school and eager to learn. I have written the enclosed book with that in mind. As most parents do not have much time I have kept it plain and simple.

This message must be made available to every parent as we all know that the first five year's of a child's life is very important and often lifelong patterns are set during that time. The President's discussion of families and education during his State of the Union Message was impressive and I was very encouraged when he said: "I challenge our parents to become their children's first teacher, turn off the tv, see that the homework is done, and visit your children's classroom as no program, no teacher, no one else can do that for you". I end my book with "Good Luck--You are your child's best teacher".

I understand you are planning a conference on children and I would very much like to be a part of it. I would like to get the information in my book out to all parents who are struggling to help their children but may not feel qualified or may not know what to do.

I have named my book and company "Let's Begin" because, like you and the President, I feel that's what we must do. Please let me know how I can be involved with your conference.

Sincerely,



(Mrs.) Rose Marie Ostler

Response 2/15/96

*Mary H. ...
Feb 100*

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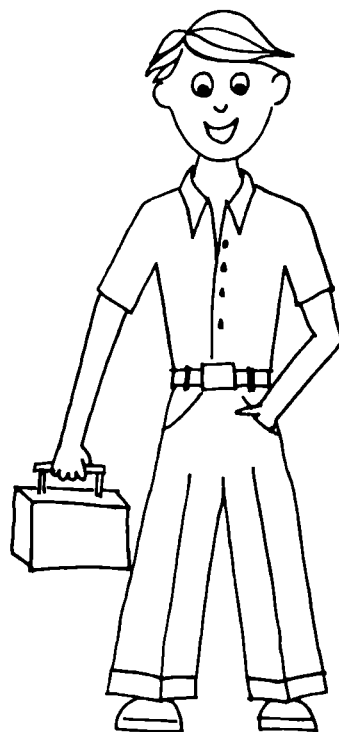


(Mrs.) Rose Marie Ostler

Response 2/15/96



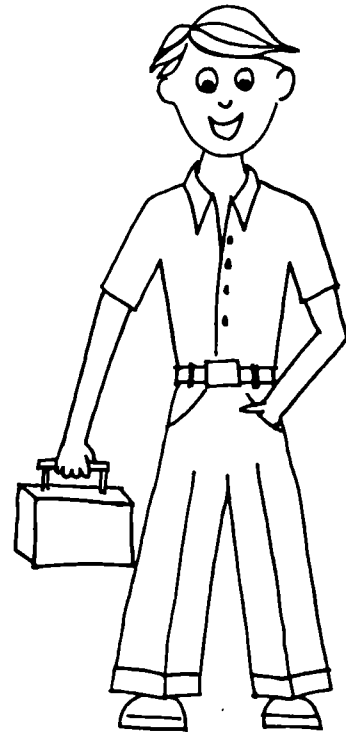
LET'S BEGIN



**FROM BIRTH TO KINDERGARTEN
PREPARING YOUR CHILD
FOR A SUCCESSFUL
SCHOOL EXPERIENCE**



LET'S BEGIN



**FROM BIRTH TO KINDERGARTEN
PREPARING YOUR CHILD
FOR A SUCCESSFUL
SCHOOL EXPERIENCE**

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**LET'S BEGIN
P.O. BOX 77768
SAN FRANCISCO,CA.
94107-7768**

BY: ROSE MARIE OSTLER

DRAWINGS BY: JOSEPH SICOLI

DEDICATED TO:

**MY HUSBAND, MICKY,
WHO FOR YEARS
ENCOURAGED ME TO WRITE THIS BOOK**

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PREPARING YOUR CHILD FOR A SUCCESSFUL SCHOOL EXPERIENCE FROM BIRTH TO GRADE SCHOOL

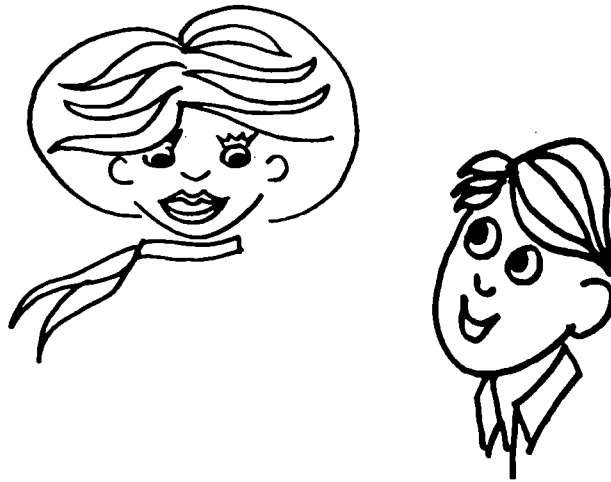
Parents are children's first and best teachers. Almost every living creature must be nurtured and educated by one or both parents. As I gained experience while teaching Kindergarten, it was apparent in the first few weeks of school which children had been exposed to the world, encouraged to learn and stimulated from birth to five years old. It was also very clear which children had little exposure to learning. The children who came from homes where the environment was challenging and nurturing were not only eager to start school but were very ready for learning. Those who had not been introduced to reading, life experiences and general good care began Kindergarten with many strikes against them. At five years old, they were already lagging behind and would have a rough road ahead of them.

As a parent, there is much that you can do to ensure that your child will be ready to begin school and that it will be a wonderful experience.

Everything you do with your youngster will effect his/her success in school. The greater the experience, the easier the learning. The more you expose your child to the activities described in the following pages, the easier learning will be.

LET'S BEGIN

How was your ballgame?



TALK, TALK, TALK

From BIRTH on, talk, talk, talk. Talk to your child at all times. Talk while changing diapers, talk while dressing, talk while bathing. Talk to your baby just as you would an adult. Tell your baby what you are doing. Tell your child what is happening. Tell your son or daughter what the weather is like. Talk about the colors and designs on your child's clothing. Talk, Talk, Talk...in a soothing tone, in an exciting tone, in a fun tone, in a friendly tone.

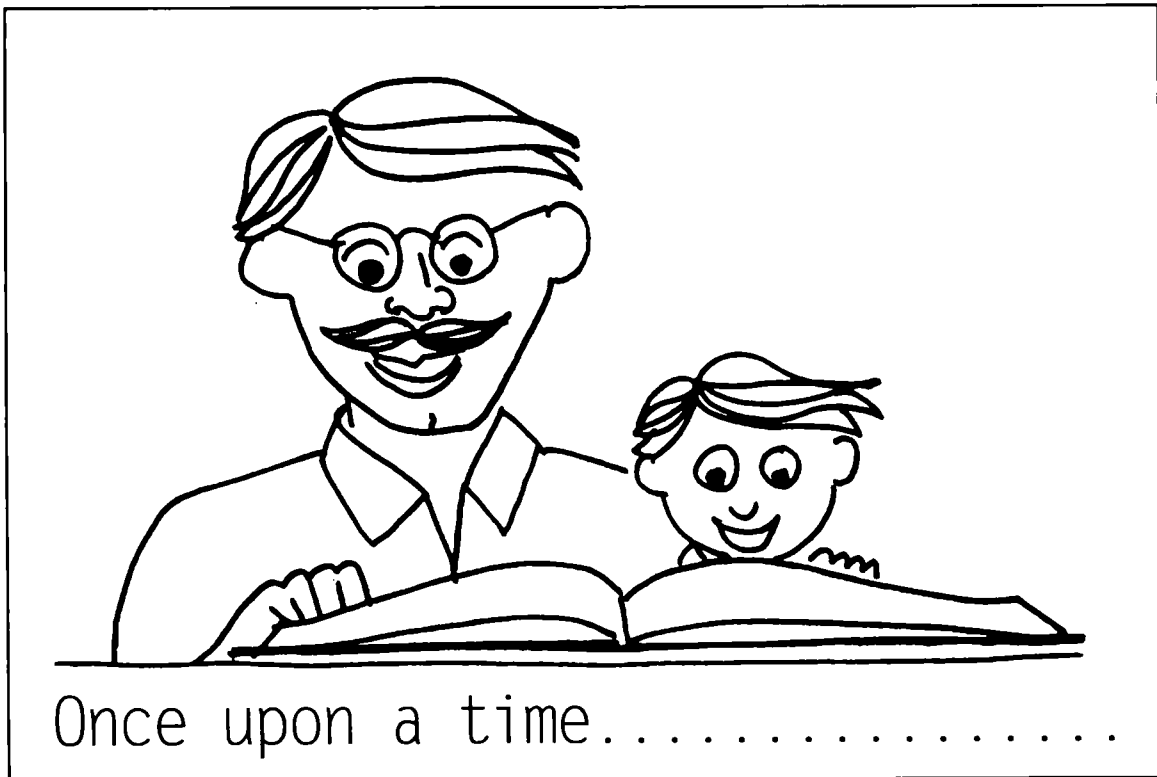
A child learns to talk by hearing others speak. When speaking to your son or daughter use complete sentences whenever possible. When your child talks and ask questions, answer in complete sentences; don't just answer yes or no. Don't be afraid to use big words as you can always explain their meaning. Talking builds vocabulary which, in turn, builds an understanding of words. Words have one basic purpose: communication. Talking about and exposure to the world around your child will begin a journey to learning and success.

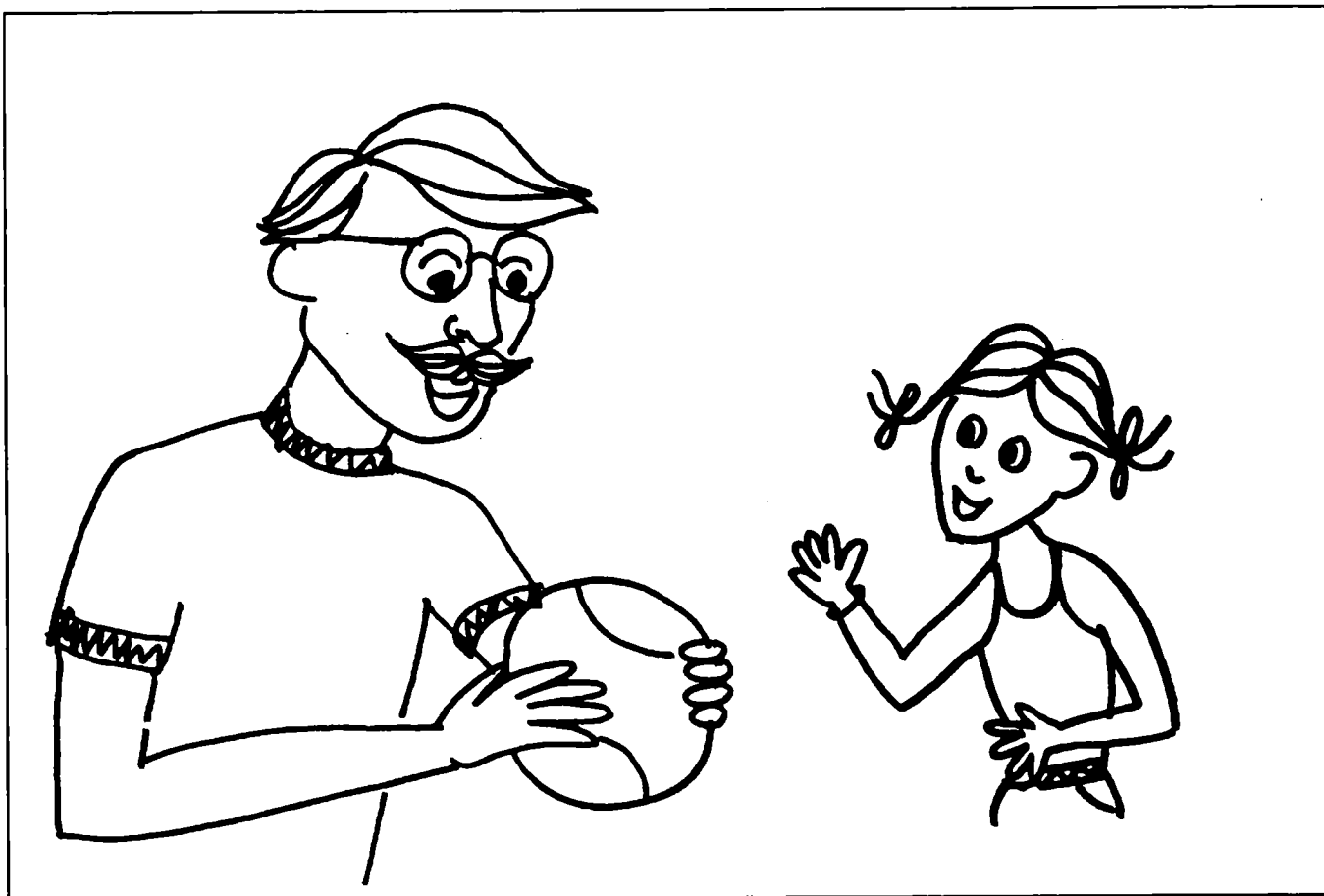
For your baby you will also want to provide as much visual stimulation as possible. Colors, shapes and pictures around the crib, play area, and infant seat will also help aid in the learning process. Safe, professionally made mobiles are wonderful for hanging over the crib.

READ, READ, READ

From six months on read, read, read. Reading to your child, along with talking, can be the most important activity you do to prepare your youngster for school. At least once a day, read a good book with lots of pictures. As you are reading, point out the details which can be seen in the pictures. When your child is old enough ask questions about the picture such as: "Where is the dog?" "Where is the sun?" "What is the little girl wearing?"

As your child gets older, four years on, have her tell you the story in her own words while looking at the pictures. She may want to pretend to read the book..most children will have the story memorized if the book has been read several times. Make visits to your local library and ask the librarian to show you the location of books appropriate for your child's age. Let your son or daughter pick out the books to take home. Teach proper care for the borrowed books. Some libraries have special programs for children in the various age groups. Taking your youngster to the library at an early age speeds preparation for school learning and serves as an introduction to what can become a lifelong, rewarding experience.





