

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. card	w/envelope re: personal (2 pages)	06/02/1997	Personal Misfile
002. card	re: personal (2 pages)	n.d.	Personal Misfile

COLLECTION:

Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 12168

FOLDER TITLE:

Verveer, Melanne Correspondence: July to December 1997 - M-N [2]

2013-0534-S

re1537

RESTRICTION CODES

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

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

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE
WASHINGTON

November 24, 1997

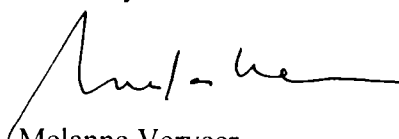
Mr. Brent Neiser
Director
Public Education Center
National Endowment for Financial Education
4695 South Monaco Street
Denver, CO 80237-1810

Dear Mr. Neiser:

Thank you very much for letter and for How to Make
Adoption an Affordable Option, which I have shared with
others here on the White House staff.

Thanks and best wishes in your important work.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Melanne Verveer', written over a horizontal line.

Melanne Verveer
Chief of Staff to
the First Lady



NATIONAL ENDOWMENT FOR
FINANCIAL EDUCATION

4695 South Monaco Street
Denver, CO 80237-3403
Fax: 303-220-1810
ban@nefe.org

Brent A. Neiser, CFP, CAE
Director
Public Education Center
303-220-4854



NATIONAL ENDOWMENT FOR
FINANCIAL EDUCATION

②

November 17, 1997

Ms. Melanne Verveer
Assistant to the President
Chief of Staff to First Lady
Old Executive Office Building
Washington, D.C. 20503

Dear Ms. Verveer,

I am pleased to present to you a new public education book titled *How to Make Adoption an Affordable Option*. This book was developed by our organization, the National Endowment for Financial Education (NEFE), with a coalition of national adoption organizations that we assembled, and will go a long way to bolster the President's Adoption 2002 initiative. If the White House is promoting issues related to adoption, we certainly would like to be included. Through this book NEFE is adding a new element to the public's knowledge of adoption and will counter many of the myths and financial roadblocks to adoption.

As the father of three special-needs-children (see enclosed article), I was able to spearhead this project—not only out of my personal experience, but also out of my professional experience as Director of Collaborative Programs with the National Endowment.

Through an agreement with the U.S. Office of Consumer Affairs, we are making available 50,000 copies of this book to the general public, at no cost, through the Consumer Information Center in Pueblo, Colorado. In addition, the book has been formatted on the Internet and is available through www.nefe.org.

The major national adoption organizations listed on the inside back cover who have helped review the content of the book will also distribute the book. Of particular importance is the new adoption tax credit that is highlighted in the material.

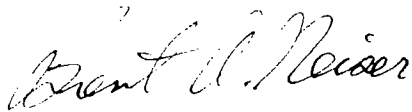
The Denver-based National Endowment for Financial Education (NEFE), is an independent nonprofit organization committed to educating Americans about personal finance and empowering them to make positive and sound decisions to reach financial goals. It does not receive government funding.

Melanne Verveer
November 17, 1997
Page Two

Our organization has worked with a variety of national organizations such as the American Red Cross, Boy Scouts of America, and Girl Scouts of the U.S.A. to create specialized personal finance public education materials.

I can be reached at (303) 220-4854, Fax (303) 220-0838, or ban@necf.org. Thank you for your continued efforts on behalf of adoption.

Sincerely,

A handwritten signature in cursive script that reads "Brent A. Neiser".

Brent A. Neiser, CFP
Director of Collaborative Programs

BAN/gs

Enclosures



NATIONAL ENDOWMENT FOR
FINANCIAL EDUCATION

FOR IMMEDIATE RELEASE

DATE: November 10, 1997

CONTACTS: Brent A. Neiser at (303) 220-4854 or
Anji Siegel at (303) 220-4876

**FREE BOOK HELPS TAKE THE FINANCIAL CONFUSION OUT OF
ADOPTION**

National Adoption Month is November

Denver—A new book that will shed light on the financial aspects of the adoption process while dispelling common myths is being offered FREE to families who are seriously thinking about adopting a child. *How to Make Adoption an Affordable Option*, a 76-page book, is being introduced by the National Endowment for Financial Education®, or NEFE®, to help educate families on what to expect financially from the adoption process.