PLAY, PLAY, PLAY

From birth on, play, play, play. Play is an important factor in your child's development. As was suggested with talking, begin playing with your baby at birth. Play with your infant while changing a diaper, while bathing, while sitting or whenever possible. As the baby grows and begins to crawl, get down on the floor and play with your little one. When your toddler plays with toys, you play too. As the child gets older, color and do puzzles together. This is not to say that you should be with your youngster every minute. A child must learn to play alone and with other children; but it's important that parents spend time in play with their child. When the age is appropriate take your son or daughter to the park and encourage use of the playground equipment. This will assist in the development of large muscles. Play ball with your child. Encourage tricycle/bicycle riding and skating which aid in the development of coordination. More ideas and information will follow on ways to help in the formation of large and fine muscles, hand-eye coordination and coordination in general. It's important to keep in mind that play is very important in a child's development and readiness for school. A qualified kindergarten teacher can identify those children who have been involved in play with adults and other children during the first five years of their lives.



There are many activities to which your child must be exposed in order to be ready for school and learning. Some categories and a short description are listed below. Details on ways to work with your child in each area are described more fully on the following pages.

AUDITORY PERCEPTION & MEMORY: Ability to hear and identify sounds, differences between words, rhyming words, etc. Also hear, recall and respond to a command.

BODY AWARENESS: Ability to name & know parts of the body. Know and feel the relation of his/her body to the space around.

COLORS: Knows the names of and recognizes basic colors.

FINE MOTOR: Development of small muscles.

GROSS MOTOR: Development of large muscles and coordination.

LANGUAGE DEVELOPMENT: Being able to express self appropriately to age group.

LOCATION & DIRECTION: Understanding positions such as: on, outside, above, on the top, on the bottom, middle, right, etc.

MATH READINESS: Having the necessary skills and development to begin to learn math.

PASSAGE OF TIME: Understanding days, weeks, years, morning, evening, hours in the day and seasons.

READING READINESS: Having the necessary skills and development to begin to learn to read.

SELF AWARENESS: A sense of self, self-confidence, self-esteem and one's place in the world.

SHAPES: Knows the names of and recognizes shapes such as circle, square, rectangle, and triangle.

SIZES: Knows concepts such as largest, smallest, tall, short, etc.

VISUAL MOTOR: Ability to copy letters or designs, cut or follow a line, hold a pencil or crayon properly.

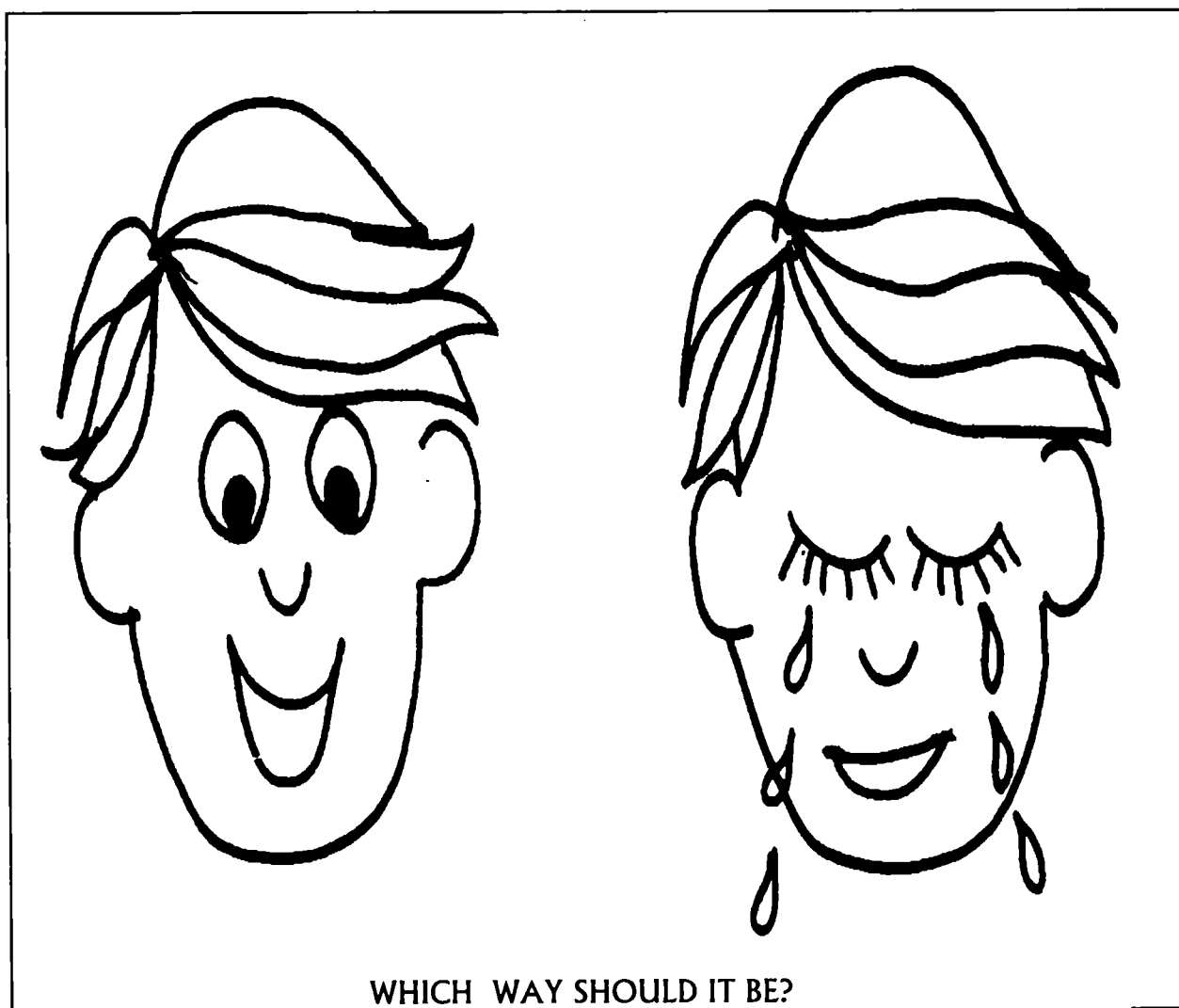


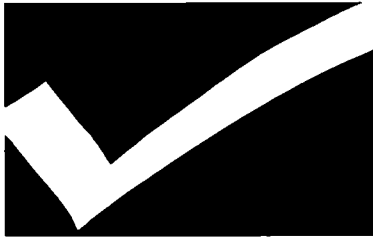
VISUAL PERCEPTION & MEMORY: Ability to see things as they are and find similar or different objects. Also recall or reproduce from memory.

IMPORTANT

DO THE ACTIVITIES SUGGESTED ON THE
FOLLOWING PAGES

IN A FUN, RELAXED WAY





THE FOLLOWING PAGES SET DOWN SOME OF THE WAYS IN WHICH YOU CAN HELP YOUR CHILD DEVELOP AND BE READY FOR A SUCCESSFUL SCHOOL EXPERIENCE. AS MENTIONED ON THE PREVIOUS PAGE, DO THE ACTIVITIES IN A FUN AND RELAXED MANNER. DO NOT MAKE IT A "CHORE" OR A "HAVE TO" ACTIVITY. KEEP THE TIME SHORT.

REMEMBER: A CHILD'S ATTENTION SPAN IS VERY SHORT.

PLEASE TAKE SPECIAL NOTE OF THE APPROPRIATE AGE GROUPS FOR EACH ACTIVITY.

DO NOT PUSH YOUR CHILD TO LEARN SUBJECTS THAT ARE TOO ADVANCED FOR HIS/HER AGE.

IF YOU SPEND FIFTEEN OR TWENTY MINUTES EVERY DAY WITH YOUR YOUNGSTER, EITHER WORKING ON THE ACTIVITIES SUGGESTED, OR JUST ENJOYING YOUR CHILD, THE BENEFITS WILL BE UNLIMITED (BOTH TO YOU AND YOUR CHILD). GIVE YOUR BOY OR GIRL THE OPPORTUNITY TO SUCCEED. CHILDREN ARE EAGER TO LEARN AND ARE VERY, VERY CAPABLE.

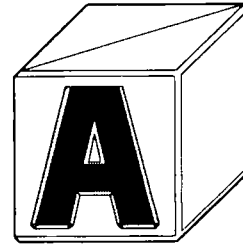
LEARNING SHOULD BE FUN!!!!



SPECIFIC ACTIVITIES AND IDEAS

The following pages contain activities for each of the categories listed previously. Hopefully the ideas suggested will only be a start. Once you understand the types of activities for each area, you will be creative and develop many of your own.

HAVE FUN.



AUDITORY PERCEPTION & MEMORY

From birth to two, talk, talk, talk and read, read, read to your child. Just hearing words begins the auditory memory process. As your toddler begins to talk, he will automatically try to repeat what you say. You can encourage speaking by saying: Can you say dog? Your youngster will probably make an attempt to say dog. Repeat this process during the day when appropriate. Don't push, make it fun.

At about three years, after you have read to your child encourage your son or daughter to tell you the story or explain what is happening in the picture. You can make a fun game of saying a series of words or numbers (start with two words or two numbers and work your way up) and have the child repeat. This encourages real listening.

From four to six years, continue the activities mentioned above and add the following:

1. Rhythmic clapping is a good exercise. You clap out a rhythm and see if your child can repeat it. Make sure you do very simple ones until your youngster understands the process. This can be fun if you are creative and allow your child to be successful.
2. Give your child a simple direction such as "Shut the door and come here". Increase the complexity of directions to include 2 or 3 things, such as "Close the door, sit down, and clap your hands." Listening and memory are necessary here.
3. Teach your child rhymes and stories which he/she can repeat.
4. Tell your child a story and have him repeat it.
5. Teach your youngster her address and telephone number.

BODY AWARENESS



It is important that your child know the parts of the body. It will aid in the development of self and who and where he is in relation to the world. You can begin this when your child is just a few months old. While you are holding, cuddling, dressing, or changing a diaper, gently touch your child's nose and say, "This is your nose". Hold her two hands, clap them together and say "These are your hands". When the child is older and begins to take verbal direction, make a game out of asking "Where is your nose?" "Show me your feet". Whenever you do something like this it should be fun and last only for a few minutes. Don't make this a lesson. At about three, you can begin to ask your child to name the parts of the body. Touch her nose and say "What's this?" Do this on and off during the day whenever you have a free moment.

Parts of the body your child should know are:

HEAD

EYES

EARS

NOSE

MOUTH

NECK

SHOULDERS

ARMS

ELBOWS

WRISTS

HANDS

FINGERS

CHEST

BACK

WAIST

HIPS

THIGHS

KNEES

ANKLES

FEET

TOES

GROSS MOTOR SKILLS (LARGE MUSCLES)

You can assist in the development of your child's gross motor skills (large muscles) by encouraging play as much as possible. Good coordination enhances learning, reading and writing skills. Give your baby the freedom to move. You can gently move her arms and legs when dressing and changing her diapers. As she begins to crawl, allow her the space to do so. Have safe toys which she can reach for, grasp and hold. The toys should be small enough to hold, but not small enough to swallow. At about a year and one half or two, begin to roll a large rubber ball to your child. She can easily learn to pick it up and roll it back to you. As she gets older, play catch.



Playing ball also helps your youngster develop hand-eye coordination.

Large blocks are marvelous objects for large muscle development. Take your child to a safe, well equipped park and allow him to crawl around on the equipment. Make sure you watch that he uses equipment appropriate to his age. At two/two and one-half, show your tot how to jump, hop on one foot, skip, and run. Old automobile tires are great for crawling over and into. Jumping in and out of a tire is a terrific activity for developing large muscles.



Make music available and march and dance around the room with your child. There is an ample supply of children's tapes available for marching, exercise and dancing. Be creative and let your child be creative.

Jumping rope is another super activity; however, it is a little more difficult. Five years old is probably the proper age to introduce a jump rope.

REMEMBER

Each child develops at a different pace...

Do not push a child who is not ready...

PLAYING SHOULD BE FUN!!!!

FINE MOTOR SKILLS (SMALL MUSCLES)

Obviously, developing a child's small muscles will be important for writing skills. As with large muscle development, infants should have toys around that they can grab and hold with their tiny little hands. REMEMBER, NOT TOO TINY THAT THEY CAN SWALLOW.

At about two years old, you can introduce crayons and coloring books. Let your toddler color and scribble. Don't obsess about staying in the lines. As your son or daughter gets older, (four) you can encourage staying in the lines. Do this by example. You show her, but still don't obsess about it. As her small muscles and hand-eye coordination develop she will be able to do it. Play dough is a marvelous product for strengthening hand muscles. Allow your child to play and create... her little fingers will develop and grow strong. Tracing and connecting dots are appropriate for four and one half to five year olds. There are wonderful workbooks available for these activities; however, you can make worksheets yourself. For instance, place a series of dots on a page and show your youngster how to connect them. You can be creative.

VISUAL MOTOR SKILLS

The fine motor skills described above will also play a part in the growth of a child's visual motor skills. When your son or daughter is pre-kindergarten, four and one-half to five years, you can introduce additional activities such as: cutting pictures out of magazines and pasting them on a piece of paper.

(YOU MUST USE ONLY CHILDREN'S SAFETY SCISSORS..NO SHARP, POINTED, ADULT SCISSORS).

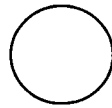
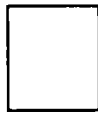
Stringing beads or salad macaroni is a great activity. Tying shoes can begin at this age.....you will need PATIENCE, PATIENCE, PATIENCE!

VISUAL PERCEPTION & MEMORY

The activities described in all the categories above will apply to visual perception and memory. At age four and one-half to five, you can add the following type of activities: Collect various objects such as cotton, sandpaper, cloth, dirt, paper, different types of material (velvet, corduroy, etc.). Have your youngster feel the items and talk about how they feel. After you have done this several times, you can have her close her eyes, feel the object and tell you what she thinks it is. Collect objects from around the house: pencils, pens, fruit, vegetables, spoons, forks, etc. Ask your son or daughter what objects go together. Example, pens and pencils and paper belong together because you can write or draw with them. Bananas, apples, oranges match because they are all fruit. Children can cut pictures out of magazines and classify them such as people, houses, cars, furniture. You can make a design with blocks or peg boards and ask your child to copy it. As a child understands the concept and becomes skillful, you can make the design, let her look at it, hide it and have her duplicate it. Puzzles are also excellent for the development of visual perception.