The book compiles into one user-friendly guide information the reader can refer to about expenses common to most waiting child, independent, and international adoptions. Readers will discover that not all adoptions are expensive and that families do not have to be rich or own their own homes to be accepted as a parent. It also discusses a new adoption tax credit available for adoptive families.

-more-

The book is unique in that it combines adoption information with a financial perspective geared toward expanding a family. “When prospective parents understand the financial issues and the new adoption tax credit, they often find there aren’t as many roadblocks to adoption as they once imagined,” says Brent Neiser, CFP, director of Collaborative Programs at NEFE.

Since preparing for adoption tends to be emotional, Neiser cautions prospective parents not to let their feelings blind them to the real costs. Neiser says, “Families who may be caught up in the emotions of adopting might have overlooked some of the less obvious financial aspects of adoption.”

Neiser, who is the father of three adopted children and is familiar with the rewards and challenges of adoption, says, “This book shows the reader that with careful financial planning, adoption can be an affordable option for most families who are willing to provide a nurturing environment for a child. It is important to educate yourself to help ensure you are financially ready to adopt.”

Free Adoption Book
Page 3-3-3

To receive a free copy of *How to Make Adoption an Affordable Option*, write to:

Consumer Information Center
Item #602-E
Pueblo, CO 81009

The book can also be viewed on the NEFE website at www.nefe.org.

NEFE is a Denver-based independent nonprofit organization committed to educating Americans about personal finance and empowering them to make positive and sound decisions to reach financial goals.

#

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Agency puts neglected kids into new path of care, love

By Alison Bay

Special to The Denver Post

From the moment he joined his new family, the 6-year-old boy showered his adoptive mom, dad and older sister with gifts of pencils, rocks and Kleenex.

They were Steve Neiser's tokens of appreciation for having a warm, safe home, for a family that takes good care of him, and hope for the future — for the first time in his life.

Brent and Marion Neiser of Greenwood Village adopted Steve, and his two new sisters, Christy, 19, and April, 10, each of whom had been taken from separate neglectful or abusive homes. The couple took the kids in as their own, providing them basic support and love — things many people take for granted.

"Up until now, most of their lives were not about childhood, but existence," Marion said. "Food, shelter and clothing totally consumed their waking time."

With the essentials taken care of, the children now have higher self-esteem and visions for the future. "There's one thing these kids (didn't) do," Marion said. "That's dream about the future."

When April came to Marion one night, saying what she'd like to be when she grew up, her mom was ecstatic. April wanted to be an elf.

"That was her first thought about the future," Marion said.

"The fact she dared to express a hope for the future . . . I was elated. An elf sounded just fine to me."

Brent and Marion, who have lived in Colorado for 10 years, adopted Steve and then April from the Rocky Mountain Adoption Ex-



change, an organization benefiting from the 1994 Denver Post Season to Share Campaign. The exchange matches adoptive parents with children who have been severely abused or neglected. Rocky Mountain places about 150 children into new homes every year.

The Neisers adopted Steve when he was 6 and April when she was 10. Christy was adopted at the age of 8 in Kentucky, before the couple made Colorado their home.

"It just seemed like the right thing to do for us," said Marion, executive director of marketing at the Happy Church and Marilyn Hickey Ministries. Brent, a self-employed public affairs consultant, said: "We started talking about the idea shortly after we met. It just felt good inside."

Gathered in their Greenwood Village home, the kids play Uno as their parents talk about their growth and the changes that came after they were adopted. Brent said their personalities surfaced, self-esteem grew and each became more comfortable with his or her identity.

"They're winners," Marion said. "They're still here. There are people who have died on the vine in situations like theirs all the time."

"We develop a structure to give them a sense of security," Marion explained. "There's a comfort in

that for a child who has been in chaos most of their life."

This Thanksgiving, the children didn't lack for things to be thankful for — a warm home, food, toys and an education.

"I'm thankful for the opportunity to further my education and be the person I want to be," said Christy, currently in her first year at the Colorado Christian University in Lakewood. "I've had a lot of opportunities that even a lot of normal American kids don't get to have."

Marion said the difficult backgrounds of her children have made them more compassionate about the plight of others.

"We always need to be looking how we can help the next person, and they always have that at the forefront of their hearts," Marion said. Steve nags his dad about making sure the check to the Red Cross has been mailed, and news reports about abused or injured children bring tears to all of the kids' eyes. In addition, Christy has decided to help others as a clinical psychologist.