COLORS, SHAPES & SIZES

Knowing colors, shapes and sizes is important for school readiness. It's so simple to teach these concepts....just talk about them from birth to five years old. When dressing your toddler, talk about the color of his clothes. Whenever you are playing with your youngster, mention the color of the toy. If you are outside taking a walk, talk about the colors in nature: sky, grass, flowers, birds, clouds, etc. You can do the same thing for shapes and sizes. Say "Look at the little flower." "Do you see the tall building?" "One dog is big and one dog is little." "Do you see the round sign?" "Look at the moon, it is a circle." "The box you are playing with is a square." "The cracker you are eating is a rectangle." (Sizes and shapes will be discussed again in the math readiness section.)



LANGUAGE DEVELOPMENT AND VOCABULARY

The greater a child's language development and the larger a child's vocabulary, the better ready the girl or boy will be for school. As was mentioned at the beginning of this booklet,

READ, READ, READ.....TALK, TALK, TALK

The more exposed your son or daughter is to words, the greater will be the language development and vocabulary. When reading to your child, talk about words. Explain the meaning of a word that may be a little difficult. Talk to your youngster in complete sentences and encourage her to answer completely. If your child has been visiting a friend and you ask "Did you have fun?" and she answers "Yes", don't stop there. Ask your child "What did you do?" Encourage full answers. When reading a book to your child, encourage her to tell you what is happening in the picture. Exposure to as much of the world as possible will develop language and vocabulary. Think of how much your child will learn about animals if you take her to the zoo. If your child were only to look at the animals, with absolutely no conversation, some learning would take place. Imagine how much greater the learning is when the animals, their food, their habitat, and their sounds and unique activities which you both observe are discussed. Your child will learn many new words and many new facts.

HIBERNATE

GRAPE

GROWL

READING READINESS



Reading readiness begins at birth. When you talk to your child, you are preparing her for reading; however, the most significant activity you can do is READ to your infant, child and youngster. Reading to your child is probably the most important activity you will do to prepare your child for reading and overall learning.

At six months you should begin to read to your baby. As you hold him in your arms, take a picture book, read the story and talk about the pictures. Point to the picture of a ball and say "See the ball, it's round and it's green". Of course you will use very colorful picture books available for small children. Continue this as your child grows and develops...always using books appropriate for your youngster's age. At a year and one half, you can begin to ask your toddler to point to a specific object. "Show me the ball." "Show me the dog." If you have been reading to your child from an early age, at three your child should be able to pretend to read the story to you. If it is one that is familiar he will probably be able to tell you the story while turning the pages. If it is an unfamiliar book, one with lots of pictures, he can make up the story based on the pictures. At three, point out the words as you read. Show him the picture of the dog and then point to the word dog. Say "This is a picture of a dog and this is the word that says dog." Your child will begin to understand that there is a written word for an object. If you do nothing but read to your child, you will do much for his reading readiness as well as general school readiness. You should continue reading to your child even after he goes to school. Children love the closeness it brings. When the student learns to read it is important that you sit and listen while he reads aloud. Do this every night. Other activities you can do include the following:

At age three and one half to four, label objects around the house such as chair, table, television, bed, radio, lamp, stove, etc. Children will learn by sight the word for the object. As you are walking or riding around town, or when in a store, talk about signs. Point out a stop sign and tell your youngster that says "stop". Guess who will soon be "reading" the sign that says "stop"? At this same age ask questions about a story. What happened to the little girl when she ran in the street? What do you think she should have done? Was it a good idea to run in the street after the ball? This is a good age to talk about the letters; point out the "a" and say its name. Do this with all the letters. Ask your child to show you an "a", etc. Your youngster will learn the alphabet without study or structure.

At four to five, talk about the meaning of words and encourage thinking by asking questions such as: Do you have other ideas on how the boy could have fixed his bike? Encourage planning and predicting: "How would you solve the boys problem? What would you have done?"

Now is the time to talk about the sounds of a letter. This is an "s" and it says "ssss". Once a child learns all the sounds of the letters, sounding out a word will become second nature. Phonics is a major factor in learning to read.

As with reading, math readiness can begin at an early age. Talk about numbers just as you would with letters and words. There are number books appropriate for children from six months on. The first page usually has a large number one and then a picture of one object. You can read this with your tot and say: "See the one (point to the number) and then say: "This is one ball". Children will grow up understanding the concept of a number one and the fact that it stands for one object.

At age two, ask your toddler to show you two objects. This usually begins when you ask a two year old "How old are you?" and he/she has learned to hold up two fingers. Try to use numbers in general conversation. You might say to your son or daughter "Can you get mommy her two shoes?" "Will you bring mommy her four keys on the key ring?". Whenever possible, show your child the written number that corresponds to the number you are discussing.

From three years on, let your child help set the table. Talk about the fact that you have five members in the family and need five plates, five forks, five napkins, etc. When children understand the concept of numbers they will have a much easier time learning and understanding that $2 + 5 = 7$. Show your child what happens when you put two pencils with five pencils. Now you have seven pencils. When it comes time to add numbers it will be much easier as your child will understand the concept of putting groups of objects and/or numbers together. Dominos can be used for matching by putting the same number of dots side by side. They can also be used for counting. Number bingo is also fun. You can make bingo cards using numbers instead of letters.

At two & one half to three start identifying circles, squares, triangles, rectangles, ovals, curves, corners. Find these shapes in the house and outdoors. Ask your child the shape of a ball. Look for things in the shape of squares and rectangles. You can use household objects such as buttons, crackers, picture frames, a sponge or napkins (fold in half for triangle). Use your imagination.

Other concepts important for math readiness are sizes....largest, smallest, tallest, shortest, thickest, thinnest. Understanding the concepts of between, above, below, next to, beside, over, under, beneath are a must. More terms are: up and down, left & right, first, second, third, fourth, last, hard & soft, heavy & light, same & different, open & closed, on & off, short & long, above, below, middle, behind, on top, through, over, inside & outside. Use these words as often as possible beginning as early as birth. Sorting is another activity which will help prepare your child for math. Take beads or blocks of different colors, sizes and shapes and have your youngster put them in piles by color, by size, or by shape.

Classifying is important: Put out items such as pieces of fruit, kitchen utensils, or clothing. Have your child sort by category; that is, put all the fruit in one pile and all the clothing in another pile. Develop the concepts of first, middle, last. Talk about order such as we get up, get dressed, eat, and then go to school.

SELF-AWARENESS

One of the most important aspects of a child's learning and readiness skills is awareness of SELF.

WHO AM I? WHAT DO I LOOK LIKE? WHO ARE THE MEMBERS OF MY FAMILY?

A child's awareness of self, self-confidence, self-esteem, and sense of security begins at BIRTH. Love, tenderness, cuddling, talking and playing begin a baby's process of developing self-awareness and a healthy self-concept.

A child who is called by his name, will learn very early to respond to that name and will know who he is. Talk with your child about his appearance: "What beautiful red hair you have..look at your brown eyes...my, how tall you are getting." At about two, talk about feelings. "I know you are feeling angry right now." "Oh, we're so happy today" "I know it's sad when daddy goes to work." Talk about family. Don't worry about starting too early discussing family. "See what your brother is doing... Grandma is coming to visit tomorrow...your cousin started school today....Uncle Jim is going on a trip." Give your child as much opportunity as possible to spend time with the extended family.

Help your child understand about his home, house or apartment. Talk about your living space. You can begin at two and one-half to three to teach your youngster his address. Begin with the street. "Where do you live?" Child responds: "On Vine Street". By age four a child should be able to recite his address and telephone number. This is very important for safety reasons. A lost little one who can give his name, address and telephone number will get home safely. At age four have your child draw a picture of his room and then ask him to tell you a story about his room. You write down the story he tells and read it back to him. The parent can also do the same thing asking the youngster to draw a picture of himself and have him tell you a story about the picture. It's fun to keep these pictures and stories.



Give your child praise and encouragement. Let your child know that he/she is respected as an individual. Show by your interest that what your child does or says is valid and important.

PASSAGE OF TIME—CALENDAR/DAYS/WEEK/YEAR - HOLIDAYS

Teach your youngster about the passage of time. At age three, begin to use a calendar with your child. Pin one up and when holidays, birthdays or special events are forthcoming, show your boy or girl the current date and then show the date of the special event. Talk about how many days are left before the special event by counting the days on the calendar. Use the proper terms: day of the week, week, month, year. At four talk about it each day: Today is Monday, the first day of the week. Discuss what usually happens today. What is the date? Today is Monday, September 1st, 1995. Talk about Saturday and Sunday being a weekend. It's a special time when people don't work and children don't go to school. At the beginning of a new month, use cut-outs for special days.

Pin a picture of a birthday cake on the date of the child's birthday.



Do the same for the holidays.

You can start at an early age, two/three, discussing hours. Talk about morning is when we get out of bed and have breakfast. Afternoon is when we take a nap and night or evening is when we have dinner and then go to bed. As the child gets older four/five, you can discuss specific time. When it's 7:00 AM we get out of bed, when you go to bed it will be 8:00 PM. When your son or daughter begins school introduce the clock to show time. They will begin to understand the telling of time.

Part of understanding time is the passing of seasons. As you use the calendar with four and five year olds, talk about the seasons of the year:

January through March is Winter



April through June is Spring



July through September is Summer

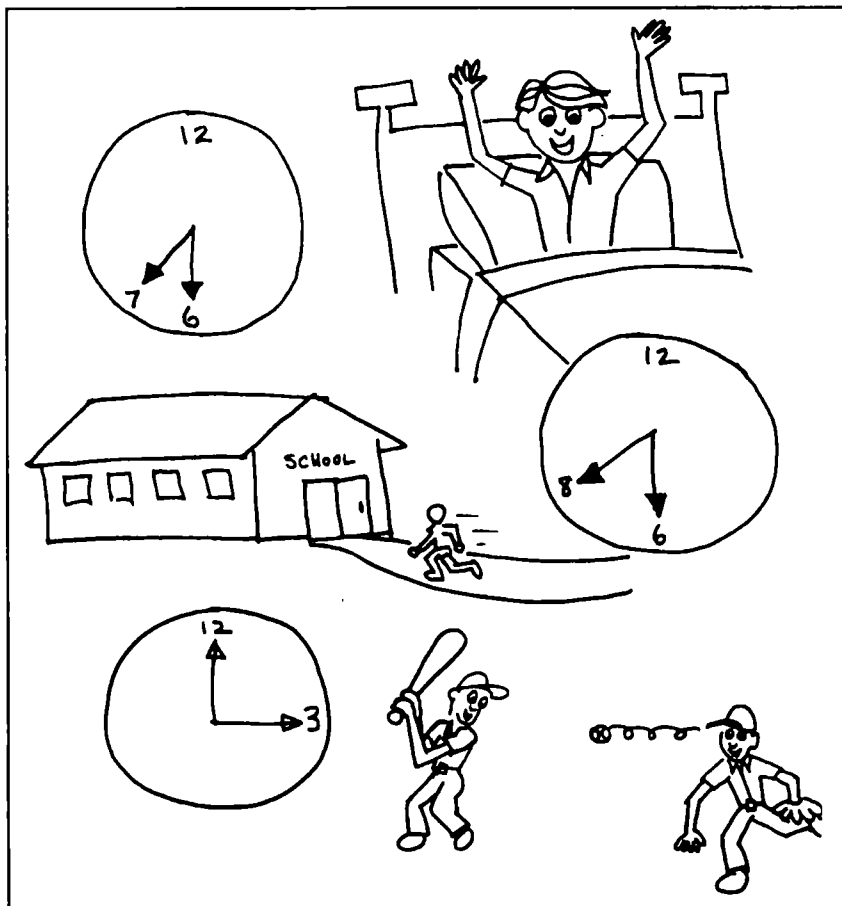


October through December is Fall



Discuss what happens in each season. If you live in an area that has changing seasons you will have natural experiences to discuss. If you live in place where the weather doesn't change much, you can use pictures, books and holidays to help your child understand the four seasons of the year.

GENERAL INFORMATION



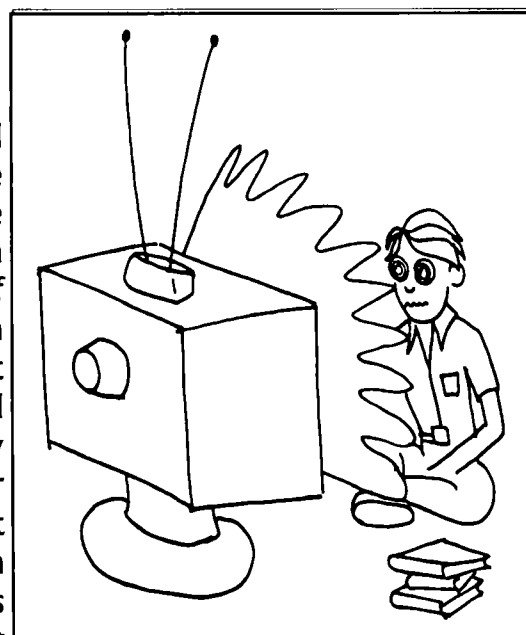
STRUCTURE

Structure is very important to a child's well being, security, and readiness for school. As much as possible there should be routine in children's lives. Try to have certain times for getting up, going to bed, playing, homework, television and free time. Structure does not need to be, nor should it be, so rigid that there is no flexibility or creativity, but it is important. Youngsters who understand what is expected of them and when it is expected are much calmer and will be more open and ready to learn.

Charts can be very helpful with routine and structure. For children three and up, you can use charts for chores, discipline and rules. Stars or stickers are terrific markers for a chore done, a behavior accomplished or a special rule followed. There can be rewards at the end of the day or week, depending on what you and your son or daughter decide upon when establishing the chart.

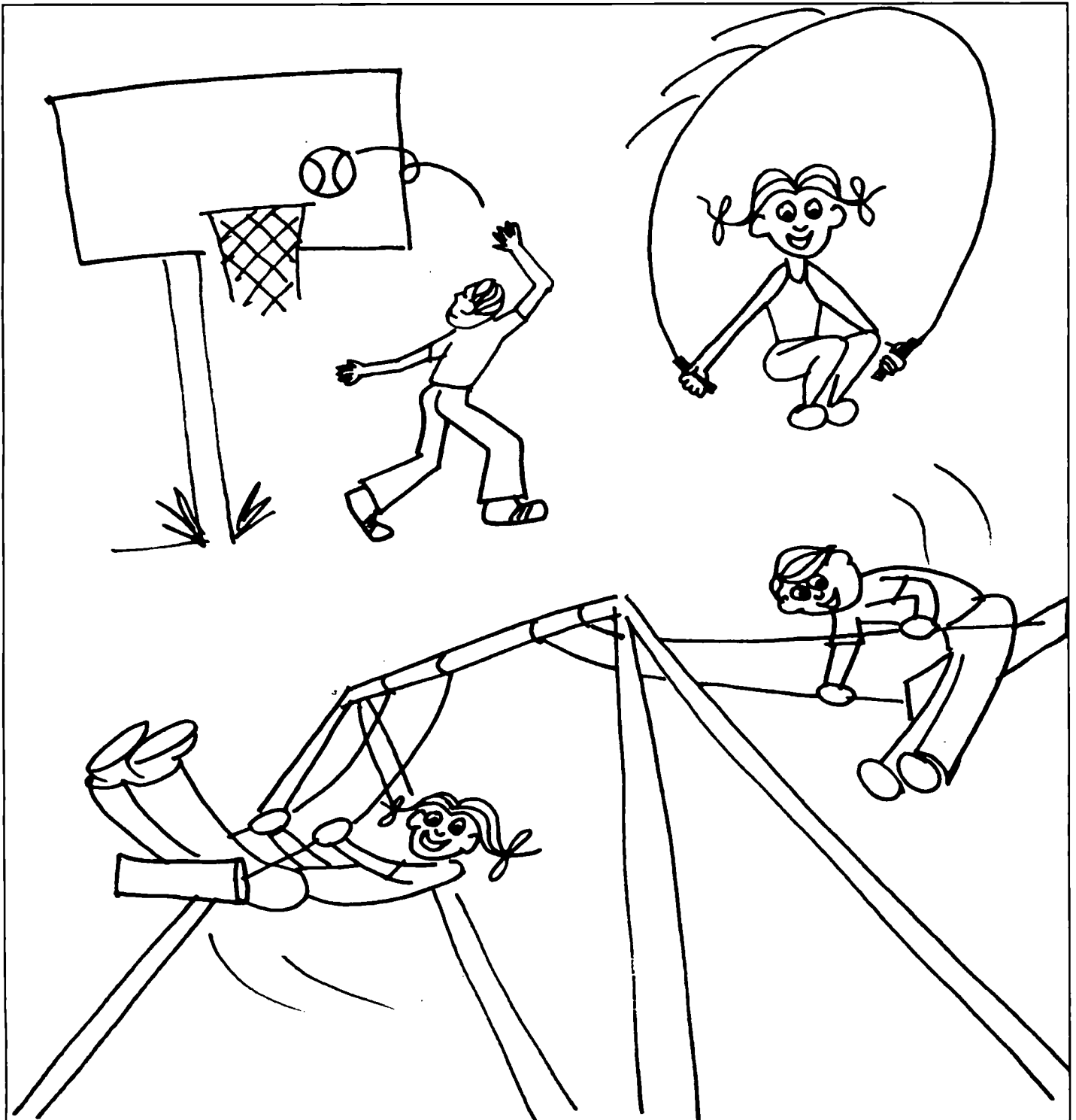
LIMIT AND MONITOR TV TIME

Television is a passive activity. Children just sit and watch...probably watching very inappropriate material for their age. There is very little imagination required and little conversation when watching TV. Your child will be a better student if you limit TV time. If TV is a must, try to watch together and talk about what was seen and what happened. There are some appropriate and educational programs on television; however, they are few and far between, so be aware of what your child is watching and how much time is being spent with television. Help your children be creative with their time. Suggest alternative activities such as baking cookies, playing games or enjoying the great outdoors. This may lead to a much healthier life for you both.



SOCIALIZATION is important to a youngster's development and readiness for school. Give your child ample opportunity to be with and play with other children. Being with other children will help your boy or girl learn how to solve problems. Encourage compromise when there is a problem. Teach problem solving techniques instead of hitting, fighting and yelling. You must set an example for this. Show your children that you can compromise when you have difficulty with another person. Try not to argue in front of or with your children. If you must then also show that you can solve the problem and makeup with the other person.

**IF CHILDREN SEE VIOLENCE, THEY WILL LEARN TO BE VIOLENT.
IF CHILDREN SEE KINDNESS, THEY WILL LEARN TO BE KIND.**





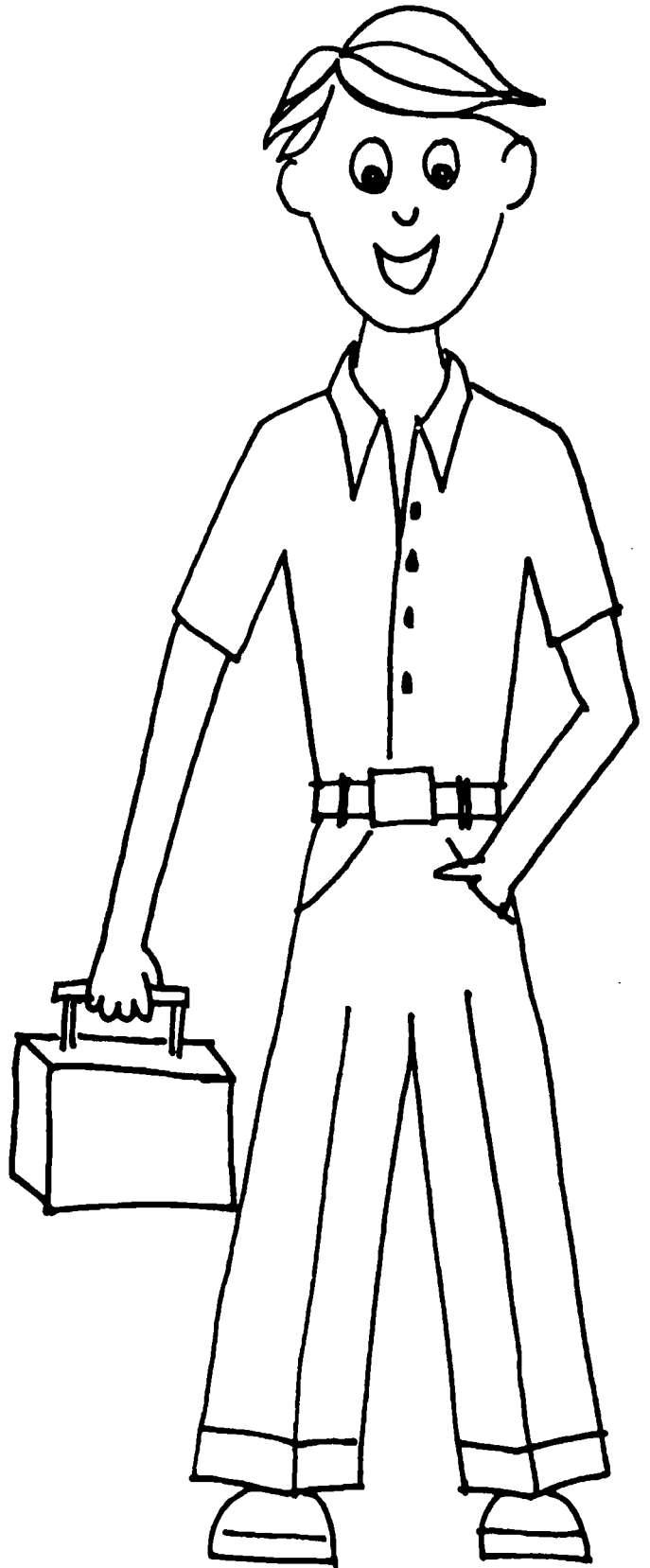
Three well-balanced, nutritional meals are a must for all children. It is especially crucial when a child goes to school. A child who has had a good breakfast before leaving for school will be more alert and ready to learn. Youngsters who are hungry cannot concentrate and often are very restless. Students who have not eaten properly can be hyperactive for a while and then get very listless. Along with all the suggestions made on the previous pages, good nutrition is imperative. Fruits and vegetables make excellent snacks. Allow as little “junk food” as possible.

SLEEP

Keep an early bedtime for your child as a sleepy youngster can be nervous, irritable and will find paying attention very difficult. A regular bedtime should be the rule. It will be much easier to awaken your child if he has had sufficient rest. After a good night's sleep and a healthy breakfast, your son or daughter will be much more ready to face the day, be happy and open to learning.



When your child begins school regular attendance is most important. If your youngster suddenly resists going to school, try to determine the cause. Possibly there has been a problem with another child. Your boy or girl may have been scolded for something or had a learning problem. Don't give in just because he says he wants to stay home. Unless the student is really ill, do not allow him to stay at home. Discuss the matter with your child and then privately with the teacher (not in front of the student). Even if you disagree with the teacher or the school rules, do not let your child know. Work it out. Teachers and parents must be a team working together. Show your child by your actions that you feel school is important.



A READINESS SURVEY

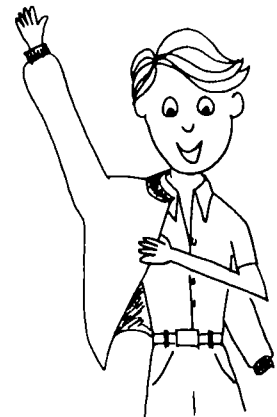
The following questions will help you determine if your child is ready for school. Just because a child turns five, it does not necessarily mean he/she is ready for school. Children develop and grow at different rates. You can use this check list to determine where your child is in his/her development. It will also give you more ideas on activities to help your child be ready for school.

PHYSICAL FACTORS:

- * Will your child be 5 years or older before he/she begins kindergarten?
- * Is your child's speech easily understood?

CAN YOUR CHILD....

- * Pay attention to a short story when it is read and answer simple questions?
- * Draw and color beyond a simple scribble?
- * Tie a knot?
- * Zip or button a coat?
- * Fasten buttons he/she can see?
- * Tell left hand from right hand?
- * Be away from you for two to three hours without being upset?



CAN YOUR CHILD REMEMBER....

- * Instructions and carry out 2 or 3 simple tasks after being told?
- * His/her full name, address and telephone number?

CAN YOUR CHILD....

- * Tell you the meaning of simple words like bicycle, apple, shoe, hammer?
- * Count five objects?
- * Put together a simple puzzle of five to ten pieces?
- * Skip, hop, jump, gallop, run?
- * Name and point to the parts of the body?
- * Tell you why eyes and ears are needed?
- * Name and point to the basic colors?
- * Name and recognize any letters of the alphabet?
- * Name and recognize any numbers from one to ten?

DOES YOUR CHILD....

- * Like to look at books, magazines and newspapers?
- * Pretend to read?
- * Like to draw and write?
- * Recognize a circle, square, triangle?
- * Know concepts such as smallest, tallest, same & different?

HEALTH & SAFETY....

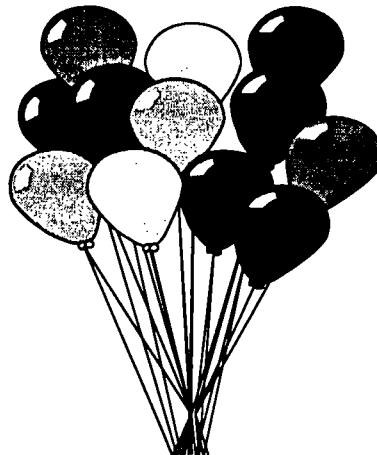
- * Does your child normally sleep enough (anywhere from 8-10 hours)?
- * Does your child eat well balanced meals?
- * Does your child know how to use toilet facilities; Kleenex; drinking fountain?
- * Does your child know how to cross a street safely?
- * Does your child know rules about contact with strangers?
- * Does your child recognize the dangers of broken glass, electric wires, throwing things?

SOCIAL COOPERATION....

- * Does your child help with household tasks such as setting tables, feeding pets, putting away toys, maintaining his/her room?
- * Does your child join cooperatively in play with other children?
- * Does your child play games requiring taking turns and keeping rules?

DO YOU AS A PARENT....

- * Watch TV with your child and ask questions about what you saw?
- * Take your child to the zoo, on a train, to the movies(suitable for children), to the park, for a walk.
- * Encourage your child to listen to and enjoy music, nature, art & science?
- * Encourage your child to respect the environment?
- * Encourage your child to respect all people?



HOME SUPPLIES

Having the following materials available to your child, will help him/her be more ready for school:

CHILDREN'S SAFETY SCISSORS: Allow your child to cut pictures from old magazines.

GLUE AND PASTE: Allow your child to glue or paste pictures cut from old magazines.

COLORING BOOKS AND CRAYONS: Allow your child to color. Do not place any pressure on the child for staying in the lines or choosing particular colors. Let them do their thing.

PENCILS: Allow your child to use pencils. Encourage proper grip, but DO NOT try to change a left-handed child to right-handed.

BOOKS: Give your child opportunity to look at books, as well as enjoy being read to by family members. Take your child to the public library. Teach proper care of books.

MATERIALS FOR COUNTING: Anything in the house can be used for counting. Count with your child. Count the dishes on the table, members in the family, toys, cars, etc.

PUZZLES: Try to have puzzles available. They are wonderful for visual perception development and hand-eye coordination.

BALLS: Give your child the opportunity to catch, bounce and throw balls.

JUMP ROPES: Help your child develop this skill. It will be difficult for some children, but just having a rope available and jumping rope with your child will help him/her learn this skill.

OLD TIRES: Good for hopping in and out. Great for obstacle courses.

GIVE YOUR CHILD EVERY OPPORTUNITY
TO DEVELOP
MIND AND BODY

MORE WAYS PARENTS CAN HELP.....

Take a sincere interest and desire to aid in the progress of your child. Here are just a few suggestions for the many ways a parent can help a child. Be creative..you'll be surprised at what you can create.

MATH:

- * Give your child games and playthings involving numbers and counting.
- * Help your child understand numbers and their values...how much is ten? show me five? count the pennies?
- * Let your child help you set the table, count the plates, silverware.
- * Let your child help with cooking and simple measurements.
- * Don't pass a dislike of math on to your child.