"I decided I wanted to help people who are overlooked, just as all of us have been overlooked at some time," she said.

If you'd like to contribute to Season to Share, please use the coupon on this page.

The names of contributors will be published twice weekly during



The Denver Post / Gaylon Wampler

HOME AT LAST: The Neiser family, seated from left: Christy, 19, and Steve, 13, and Dad, Brent. Standing are mother, Marion, and April, 10.

the holiday season, and early next year we'll report to you about how much money was raised and which agencies will benefit.

All contributions up to \$500,000

will be matched by the Robert R. McCormick Tribune Foundation, and all money raised will go to recipient charities without administrative cost.

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Brent A. Neiser, CFP, CAE

10/97

National Endowment for Financial Education
4695 South Monaco Street
Denver, CO 80237-3403

(303) 220-4854
Fax (303) 220-0838
ban@nefe.org

Brent Neiser is director of collaborative programs for the Denver-based National Endowment for Financial Education (NEFE), an independent nonprofit organization committed to educating Americans about personal finance and empowering them to make positive and sound decisions to reach financial goals. His work with NEFE focuses on developing financial literacy initiatives through unique collaborations with organizations nationwide.

The collaborative projects Neiser initiated are: **American Red Cross/FEMA** (*Preparing for and Recovering from Disasters Financially*) (English and Spanish Booklets)—winner of a 1996 Associations Advance America Award of Excellence, **Boy Scouts of America** (*authored the Merit Badge Pamphlet in Personal Management*), **Girl Scouts of the U.S.A.** (*Money Smarts*), **National Urban League** (*Job Readiness Booklets*), **National Council of La Raza** (*Making Your Paychecks Work for You*), **Big Brothers Big Sisters of America** (*A Little Money Fun: Financial Literacy Activities*), **National Adoption Project** (*How to Make Adoption an Affordable Option*), **Habitat for Humanity International** (*Homeowners Handbook*), and **American Cancer Society** (*Money Matters Seminars*). He formerly oversaw NEFE's partnership with **Cooperative State Research, Education, and Extension Service** (High School Financial Planning Program that has trained over 800,000 students.)

Neiser headed a national public affairs consulting firm that serviced several clients in public policy, business strategies, and government relations and brought the current structure of financial literacy collaboration to the National Endowment. While serving as executive director of the Institute of Certified Financial Planners, a national professional association, membership grew, including international expansion in Japan. He regularly prepared Congressional testimony and lobbied federal and state executive and legislative branches. In Washington, he helped develop and design the nation's first Personal Economic Summit, a conference addressing financial illiteracy, business, and public policy.

Neiser was a national CORO Foundation Public Affairs Fellow, which included work with The Walt Disney Company. He holds an MBA (University of Louisville), MA (Occidental College), BA (George Washington University). He is a Certified Financial Planner (CFP) Licensee and holds the Certified Association Executive (CAE) and Chartered Mutual Fund Counselor (CMFC) designations. He serves on the Boards of Directors of various corporations and community organizations.

Neiser's media appearances include: Today on NBC, The News Hour with Jim Lehrer and Nightly Business Report, both on PBS, MSNBC, CNBC, and The Wall Street Journal, as well as numerous other television, radio, newspapers, and magazines. Brent also writes articles and Op ed columns and speaks before business, association, and advocacy groups nationwide.

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R
Copy to
Patti

December 1, 1997

The White House
Office of the First Lady
Room 100
Old Executive Office Building
Washington D. C. 20502

Dear Mrs. Clinton,

I was recently a guest of yours at the White House for an afternoon tea celebrating the installation of the Native American sculpture exhibition. The exhibition of Native art not only looked beautiful in the garden, but also resonated with the pride and unquestionable talent of our people. Allowing our work to be showcased in such a prominent venue, messages to Native people across the country our continued contributions to the world. When I returned to my Pueblo from Washington, several children from our reservations in New Mexico acknowledged their pride that Native Art was at the White House. When I heard the enthusiasm and pride from these young Native people, many of whom are artists themselves, I was struck by the positive, far reaching implications of this exhibition.