BOOKS:

- * Make your house a house of books. Television doesn't always stimulate the mind.
- * Begin with books that will interest your child and are appropriate to the age.
- * Take your child to the public library.
- * Books make great presents.
- * Have a special place for your child to keep books.
- * If your child is looking at a book, try not to disturb.
- * If you like books and if you read books, your child will probably like books.
- * Show an interest in your child's reading. Encourage discussion.
- * Subscribe to one of many wonderful children's magazines.
- * Read and talk to (not at) your child.



HANDWRITING:

- * Do not concern yourself if your child is left-handed. Do not try to change.
- * Do not concern your self with teaching your child to write, just avail him/her with the items listed earlier.
- * Praise and encourage.

LIFE, COMMUNITY, WORLD:

- * Familiarize your child with the neighborhood and community.
- * Provide a map and globe of the world.
- * Encourage hobbies.
- * Help your child judge people individually and understand that differences are OK. Try to control your own prejudices in front of your child.

SCIENCE:

- * Let your child be a collector...a little dirt is well worth encouraging curiosity.
- * Talk about the weather and what makes it happen.
- * Talk about nature, encourage birdfeeding. Teach respect of the environment.
- * Encourage your child to ask how and why.

HEALTH & SAFETY:

- * Set a good example. Children love to be “copy-cats”. If a parent observes good nutrition, safety, exercise...a child will copy.
- * Send your child to school with a good breakfast. Provide a good lunch.
- * Keep your child home when he/she is really ill.
- * Provide a balanced diet. Food choices should not be left to the child.
Allow minimal junk food.
- * Establish an early and regular bedtime and stick to it.
- * Have your child checked regularly by doctor and dentist.
- * Teach your child how to deal carefully and wisely with strangers, traffic, animals, unsafe areas.
- * Help your child dress properly for school.

ORAL COMMUNICATION:

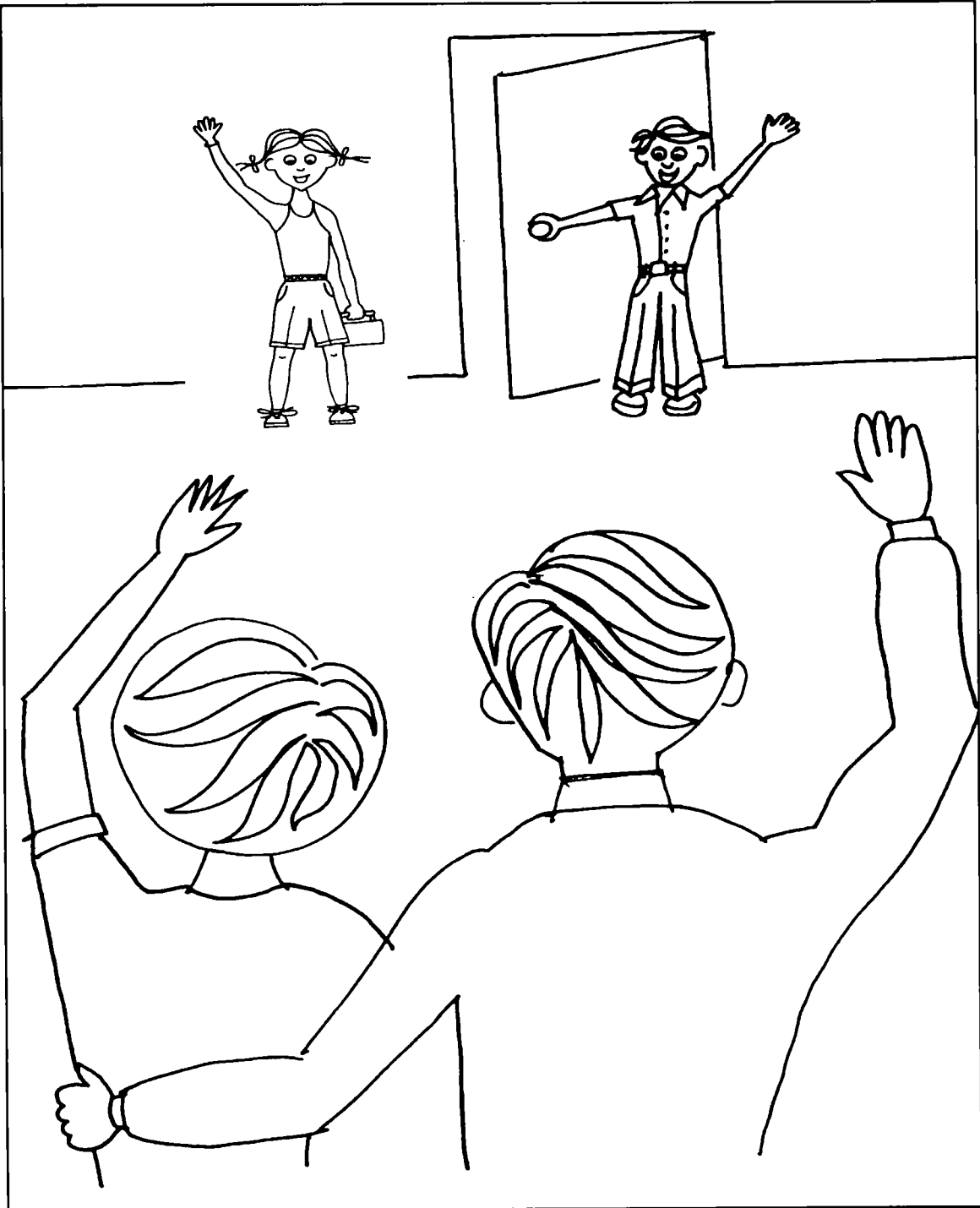
- * Let your child talk; they have some very interesting things to say and should be heard.
- * Children who hear proper language will use proper language.
- * Explain and use the courtesies of speech. Discuss interrupting, disagreeing, etc.
- * Help your child learn how to give and take directions.

HOMEWORK:

- * Provide a well-lighted, quiet place for homework.
- * Set a regular homework time and stick to it.
- * Show an interest and help but remember, homework is your child's responsibility.
- * Let your child know you think school and homework is important.
- * Check with the teacher if assignments are not clear.
- * Encourage your child to do his/her very best. Neatness and care should always be encouraged.

GOOD LUCK!

YOU ARE YOUR CHILD'S BEST TEACHER



ABOUT THE AUTHOR

Rose Marie Ostler attended school in San Francisco. She received an A.A. Degree from City College of San Francisco and then a B.A. Degree and Teaching Credential from San Francisco State College. She taught kindergarten for several years in the Jefferson Elementary School District. Prior to her teaching career she was an Executive Secretary and after teaching became a Real Estate Agent. She has tutored students privately as well as for the San Francisco Educational Service. Currently she is volunteering at an adult tutoring center. Mrs. Ostler lives in San Francisco with her husband.

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\$200 Sponsor, provides resources to allow us to offer a workshop at a reduced rate to qualified organizations.

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\$100 Ally, defrays expense of presenting at conferences.

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The Television Project

The New York
Times
Thursday,
September 2, 1993

Children Mimic the Violence on TV

To the Editor:

If Patrick Cooke, author of "TV Causes Violence? Says Who?" (Op-Ed, Aug. 14), had raised a few children or been more observant, he might have noticed that all children are parrots and most teen-agers are sheep. He might have noted, too, that young boys don't pick flowers and girls don't reach for the nearest gun.

Being curious, but lacking confidence, children and teen-agers search for a model of how to become a grown-up. The boys watch the men, and the girls watch the women. In a man's world, the boys' interests get preference. If parents are absent making a living, children will attach themselves to the role models they see on television or in movies.

Because men control Hollywood, television and the movies have delivered an ever-increasing diet of death and destruction, mainly for the boys. Hollywood's instinct tells it what will fill movie seats, but Hollywood will not let instinct tell it that children will parrot what they see and what they perceive as adult behavior.

Yes, the 3,000 reports on the effects of television and the movies might have been shotshod and inconclusive. Yes, it is possible to see acts of kindness on the screen, but ask any movie producer if he can maintain his standard of living by offering 18,000 acts of kindness (Mr. Cooke's number) for every violent murder.

If cornered, producers insist on scientific evidence to prove a self-evident truth. Mr. Cooke admits the folly of his idea by quoting Plato:

"Children cannot distinguish between what is allegory and what isn't, and opinions formed at that age are difficult to change."

Hollywood doesn't even have the decency to make the violent crime allegorical.

FRANK WATTS

Bellevue, Wash., Aug. 20, 1993

The Roman Example

To the Editor:

Patrick Cooke argues (Op-Ed, Aug. 14) that past societies survived the effects of new technologies, and that we will also survive television. He brings in Socrates, movies and comic books to defend his point.

A more fitting analogy for televi-

sion might be the Roman waterworks. A sophisticated technology brought running water into private homes, public bathhouses and imperial palaces. The aqueducts were a great accomplishment. The pipes were made of lead. Slowly, imperceptibly the population was poisoned.

We now know that lead poisoning has a devastating and invisible impact on the mental ability of children. Some historians consider lead poisoning a major cause of the fall of the Roman Empire. I hope future historians will not look back on television in the 20th century as the pollutant that caused the failure of American democracy.

ANNAMARIE PLUHAR

Ellicott City, Md., Aug. 18, 1993

Flight Into Sex

To the Editor:

We at Inwood House, a 163-year-old youth-serving agency, applaud Bob Herbert's "Violence and the Young" (column, Aug. 15) and would add that the climate of violence has another, less obvious but equally pernicious effect on the lives of young people.

Fatalistic and depressed about becoming the next statistic, children are engaging in sexual relations, looking for solace or a temporary escape. These children are neither well informed about nor interested in preventing pregnancy or disease.

We have witnessed the relationship between violence and unsafe sexual activity through our public school-based counseling and sexual education program. In response to this problem, we find that our small, voluntary, counselor-led groups impart a sense of security and belonging, giving students a safe alternative to gangs, often perceived as the best defense in a violent community.

Through grief counseling, teenagers discover that a sudden, strong desire for a baby might be an unconscious way to cope with loss, perhaps not the best reason to take on the difficulties of teen-age parenthood.

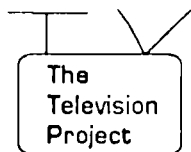
We at Inwood House agree that efforts need to be stepped up to stop the violence because what our children most need and deserve is hope for the future.

NATALIA G. RITTER

Executive Director, Inwood House
New York, Aug. 20, 1993

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Changing the way Americans use television.

THE EVENING SUN

Howard County

AND MARYLAND

SECTION

B

FRIDAY

NOVEMBER 19, 1993

One woman's crusade: How TV affects families

By Mark Guidera
Staff Writer

"Television," says Annamarie Pluhar, "is causing children to abandon their parents."

That may sound extreme, but Ms. Pluhar, an Episcopal Divinity School and Vassar College graduate who earns a living conducting quality control seminars for business, is among those who believe children are affected by television's portrayals of violence.

The Ellicott City resident also believes that television watching is having a much broader and deeper effect on children and family life.

Among the consequences: truncating children's spiritual, emotional and social development; robbing parents of valuable time and the resulting intimacy that comes from building relationships with their children; and interfering with the development of a child's thinking, reading and physical skills.

Those concerns prompted Ms. Pluhar to launch The Television Project, an effort aimed at getting parents and children talking and thinking about not only what they watch but how their television viewing habits affect their family life.

For now, Ms. Pluhar is focusing her effort on setting up half-day workshops on the subject for children and parents. Tomorrow, she'll lead The Television Project's second

"My theory is people greatly underestimate how much time they use TV."

ANNAMARIE PLUHAR

such workshop at St. Peter's Episcopal Church in Ellicott City. Her first workshop was conducted earlier this month for St. Peter's parishioners; tomorrow's free workshop is open to the public.

Ms. Pluhar's effort may be unique, says Dr. Robert Gould, a psychiatrist at New York Medical College and president of the National Coalition on Television Violence, an educational and research organization.

"There are a lot of people who have written on the subject, but it's one thing to write about and a whole other to get down to doing something about it, showing people how TV is affecting their children and how to change the habit."

In her workshops, Ms. Pluhar first has participants leaf through copies of the most recent week's TV Guides and mark which programs they or any other family member watched.

See TV, 5B

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COUNTYWIDE

Tv

From 1B

"This shows people just how much time they spend with the TV. My theory is people greatly underestimate how much time they use TV," says Ms. Pluhar.

Numerous studies have been done on television viewing habits. They generally estimate the average American child spends between 14 and 28 hours each week — that's two to four hours a day — in front of a TV.

Next workshop participants are launched into a discussion of what their families' general viewing habits seem to be, such as who watches what shows, who turns the tube on and off, and if there is anyone policing what shows can be watched and by whom.

Ms. Pluhar says it is this part of her workshop that can be the most interesting and enlightening for participants.

"Right now in our society there is a lot of discussion about what is shown on television. But our culture hasn't been discussing how we use TV. I don't think the TV industry wants this to be talked about because we might decide to watch TV a lot less if we start thinking about our habits."

Next in the workshop, Ms. Pluhar talks about what she thinks television viewing is doing to children and parents.

Her main thrust: while television may act as a short-term solution for occupying a child and relieving parents of the stress of attending to a child's needs, the long-term consequences of turning to TV often for this duty are damaging.

"Time spent viewing television competes with time spent with parents. It robs family members of time they would otherwise spend either interacting with each other or involved in activities that are oriented toward learning and creating," argues Mrs. Pluhar. "This makes parenting harder in the long term."

It's when parents turn often to TV as a parental substitute that children are noticed "abandoning the parents," as Ms. Pluhar puts it. "They do exactly to the parents what the parents have done to them."

In her workshop she attempts to educate parents about how crucial it is for children to spend time with other family members in play and other activities.

"This is the only way a child develops social skills. They can't do it



KIM HAINSTON/STAFF PH

Annamarie Pluhar will lead her workshop tomorrow at St. Peter's Episcopal Church in Ellicott City.

"Right now in our society there is a lot of discussion about what is shown on television. But our culture hasn't been discussing how we use TV."

ANNAMARIE PLUHAR

in front of a TV screen," she says.

She also argues that children who spend a lot of time viewing TV are impaired in their ability to play and be self-entertaining.

"The child's ability to be self-entertaining is essential for a peaceful family life," Ms. Pluhar argues. "Before TV, children moved through life thinking up things on their own to stay busy and entertained."

Dr. Gould says Ms. Pluhar's points are on firm ground.

"Kids need time playing and being with others to learn how to cooperate, collaborate and compromise.

These are very important skills to be learned, and they are difficult to master. What happens today is kids escape the world when confronted with these tasks by turning to TV. What she's saying is TV interrupts this natural stage of life. I couldn't agree more."

Ms. Pluhar says the goal of her effort is to educate parents that they don't need to turn to the TV as an "electronic baby-sitter."

Among the suggestions she has for controlling television viewing:

□ Have rules for TV viewing and stick to them.

□ Remove the TV from the most comfortable room in the house. Put it somewhere not particularly attractive to spend time in.

□ Cover the tube so it's not "staring at you and the children."

□ Keep a weekly time log on television viewing showing who watched what shows and when.

□ Parents should control what children can watch and spend time watching TV with children.

□ Parents should limit their own TV viewing. Remember that children model their behavior on that of adults.

"And never," says Ms. Pluhar emphatically, "allow a TV in a child's room."

The workshop is scheduled from 9 a.m. to noon at St. Peter's Episcopal Church, 4642 Round Road, Ellicott City. For information, call 410-461-7646.

tele 30

Jan Brach
1218 Maiden Choice Lane
Baltimore, MD 21229
(410) 536-9115

January 31, 1996

Annamarie Pluhar
Executive Director, The Television Project
11160 Viers Mill Road
L-15 Suite 277
Wheaton, MD 20902

Dear Annamarie,

I am a 29 year old mother of 2 (5 years and 3 years) who recently attended Part I of your Television Project Workshop at Arbutus Elementary School. I have a B.S. Degree in Microbiology, but am proud to say that I have been a full-time mother for the past 3 years.

As a mother, I take my job very seriously and had been concerned about TV and its impact on my family, specifically my children, since my daughter was born in 1990. When she was small, I limited her TV time to 1 movie per day. I was very serious about this and never wavered from my plan. I also screened all videos before she was allowed to watch them. I didn't want her to see violence, disrespect, or any other negative thing. She had a music video that had a song about divorced parents and their families and I even used to fast-forward past that because I didn't think she needed to deal with divorce at 2 years old. My husband said I was fanatical, but that did not stop me. I stuck with this plan very faithfully for a couple of years.

When my son was born and I quit working, I began relying on the TV more and more to entertain her while I was busy with the baby. It didn't seem so bad, I was still monitoring what she watched but she was watching more of it. My son got started watching TV with her when he was just an infant.

Recently I sat down and mentally tabulated how much TV we were watching, and I was horrified. We were watching good shows, but so much of them. We even watched some shows twice in the same day!!! After taking stock, my husband and I decided that in 1996 we would be watching less TV. We started by having no TV after 6:30. I had cut back our daytime TV to 1 1/2 hours per day as well. This is where I was when my daughter brought the announcement for your workshop home from school. I was anxious to attend just to see if anyone else really shared my concern. I thought your workshop was informative and convincing. I think I was the only parent who had already done something about it, but just knowing that other mothers had noticed and wanted to change things meant a lot to me. The fellowship and exchanging of ideas

was also very valuable. I am looking forward to our next session in February.

Just for your interest, or maybe data, here are some things that my family has experienced. My son (3 years) was a real TV addict. He woke up in the morning asking for TV, he hated being called away from the TV to eat lunch or dinner. When he watched, he did nothing else-just stared at the TV. My daughter (5 years) was not so extreme, but I noticed that she was planning her day around the TV. On January 1, 1996 we began monitoring the TV time in our house (1 1/2 hrs. per day). At first the children were angry and bored. After about 3 days I realized that things were calm and the children were playing quietly. I began to observe them. Mr. Couch Potato was all of a sudden Mr. Imagination. He was pretending his blanket was a magic carpet and flying all over the world, then it was a Santa Sack and he was Santa. He had a long string of beads that he was dropping on the floor and naming the shape it formed. He sings songs all day now, everywhere he goes. He would never have done that while watching cartoons. My daughter all of a sudden was playing cooperative imaginary games with him. She began playing with her dollhouse again (so painstakingly built by her father, but set aside for TV) and her other educational toys we had so thoughtfully chosen and invested in. She has an "art project table" in our den and is spending lots and lots of time there each day.

I guess what I'm trying to do is relate my own personal feelings and experience to you while also saying that I think what you are doing is valuable and important. You are impacting the lives of children and families in a positive way. Your organization has the potential to influence a whole generation of children for the better. If there is a way that I can personally contribute to your efforts, please feel free to contact me.

Sincerely,


Jan Brach

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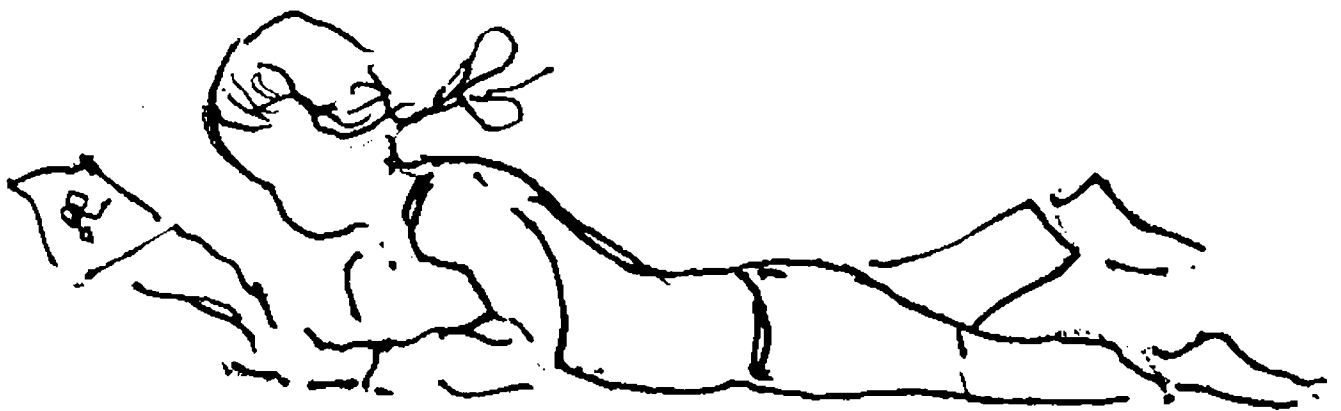
BEYOND TV

Setting goals for TV use in your home.

WINTER 1996

VOLUME 1, NUMBER 3

Spring is just around the corner. . .



About the Executive Director

Annamarie Pluhar, M.Div. founded The Television Project in June of 1993. She has worked with children in a variety of settings including day care, public schools, children's hospitals and churches.

Ms. Pluhar graduated from Vassar College (1976) where she majored in Psychology with a focus on Early Child Development. She also earned NYS Certification for teaching grades nursery through sixth. She has a Master in Divinity from the Episcopal Divinity School (1982).

From 1982 to 1995 she consulted to corporations in Total Quality implementation, team training and group decision making skills. Traveling throughout the country, she realized how few parents were aware of the ways that television use affects their children.

She is the eldest of four children and the oldest of eight grandchildren with whom she lived every summer of her childhood without electricity, telephone or television.

For more information

The Television Project
11160 Veirs Mill Road, Suite 277
Wheaton, MD 20902

(301) 588 - 4001
76507.1755@compuserve.com

Research Sez...

- 98% of American households have at least one TV set.
- On average, children aged 2-5, watch 14 hours a week of network television.
- Television viewing increases aggressive behavior.
- Children imitate what they see.
- Children under the age of 5 can not separate fact from fantasy.
- 66% of Americans eat dinner while watching television.
- When shopping with a parent, on average, children request a brand-named item 13-18 times.

Power Rangers . . .

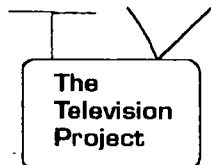
Ninja Turtles . . .

What's a Parent To Do?

What's an Educator To Do?

The Television Project
11160 Veirs Mill Road, Suite 277
Wheaton, MD 20902

(301) 588 - 4001
76507.1755@compuserve.com



Introducing...

The Television Project

Raising awareness of the ways television affects families.

Promoting alternatives and strategies for controlling television use.

WORKSHOPS

PRESENTATIONS

BEYOND TV

Workshops

Individuals change behavior only when they have come to their own conclusions and developed their own commitment for change. In our workshops, participants are encouraged to talk to each other, to develop their own goals for television use, to adopt strategies for controlling television viewing, and to discover alternatives for occupying children.

All workshops increase participant awareness of how television viewing impacts family dynamics and child development. For professionals, workshops are geared to providing tools and methods for bringing this issue to parents.

We offer workshops tailored to the particular audience and circumstances. Examples of workshops we have done are:

Television, Stress and Your Family
TV: Using Our Common Sense
TV Stole My Child's Soul

What workshop participants say:

"This workshop can change your point of view!"

"This workshop helped me be more confident about my feelings restricting TV."

Beyond TV

"I gave Beyond TV to my son's father when I handed him over for his weekend visit. When my son came home he announced that: 'Daddy only let me watch 1 hour of TV a day, because TV isn't good for me!'"

I used to worry when he went to visit his father because he would watch 12 hours a day. Beyond TV has solved that problem."

Beyond TV, our quarterly publication, is designed for parents and other to help them remain committed to their goals for television usage in their home.

In every issue, *Beyond TV* contains some answers to these questions:

Why control TV viewing?
What methods have worked for other parents?
What are the alternatives?

Better than a book, *Beyond TV* arrives every three months as a reminder that this issue IS REALLY IMPORTANT!

We offer a bulk rate for schools, day care centers, and churches, who wish to make *Beyond TV* available to parents.

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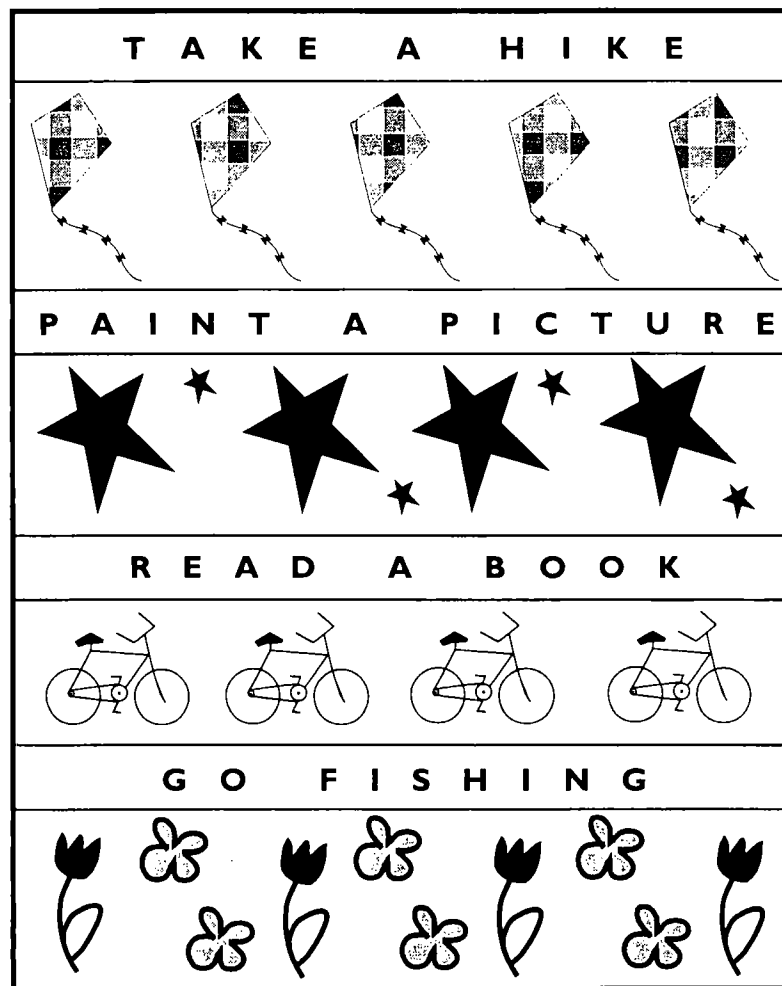
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BEYOND TV

A publication for parents (and others) to help them remain committed to their goals for television use in their homes.

JUNE 1995

VOLUME I, NUMBER I



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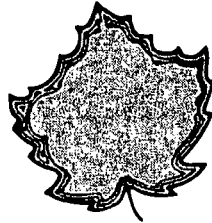
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BEYOND TV

Setting goals for TV use in your home.

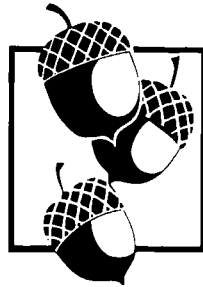
SEPTEMBER 1995

VOLUME 1, NUMBER 2



Make a placemat,
create a leaf collage
and laminate it

Fall. It's the Perfect Time To. . .



Make a bird feeder out
of a large soda bottle



Rake the leaves into
a huge pile and
jump in it



Do leaf rubbings with
crayola or chalk



Take a walk in the neighborhood

• MELANNE VERVEER •

Madge -
I mean
We should
do this.



African American Alliance Club
P.O. Box 75
Union City, CA 94587-0075
(510) 437-1146

January 25, 1996

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

Dear Mrs. Clinton,

While watching Barbara Walter interview you on 20-20 on January 12, 1996, you stated that you will hold a youth summitt in February at the White House. We would be interested in attending and being a part of the summitt. We here in Union City, California are trying to make a difference in our young people's life. We have just started a mentor program at our local high school with ten adults and ten youths. This is just a start, we will add more people to the program over the next year. It is our plan and goal that in the next three years we will have every youth in our city matched with an adult friend. We are on a mission to get our youth involved in their community and take responsibility for their own actions and plan for their future. We are encoraging parents to support their child in this program, for the parents to become a part of the program and for all adults to reach out and help our youths as it will take all of us to make a difference in our lives as well as in the lives of our youth. We have faith that our program will work and that our youth will become responsible people.