Mrs. Clinton, I write to thank you for bringing our people's art to a larger audience as well as to our children across Indian country. I write also to bring the Native American Preparatory School in Northern New Mexico to your attention. The preparatory school was established by Richard Ettinger who realized the need for stronger academic preparation for Native students entering college. Mr. Ettinger, a Dartmouth graduate, established a special scholarship fund for Natives at Dartmouth, however when it became obvious that most Native students we're incapable of making the social and academic transition to a college the standard of Dartmouth, Mr. Ettinger re-thought his approach. You are probably aware that 90% of all Native students who enter colleges and universities drop out, this is not acceptable, especially when the talent and motivation is very apparent among our children on and off the reservations.

Mr. Ettinger established the Native American Preparatory School as a full term educational institution three years ago with the hopes of preparing bright Native students for the world in which they will most certainly be apart of.

I've enclosed materials from our school with the hopes you will become familiar with this outstanding, innovative institution that will most certainly set a standard for Native Education in the future. At the present NAPS has 70 or so Native students

representing tribes from across Indian country, grades 9-12 with a staff of 22, half of which are Native. The school incorporates Native cultures into the curriculum, with tribal leaders and elders teaching students traditional Native ways through stories, lectures and workshops. In addition our students are receiving an exciting and challenging academic experience that will prepare them for university life.

In 1999 our first graduating class from the Native American Preparatory School will shine as a strong representation of Native potential, thanks to an impressive community of Native and non-Native leaders, parents and teachers who believe in the strength of our children. As a parent and active member in my Pueblo, I see a great need for strong, aware, educated tribal members, especially if we're to thrive as Native people into the next millennium and with an institution like NAPS there is hope. The community of NAPS brings together the dreams of many people, Native and non-Native, to create a safe and enriching environment for Indian kids who would otherwise be forgotten.

Mrs. Clinton, we understand you are a very busy woman, however the Native American Preparatory School would very much like to invite you to give our first commencement speech to our graduating class of 1999. Please consider this invitation as an opportunity to reach an important audience of tribal people from across the country, in addition and maybe most importantly, you will be addressing and encouraging through your words, a new generation of tribal leaders and members. If by any chance you do accept our invitation to speak at our commencement, you will be doing for these young Native students what you did for the twelve Native artists you brought to the White House. Mrs. Clinton, if you have any questions concerning our invitation, please feel free to contact me or our Development Director,

Marcia Drennon

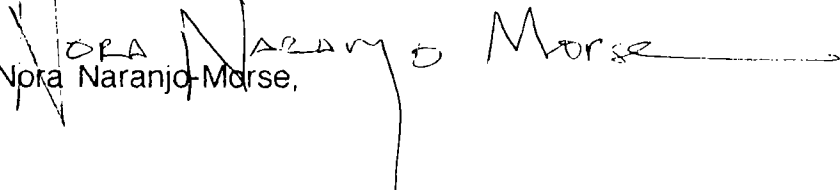
355 E. Palace

Santa Fe, New Mexico 87501

Phone 505-982-3365.

Thank you for your attention to this matter and other matters concerning Native people.

Sincerely Yours,


Nora Naranjo-Morse,



PHOTOCOPY
PRESERVATION

Native American Preparatory School

Native American Preparatory School

Post Office Box 160
Rowe, New Mexico, 87562
(505) 474-6801 / (505) 421-2270
Fax: (505) 474-6816

NAPS Development Office

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Santa Fe, New Mexico, 87501
(505) 982-3365
Fax: (505) 982-3586

PHOTOCOPY
RESERVATION

Native American Preparatory School

Marsha Drennon
Associate Head for
Institutional Advancement

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(505) 982-3525
(505) 988-7555 (fax)
naps2@roadrunner.com