Our city is planning a youth summitt in March to bring together our youth and adults to let our youth know that we the adults want to help them and that we believe in them. Attending your youth summitt will give us information and materials we can use in our city to help make a difference in all of our lives.

Also Mrs. Clinton, when you visit San Francisco, California on your book tour we welcome you to visit our organization to see what we are doing.

We look forward to receiving an invitation to your summitt.

Sincerely,

Maudine Pembleton
President

FAX**Date** 03/01/96**Number of pages including cover sheet** 1**TO:** MELANNE VERVEER
OFFICE OF THE FIRST
LADY**Phone** 202-456-6266**Fax Phone** 202-456-6244**FROM:** ROBERT PECK
P**Phone** 202-501-1100**Fax Phone** 202-219-2310**CC:****REMARKS:** ☐ Urgent ☐ For your review ☐ Reply ASAP ☐ Please Comment

Melanne, I left you a phone message to ask the following: would HRC be willing to be named as Honorary Chair of the 25th Anniversary gala for the D.C. Preservation League? No obligation, of course, other than use of the name. I was president of DCPL for 6 years. It's the principal private historic preservation group here and started out fighting to prevent demolition of the Old Post Office building and Willard Hotel. Carter Brown has agreed to serve on honorary committee and I think Jane Alexander and Sheldon Hackney will agree. No current controversies with respect to the organization and no controversial honoraries. Event is May 17 at the Old Post Office.

Loving the job, by the way, and thank you again.

Robert Peck

7 February 1996

Ms. Margaret Williams
Chief of Staff for the First Lady
The White House

Dear Ms. Williams,

Greetings! I hope you are well. Enclosed, please find the c
President Clinton. The second page may be of particular in
deals with the First Lady.

Based on my recommendation, Mr. Ghandi will be happy to nominate Mrs. Clinton (for the
Mahatma Ghandi Humanitarian Award) to the Board of Directors of the Foundation. Before, I
proceed with this, I would like to receive your feedback about this idea. Would you please give
me a call at your earliest convenience. I can be reached at home at 1-540-722-3090. Thank you
very much. I look forward to talking to you soon.

Sincerely,


Martin Royeen
1625 Ft. Braddock Ct.
Winchester, VA 22601

Re: nomination
of ~~President~~ Mrs. Clinton
for the Mahatma
Ghandi Humanitarian
Award by Mr.
Ghandi
CC: Marge

POTUS IS
enough

POTUS -
peace award
FLITUS -
Humanitarian



Gandhi Foundation

February 5th, 1996

President Bill Clinton
THE WHITE HOUSE
Washington, D.C. 20500

Dear President Clinton:

On behalf of the Gandhi Memorial International Foundation and Gandhi Family it gives me heartfelt pleasure to inform you that you have been awarded the Mahatma Gandhi World Peace Award for 1996. This award consists of a life-size bust of Mahatma Gandhi and \$100,000 in cash.

You may be aware that past honorees include Mother Teresa of Calcutta, President Jimmy Carter, President Aquino Corazon, Presidents Reagan and Gorbachev and President Nelson Mandella, to name a few.

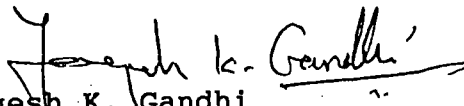
The Award will be inscribed in your name as follows:

To the 42nd President of the United States, Bill Clinton, for his tireless and undaunting efforts to bring peace to former Yugoslavia and the Middle East and for his commitment to the socially needy people; especially, of America: showing the nations of the world that all problems are merely challenges, and all grievances surmountable.

The Mahatma Gandhi World Peace Award is intended to acknowledge those outstanding individuals who have made a significant contribution to creating a more peaceful, harmonious world and who have helped catalyze the spirit of human understanding and cooperation. Dedicated to Mahatma Gandhi, the award is seen as a way to perpetuate his memory and, more importantly, to encourage others to manifest the vision of our common humanity by walking the path of love and non-violence.

My warmest and sincerest congratulations to you on this very special distinction.

My very kindest regards,


Yogesh K. Gandhi



Gandhi Foundation

February 5th, 1996

President Bill Clinton
THE WHITE HOUSE
Washington, D.C. 20050

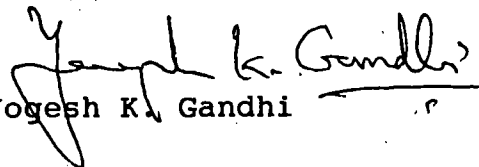
Dear President Clinton:

We would like to have the Mahatma Gandhi World Peace Award Presentation Ceremony for you at the White House on March 29th, 1996. Please let me know a convenient time. If, in any event, this above date is not convenient for you, please let me know another date which would be convenient.

Ms. Lois Nicolai, a good friend of the Foundation's, attending a meeting of the President's Interagency Council on Women for efforts made Wednesday, January 24th, 1996, for a briefing and reception for the Women's Conference Circle participants, had a brief visit with the First Lady, Mrs. Hilary Clinton. Lois gave to Mrs. Clinton the message that I wished to present to you, the Mahatma Gandhi World Peace Award. Mrs. Clinton replied by asking that Ms. Nicolai inform me that she, Mrs. Clinton, is proud and honored to hear this news and that she was certain that the President would feel the same.

Again, my congratulations and warm regards.

Sincerely,


Yogesh K. Gandhi

February 26, 1996

yes

The President
and Mrs. Clinton
The White House
Washington, D.C. 20500

Dear President and Mrs. Clinton:

On Wednesday, September 11, 1996, we will have an evening honoring the new Maestro of the National Symphony Orchestra. This event will be held at the Kennedy Center. All of the musical arts groups in the city will participate. We want this to be a true "Welcome to Washington" for the Slatkin family.

It is hoped that you will honor us by being our Honorary Chairmen for this welcome. Your presence that evening would be a highlight if your schedules permit. We hope to list you as Honorary Chairmen and will await a reply as soon as possible.

With my thanks.

Sincerely,

Elaine W. Silverstein

Elaine W. Silverstein
Chairman
Welcome to Washington

5402 Goldsboro Road
Bethesda, Maryland 20817

RTNDF

Radio and Television News Directors Foundation

1000 Connecticut Avenue, NW, Suite 615 Washington, DC 20036 (202) 659-6510 FAX (202) 223-4007

February 16, 1996

President
David Bartlett

Vice President
Robert A. Brunner
WCHS-TV

Treasurer
Col. Barney Oldfield
USAF (Ret.)

Secretary
Louis F. Prato
Medill News Service

Trustees
Marc Burdick
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Sullivan & Cromwell

Gail H. Evans
CNN

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Hill & Knowlton

Gary Hanson
WKBN-TV

Gene P. Mater
International Media Fund

Robert A. Priddy
MissouriNet

Emily Rooney
Fox News

Carole Simpson
ABC News

Ron Townsend
Gannett Television Group

Gary C. Wordlaw
WJLA-TV

Bill Yeager
Metro Networks News

General Counsel
J. Laurent Scharff
Reed Smith Shaw & McCloy

Executive Director
Eric Swanson

Ms. Madge Henning
Office of the First Lady
The White House
Washington, DC 20500

Dear Ms. Henning:

I am writing to you and Ms. Melanne Verveer simultaneously regarding the possibility of arranging a briefing in your office for the spring group of RIAS Berlin Commission/RTNDF German broadcast journalists visiting Washington the week of March 11-15.

You have always been so kind as to arrange excellent briefings for the German journalists when they visit Washington. In the past you have made it possible for the journalists to meet with people like Tony Gardner, Lisa Caputo, Lorrie McHugh, Alice Pushkar and Lissa Muscatine, as well as to have tours of the White House and once to attend an official welcoming ceremony for the King of Morocco.

I hope it will be possible to work with you again on arrangements for a briefing, a White House tour or welcoming ceremony, and perhaps even the opportunity for the journalists to meet briefly with Mrs. Clinton, as Dr. Hildegard Boucsein and Ms. Verveer discussed in their August, 1994 meeting. Such a meeting would be of particular interest to this group of journalists, because several of them are political reporters who are extremely interested in this year's presidential election and campaigns.

Also, as a matter of interest, RIAS celebrated the 50th anniversary of its founding earlier this month -- February 7th -- with its annual awards ceremony attended by more than 1,000 people in Berlin. There were two American winners of the RIAS awards, including one radio reporter from the Voice of America.

Thank you again in advance for your assistance with this request. I am looking forward to talking with you soon.

Sincerely,



Patricia Seaman
Program Coordinator
(301) 977-7210 direct





Radio and Television News Directors Foundation

1000 Connecticut Avenue, NW, Suite 615 Washington, DC 20036 (202) 659-6510 FAX (202) 223-4007

Radio and Television News Directors Foundation
RIAS Berlin Commission

U.S. Study Program for German Journalists
Spring, 1996

1. Mr. Christian Brockert, journalist, MDR radio, Leipzig. Born in West Germany.
2. Ms. Simone de Manso Cabral, editor, Deutsche Welle TV, political magazine show "Standpunkt" ("Points of View").
3. Ms. Ellis Fröder, editor, WDR-TV, morning magazine show, and Moscow correspondent.
4. Ms. Ariane Giese, political reporter, Radio Regenbogen, Mannheim. Born in East Germany.
5. Mr. Mario Göhring, journalist, NDR radio and television, Hamburg. Born in West Germany.
6. Mr. Dirk-Michael Grötzsch, religion editor, PSR radio, Leipzig. Born in East Germany. Former speaker of the "new forum" in Leipzig, a civil movement which contributed significantly to the downfall of the East German government.
7. Mr. Thomas Hollmann, editor, SFB/ORB "Info Radio," a new news/talk radio format in Berlin. Born in West Germany.
8. Mr. Veit Malolepsy, news editor/reporter, PSR radio, Leipzig. Born in East Germany.
9. Ms. Patricia Pantel, reporter, ORB's "Radio Fritz," Potsdam. Born in West Germany.
10. Ms. Katrin Schlenstedt, reporter/editor, MDR videotext division, Leipzig. Born in East Germany.
11. Ms. Christine Thalmann, journalist, SFB radio, Berlin. Born in Eisenach, East Germany.
12. Mr. Matthias Werth, editor, WDR television, political magazine show "Monitor," Cologne. Born in West Germany.



Recycled / Recyclable

RTNDF**Radio and Television News Directors Foundation**

1000 Connecticut Avenue, NW, Suite 615 Washington, DC 20036 (202) 659-6510 FAX (202) 223-4007

*Madge
your people!*

February 16, 1996

*→ Wed. Mar. 13
Lisa***President**
David Bartlett**Vice President**
Robert A. Brunner
WCHS-TV**Treasurer**
Col. Barney Oldfield
USAF (Ret.)**Secretary**
Louis F. Prato
Medill News Service**Trustees**
Marci Burdick
KYTVPatricia Diaz Dennis
Sullivan & CromwellGail H. Evans
CNNGeorge Glazer
Hill & KnowltonGary Hanson
WKBN-TVGene P. Mater
International Media FundRobert A. Priddy
MissouriNetEmily Rooney
Fox NewsCarole Simpson
ABC NewsRon Townsend
Gannett Television GroupGary C. Wardlaw
WJLA-TVBill Yeager
Metro Networks News**General Counsel**
J. Laurent Scharff
Reed Smith Shaw & McClay**Executive Director**
Eric Swanson**Ms. Melanne Verveer**
Deputy Chief of Staff
Office of the First Lady
The White House
Washington, DC 20500

Dear Ms. Verveer:

I am writing again in regards to the RIAS Berlin Commission exchange program for German and American broadcast journalists, which is administered here in the United States by my organization, the Radio and Television News Directors Foundation. Your office has graciously hosted three groups of visiting journalists, who regard their White House meetings as extremely valuable and important to their understanding of the American political system. Ms. Madge Henning has organized the last two briefings, which have given the journalists the opportunity to speak with people such as Tony Gardner, Lisa Caputo, Lorrie McHugh, Alice Pushkar and Lissa Muscatine. Through Ms. Henning the groups have also had the opportunity to tour the White House and to attend an official welcoming ceremony for a visiting head of state.

This year marks the 50th anniversary of the founding of RIAS, precursor to the RIAS Berlin Commission, and the incoming group of German journalists visiting Washington in March reflect the highest standards set by the Americans when they founded RIAS in 1946. We have 12 radio and television journalists coming to Washington the week of March 11-15. Many of them are political reporters, with keen interest in our presidential campaign and elections this year.

Dr. Hildegard Boucsein, whom you met with in August, 1994, and her fellow RIAS commission members, continue to value and appreciate your support of the RIAS/RTNDF exchange program for German radio and television journalists. Under the terms of the RIAS Berlin Commission, Dr. Boucsein is now serving as vice chairperson and Mr. Robert Earle, minister counselor for public affairs at the U.S. embassy in Germany, now serves as chairman. Later this year, veteran journalist Roger Mudd will join the RIAS Berlin Commission as one of the American members, filling the vacancy which will be created when Mr. Joel Levy, public affairs officer at the U.S. embassy in Berlin, leaves.

Ms. Melanne Verveer
page two

At the time of your meeting with Dr. Boucsein, you discussed the possibility of one of the groups of German journalists meeting with the First Lady. Given the extraordinary credentials of this group, the special honor of the 50th anniversary of RIAS, and the installment of American Robert Earle as chairman of the RIAS Berlin Commission, I wonder if it might be possible for these journalists to meet with Mrs. Clinton, in substitution of or in addition to the regular briefing they have received with you and members of the White House staff.

There are a total of 12 German radio and television journalists in the group, and they will be accompanied by me and one other person from the RTNDF office, for a total of 14 people. Should it be possible for the journalists to meet with Mrs. Clinton, I would like to invite available members of the RIAS Berlin Commission to attend as well. I have enclosed a list of the German journalists, and will follow with their passport numbers and dates of birth as soon as possible.

Thank you very much for your ongoing support and interest in RTNDF and the RIAS Berlin Commission. I will look forward to hearing from you or your staff at your earliest convenience, and to hopefully seeing you again in March.

Sincerely,

A handwritten signature in cursive script, appearing to read "Pat Seaman", followed by a horizontal line.