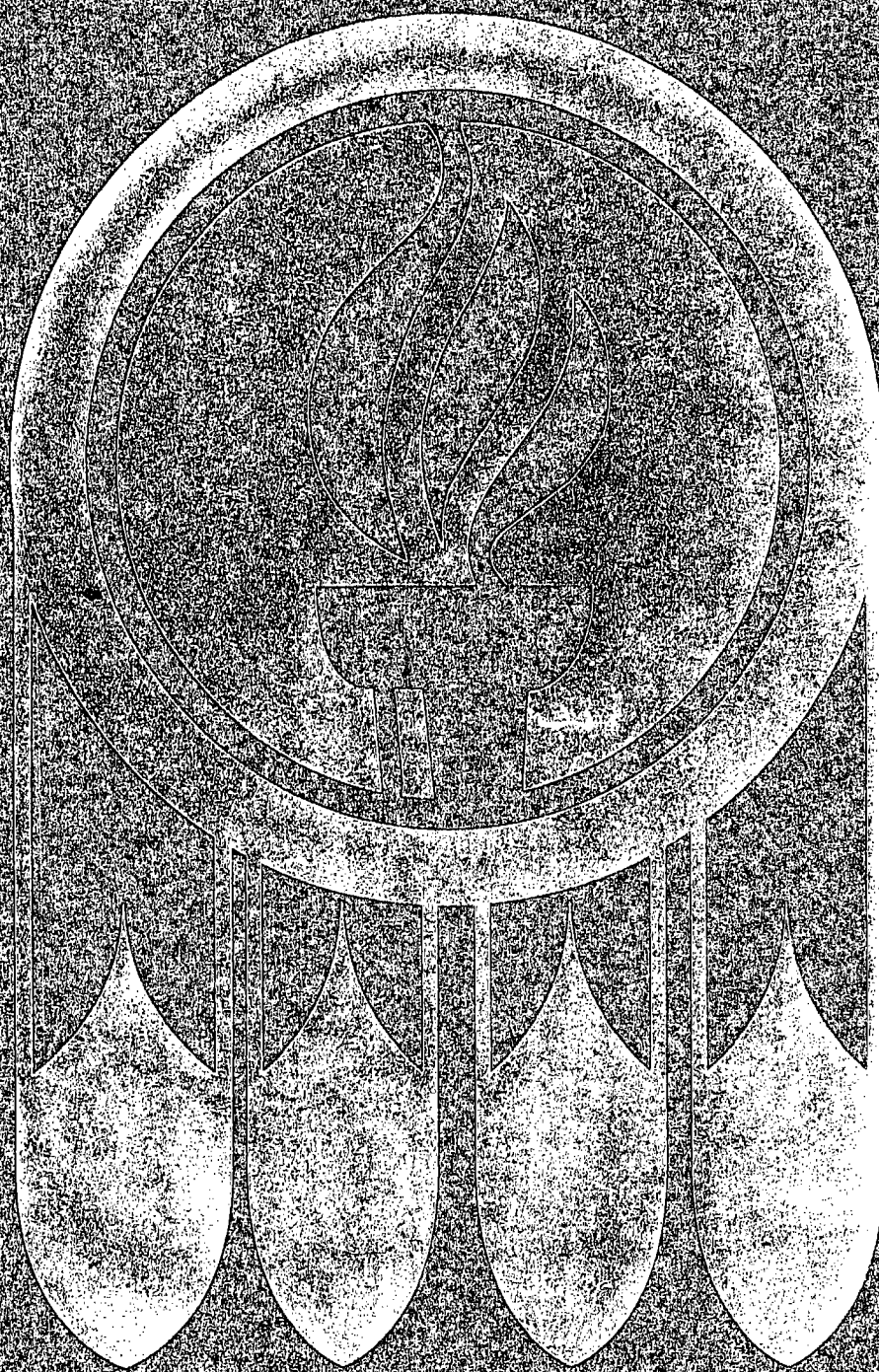


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Native American
Preparatory School



Native American Preparatory School

Native American Preparatory School, Inc.

P.O. Box 260, Rowe, New Mexico

Ph: (505) 474-6801 or (505) 421-2270 Fax: (505) 474-6816

Printed on 100% post-consumer, unbleached, recycled paper.

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THE NAPS JOURNAL

Published quarterly by the Native American Preparatory School

FALL 1997



Rosalie M. Jones: NAPS Artist-in-Residence

Dance is an important form of artistic expression for NAPS sophomore Rachael Cassidy. She was a member of the school's dance club last year where she choreographed and performed a few original pieces. When she graduates from NAPS and goes to college, she plans to major in dance and drama.

Rachael was overjoyed this past September when she was introduced to Rosalie Jones, the first artist-in-residence at NAPS and an accomplished dancer, choreographer and storyteller. Through weekly classes together, Jones introduced Rachael to the world of stretches, dance warm-ups and theater exercises.

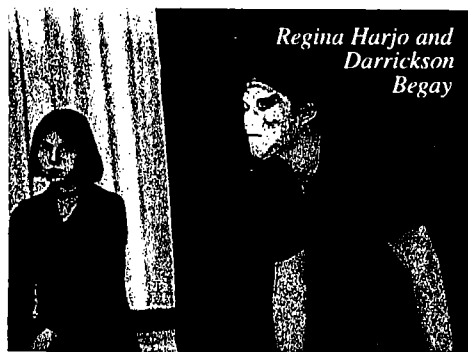
"It was great to have the opportunity to work with Ms. Jones," Rachael said. "We choreographed a solo together, which I performed at Parents' Weekend on October 18 in a production called *Native Reflections*. I wish Ms. Jones could have been at NAPS last year. This has been a wonderful experience and I've learned a lot."

NAPS junior Zachary Naranjo-Morse had no idea what to expect when he walked into Jones' class at the beginning of the semester. He was delighted to be exposed to voice exercises, storytelling and mime.

"The show we put on for our parents was fun to do even though it was a serious drama," he said. "It was a real learning experience for everyone because it was the first time many of us had performed in front of an audience. I hope we get a chance to have more artists-in-residence at NAPS. It's terrific."

Rosalie Jones is the founder of Daystar, the oldest professional Native American contemporary dance company in the United States. The company, which specializes in dance-dramas based on the oral tradition, was founded in Wisconsin and relocated to Santa Fe when Jones moved to New Mexico in 1989.

"I'm from Montana and was born on the Blackfeet Reservation near Browning," Jones said during lunch at the NAPS campus. "My heritage is Blackfeet/Pembina Chippewa. I became interested in storytelling from my mother, who was a great storyteller. I learned a lot about my family from stories told to me during my adult years. When I received a National Endowment for the Arts Choreographer's Fellowship in 1995 I began working on a piece called *No Home But the Heart*. It's the personal history of my mother's Chippewa family told through movement and drama."



Jones received a bachelor's degree in piano performance from Washington State University and a master of science degree in dance from the University of Utah. She attended the Juilliard School in New York City for one year of post-graduate study in dance. In the 1970's she spent two years apprenticing with the Wisconsin Mime Company.

"My training combines many different movement forms," she said. "It's based in dramatic movement and incorporates ballet, jazz, tap, flamenco, modern, Hawaiian and Japanese styles of dance. I also dance at powwows as much as I can. This feeds me as a dancer and as a Native American."

In 1990 Jones was hired to become the chairman of the performing arts department at the Institute of American Indian Arts where she created the school's dance department and became a professor of dance. Due to financial cutbacks, her tenure at the school ended in 1995.

During the next two years, Jones made three separate trips to Bulgaria. She lectured at the American University in Blagoevgrad and created a dance drama that was presented at the Varna International Theater Festival on the Black Sea. NAPS adjunct teacher in theater, Ned Bobkoff, was in Bulgaria with Jones. Together they produced a documentary that chronicled some of her experiences abroad. NAPS students attended the film's premiere on campus in October.

"I'm very honored to be teaching at NAPS this semester," she said. "I am so glad that the school was interested in bringing me to campus as the first artist-in-residence."

Jones was expecting a handful of students to enroll in her dance and theater classes in September and was delightfully surprised to find 27 students interested in working with her. Together they practiced kinesthetic awareness and sensitivity to the people around them. The students learned how to speak from their diaphragms, find their own voice quality and interpret the spoken word.

In addition to the October performance, which incorporated Native American poetry to express what Native Americans believe in and how they regard themselves in relation to the world around them, the class presented an end-of-the-semester production on November 20 that was light-hearted in nature.

"Movement and dance are involved in everything I do," Jones said. "I find this works well with Native students. No one is forced to speak in my productions if speaking in front of people is uncomfortable. But everyone has to move."



NATIVE AMERICAN PREPARATORY SCHOOL

Campus

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505-474-6801 / 505-474-6816 (fax)

Development Office

355 East Palace Ave., Santa Fe, NM 87501
505-982-3365 / 505-988-7555 (fax)
naps@roadrunner.com (e-mail)



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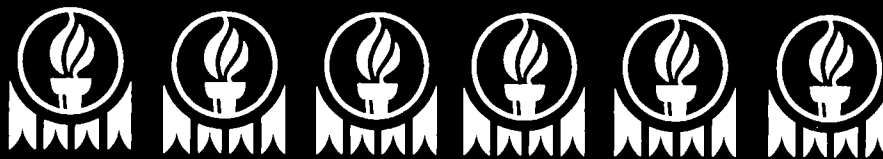


Pecos River Learning Centers, Inc.