Patricia Seaman
Program Coordinator
301-977-7210 direct



Radio and Television News Directors Foundation

1000 Connecticut Avenue, NW, Suite 615 Washington, DC 20036 (202) 659-6510 FAX (202) 273-4007

Radio and Television News Directors Foundation
RIAS Berlin Commission

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8. Mr. Veit Malolepsy, news editor/reporter, PSR radio, Leipzig. Born in East Germany.
9. Ms. Patricia Pantel, reporter, ORB's "Radio Fritz," Potsdam. Born in West Germany.
10. Ms. Katrin Schlenstedt, reporter/editor, MDR videotext division, Leipzig. Born in East Germany.
11. Ms. Christine Thalmann, journalist, SFB radio, Berlin. Born in Eisenach, East Germany.
12. Mr. Matthias Werth, editor, WDR television, political magazine show "Monitor," Cologne. Born in West Germany.

THE WHITE HOUSE

April 11, 1996

Bernice Weissboard
President
Family Focus, Inc.
310 South Peoria Street
Suite 401
Chicago, Illinois 60607-3520

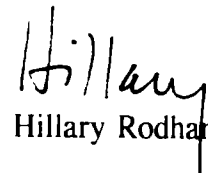
Dear Bernice:

This is to thank you belatedly for sending me a copy of The Vulnerable Child and for your note. You must be very proud of Rick and his commitment to children. It is a terrific book.

I know you have spoken to Melanne about the early planning stages of our children's conference. I hope you will be able to participate in this effort and that you will let us know when you will be in Washington again so that we can arrange for a visit.

With appreciation and warm regards, I remain

Sincerely yours,


Hillary Rodham Clinton

✓ cc: Melanne Verveer

DR. DOLORES ZELL

38
Children's
Conference
Center

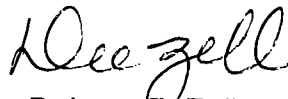
April 2, 1996

The Honorable Hillary Rodham-Clinton
First Lady
The White House
1600 Pennsylvania Avenue
Washington, D.C.

Dear Ms. Clinton:

It is my understanding that you are planning a spring conference on children and families. As a 1992 Clinton delegate and educator of almost thirty years, I would very much like to be involved. I am enclosing my résumé. You will note that I have worked extensively with welfare reform and job training at both the state and local levels.

Sincerely,



Dr. Dolores P. Zell
Miami Skill Center

Enclosures
dkw

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DOLORES PFAFFENDORF-ZELL
13323 SW 103 PLACE
MIAMI, FLORIDA 33178

PHONE: (305) 255-5188
(305) 358-4925
CELLULAR: (305) 302-2110

OBJECTIVE: Appointment -- any educational, labor/job training (JTPA), council or commission for which eligible by virtue of background reflected below. Because of working in Homestead and being a Hurricane Andrew victim, emergency preparedness and response is (FEMA, SBA) of interest.

EDUCATION: Ed.D, Educational Leadership and Instruction, Major-Law and policy. University of Miami, 1986.

University of Miami -- Elementary Administration for State Certification, 1974-1975.

Masters, University of Miami, College Personnel Administration/Services, 1971.

B.Ed., William Carey College, Hattiesburg, Mississippi -- Elementary Education: Psychology/Education and Social Science -- Minors, 1969.

PROFESSIONAL BACKGROUND:

ADMINISTRATOR

Miami Skill Center -- Homeless Assistance Center, Dade County School System, 8/93 - Present.

South Dade Adult Center, Dade County School System, 6/90 - 7/93.

EXECUTIVE DIRECTOR

State Job Training Coordinating Council, State of Florida, 1988/1990.

Directed a 40-member council appointed by the Governor and a staff of 14 employees. With a budget of approximately \$700,000, the Council and staff oversee and make policies for the Governor on state employment and training programs. This position required extensive coordination among the Florida Human Resource agencies, primarily the Department of Labor and Employment Security, the Department of Commerce and the Department of Health and Rehabilitative Services. Coordination of 24 Job Training Partnership Act service delivery areas on the local level, as well as the national organizations and the related federal agencies. Policies relate to implementation of the United States Job Training Partnership Act, the JOBS (Job Opportunities/Basic Skills) Act, the Wagner Peyser Act, and various other human service legislation. Florida job training programs are funded at approximately \$120,000,000 per year.

DOLORES PFAFFENDORF-ZELL
RESUME
PAGE TWO

Assistant Principal -- Redland Elementary School, Dade County Public School System, 1987-1988.

Fully implemented a 15-computer laboratory for all students, K-5, that focused on meeting minimal standards for basic skill and computer education.

Assistant Principal -- Bel Air Elementary School, Dade County Public School System, 1985-1987.

In 1985/1986, won the Educational Excellence Award under the QUIIP Program. (Only seven schools out of 250 won this award.)

Assistant Principal -- Vineland Elementary School, Dade County Public School System, 1984-1985.

Administrator on Special Assignment -- Dade County Public School System, 1983.

Coordinated the development and writing of the Dade County Public Schools Comprehensive Plan which set and measured the goals and objectives of the school system. Other administrative duties included coordination of special projects, attendance boundary mediation, and other major problems referred by school or area office to the District Superintendent's office. Reported to Dr. Joseph Fernandez, formerly Chancellor of the New York City School System.

Legislative Aide -- Florida House of Representatives, 4/81-83.

Assisted the legislator with a variety of administrative and legislative matters requiring a thorough understanding of the policies and practices of Florida Government and the Legislature. These duties included drafting two Constitutional Amendments and a major bail reform law, as well as revisions to the teacher tenure bill, PREP, and other educational legislation. These activities required extensive coordination with administrative agencies, Cabinet offices and the Governor's Office, as well as the news media. Features on criminal justice issues were broadcast nationwide on NBC Nightly News. Worked extensively with Dade State Attorney Janet Reno to pass bail reform.

Assistant Principal, Opa-Locka Elementary School, Dade County School System, 1980-1981.

Teacher, Coral Reef Elementary School, Dade County Public School System, Spring, 1979.

Learning Disabilities Teacher, R.R. Moton Elementary School, Dade County Public School System, Fall, 1979.

DOLORES PFAFFENDORF-ZELL
RESUME
PAGE THREE

Director, "Senior Citizens as Teachers Project," Dade County Public School System, 1978.

Wrote a successful grant proposal for this school volunteer program. The project involved presenting programs to seniors which resulted in increasing their involvement in the schools, benefitting both the children as well as the seniors. Responsible for administration, budget program planning, and project evaluation. Also scheduled visits to schools and to training sessions for dignitaries which included former Congressman Pepper.

Adjunct Professor, Florida International University, 1978-1979.
Taught graduate-level courses in early childhood education, community involvement and other education courses.

Teacher on Special Assignment -- School Volunteer Program, Dade County Public School System, 1975-1980.

Responsible for recruitment, training, placement and coordination for over 8,000 volunteers. Extensive administration and record-keeping, as well as development of grant proposals for governmental agencies and private foundations. Considerable public relations activities included writing press releases, appearing on radio and television, and presenting the program to various community agencies and groups including Chambers of Commerce. Consulted for Florida State Department of Education, Right-to-Read, and various school systems and state departments throughout the United States on basic skills and community involvement.

Administrative Assistant, University of Miami Education Department, Summer, 1977.

Assistant to Associate Dean on special research project -- included administration of Bahamas Program, Cuban Teacher Retraining Program, and School of Education activities.

Teacher, A.L. Lewis Elementary, Dade County Public School System, 1970-1975.

Grade Level Chairman; Curriculum Committee Chairman, Textbook Committee Chairman, Spelling Bee Chairman, Volunteer Program Chairman, and Bicentennial Committee Chairman.

Administrative Assistant, Georgetown University, Medical School Pharmacology Department, Washington, D.C., May/August, 1974.

Customer Service Representative, Burdines 1970-1974.

Assistant Director, Pearson Hall, Univ. of Miami, 1969-1970.

Placement Director, William Carey College, 1968-1969.

Secretary to Dean of Students, William Carey College, 1967.

Secretary, Economy Awning Company, Inc., 1962-1966.

SELECTED PROFESSIONAL PRESENTATIONS AND MEDIA

National Association of Elementary School Principals, Dallas, Texas --

Organization and Administration of Community Development in the Elementary School, 1978.

BOLD (Broader Opportunities for Learning Disabled). Symposium Miami Dade Community College --

MDCC and School Volunteer Program/Learning Disability Training, 1978.

WPBT-Channel 2 -- Volunteer, In-Sight --

Recruitment and Training of College Students as Teacher Aides, 1978.

Texas Conference on Parental Involvement --

How to More Effectively Involve Disadvantaged and Spanish-speaking Parents in School Programs, 1977.

South Carolina Right-to Read --

Training of School Leaders to Implement Community Development Programs, 1977.

WHYI (Y-100) -- John Cross Radio Talk show --

Opportunities for Community Development, 1977.

SELECTED WRITINGS AND PRODUCTIONS

Production Team Coordinator, Videotape --
Senior Citizens as Teachers, 1978.

Author, Naranja News --

Community Involvement is Rewarding, 1978.

Author, Miami Herald --

Senior Citizens as Teachers, 1978.

Editor, Esprit d'Corps (County-Wide Volunteer Newsletter), 1977.

Author, Community Newspapers --

Volunteers Needed at Aid Dade's Tutorial Program, 1977.

Writing and Production Team, Slide/Tape, Do It --

Staff Utilization of Volunteer Services, 1977.

Florida Department of Education and Florida Parent/Teacher Association --

How to Develop a Training Program for Volunteers, 1976.

RECOGNITION - ACTIVITIES - ORGANIZATIONS

- Passed UM Doctoral Quals with Honors /3.8 Doctoral average
- Board of Directors - Dade County School Administrators Assoc.
- Magna Cum Laude graduate (WCC) with highest average 3.97
- Board of Directors - University of Miami
 - Alumni Association General Board
 - School of Education Board of Directors
- Assistant Principal, Steering Committee
- Who's Who Among Students in America Universities and Colleges
- Award -- Outstanding Student in Education
- Recognition -- Outstanding Score on GRE (98th percentile)
- Woodrow Wilson Fellowship nominee
- Alpha Lambda Honorary, Officer
- Assistant and Feature Editor, College Newspaper
- President, Dephinian Society and Bass Hall
- Three Scholarships -- Graduate
- National School Volunteer Program, Inc.
- Association for Supervision and Curriculum Development (Fla.)
- Dade South Reading Council
- Phi Delta Kappa
- International Reading Association
- American Business Women's Association
- Florida Vocational Association
- Association for Community Education

REFERENCES

- Mr. Daryl Jones, Florida Senator
- Mr. Joe Geller, Chair--Dade Cty. Democratic Executive Committee
- Mr. Clifton Lewis, Principal, Miami Skill Center
- Mr. Hugh/Tony Rodham, Public Defender's Office/Investigator
- Mr. Irving Peskoe, Former Mayor, City of Homestead, Florida
- Mr. Martin Steinberg, Chief Council, U.S. Senate Permanent Subcommittee, Attorney, Holland & Knight
- Mr. Joseph Fernandez, former Chancellor, New York City Schools
- Mr. Robert Simpson, Dean, University of Miami School of Education
- Ms. Brenda Johnson-Smith, Staff Analyst, Florida House of Representatives
- Dr. Audrey Jackson, Project Director, School Volunteer Program, Dade County Public Schools (ret.)
- Dr. Thomas Peeler, Associate Superintendent, Santa Barbara School District, California
- Mr. Tom Gustafson, former Florida State Representative, Speaker of House of Representatives, 1988-1990, attorney
- Ms. Nancy Wilson-Young, Personnel Officer, Miami-Dade Community College

Clinton

FOR PRESIDENT COMMITTEE

April 8, 1992

FYI -
DJ

Ms. Dolores Zell
13323 S.W. 103rd Place
Miami, FL 33176

Dear Dolores:

Congratulations on your election as a Florida delegate to the Democratic National Convention. As a delegate, you will play an important role in the Democratic Party and in my campaign for the presidency. I realize how much hard work it required to earn this position, and I appreciate your perseverance and desire to be a part of the Clinton team.

And thanks to you, I am able to take my message to the next round of primaries and caucuses. Long term economic vision, the primacy of education in an ever-changing world and the need to heal the wounds of the last twelve years and make this country whole again; these are America's concerns. Together, we can begin the process of change that will revitalize our country and prepare it for the challenges the next century will present.

Once again, congratulations. Please feel free to call John Yates, your state's Delegate Tracker and your contact in Little Rock, or John Hart, Director of Delegate Operations, at any time. They can be reached at (501) 372-1992 at our National Headquarters. Welcome to the team and I look forward to seeing you in New York!

Sincerely,

Bill Clinton

Bill Clinton

P.S. Please fill out the enclosed information forms and return them to John Yates, Florida Delegate Tracker, at Clinton for President, 1220 W. Third Street, Little Rock, Arkansas 72201, so we can learn more about you and your interests. Also, please find enclosed a postage paid envelope for your convenience.



August 11, 1992

Ms. Delores Zell
13323 Southwest 103rd Place
Miami, Florida 33176

Dear Delores,

We know that you have been working for Bill Clinton's nomination from the very beginning and we would like to express our many thanks for all your efforts. We hope that you will continue to work with us in the coming months to help get Bill elected.

Time is critical. It is essential that we continue to concentrate our efforts. Keep up the hard work. It is greatly appreciated.

Sincerely,

A handwritten signature in cursive script, appearing to read "Hugh E. Rodham".

Hugh Rodham

Tony Rodham

A handwritten signature in cursive script, appearing to read "Tony Rodham".

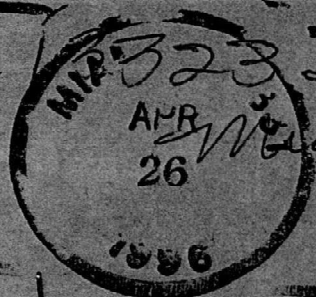


Handwritten signature or initials, possibly "JF", written in dark ink across the center of the document.

RECEIVED
JAN 11 1969
K-RAY

COLUMBIAN® CLASP NO. 69
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PHOTOCOPY
PRESERVATION



Honorable Hillary Rodham Clinton
First Lady
The White House
1600 Pennsylvania Ave.
Washington, DC