The Pecos River Ranch in Santa Fe, New Mexico:

Inspiration at the end of the rainbow.

PHOTOCOPY
RESERVATION





Please reserve the date of Saturday, September 27
from 3 - 7 p.m. to attend:

"Circle of Voices - A Scholarship Benefit"

for students of

The Native American Preparatory School.

This event, set on the NAPS campus in Rowe, NM, will
be honoring the cultural and artistic traditions of the
Anishnabe tribes of the upper Midwest and Canada with a
celebration of food, dances and exhibitions.

A formal invitation with details will follow.

Native American Preparatory School
355 E. Palace Avenue
Santa Fe, NM 87501
505-982-3365

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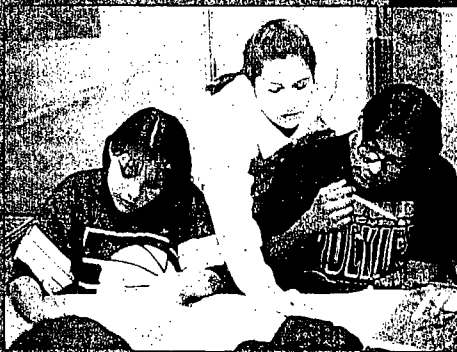
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Native American Preparatory School



Annual Report 1996-97





Native American Preparatory School

Founded 1988

- 1970-1988:** Richard Ettinger supports college scholarships for Native American students but becomes disillusioned by the high drop-out rate. Ettinger concludes that emphasis should be placed on junior high and high school students.
- 1987:** At a Cushing Academy Parent's Weekend, Ettinger along with with Peter MacDonald, Chairman of the Navajo Nation and Joseph Curry, Headmaster at Cushing, proposes to start a summer school program for Native American students.
- 1988:** First program: Fifty Navajo students enroll in a three week summer program at Verde Valley School, Sedona Arizona.
- 1989-91:** Summer programs grow and exhibit greater relevance and importance. Student enrollment in the second summer program at New Mexico State University reaches 150. By 1991, 300 students representing forty-seven tribes were participating.
- Received national recognition on the ABC television program, "Good Morning America."
- 1991-94:** University of California at Irvine becomes new NAPS partner and 160 students enroll for a six week program.
- In 1992, 24,000 Native Americans were surveyed for their opinions on education. Those who responded indicated dissatisfaction with existing educational institutions. The factors cited for their discontent were affordability, poor high school preparation and alienation from mainstream culture. As a result of the survey it became clear that a college preparatory school for gifted and talented Native Americans was necessary. In response to the survey, the search for a permanent campus was intensified. UCI provided vital curriculum innovations. In an effort to build on students strengths, courses on Native American culture and philosophy were added.
- Core curriculum developed to include six study areas focusing on English, math, science, computer skills, ethno-history, and art.
- 1994-95:** NAPS expands. Summer operations undertaken in New Mexico at the College of Santa Fe and in at Bemidji State University in Minnesota
- 1995:** Efforts to acquire a permanent campus stimulated by the 1992 Native American education survey result in purchase and gift of the former Pecos River Learning Center as a residence for NAPS. School opens doors of permanent campus at Rowe, New Mexico in August for 50 ninth graders representing seventeen Native American tribes.
- 1996:** Fall 1996 enrollment totals 55 representing 23 tribes and 10 states.

The first NAPS class entered college in 1993. Thomas Hoeksema, professor at New Mexico State, tracked the fifty members of the 1988 NAPS class and found that 94 percent of the class completed at least two more NAPS summer programs and that nearly 75 percent of the class enrolled in college while another 8 percent intended to enroll after securing funds.

"Students that attended the NAPS summer program were without a doubt better prepared academically and attitudinally to take on college preparatory work. They were consistently at the head of their class."

*Betty Ojay, Director
Navajo Preparatory School*

National Report

The New York Times

A Bid to Redefine Indian Education

In a Resort Setting, Students Thrive on High Expectations

By JAMES BROOKE

SAN YSIDRO, N.M. — Facing final exam pressures common to all boarding schools, students here have found an uncommon way to unwind. Following the bouncing ponytail of Al Blackhorse, their history teacher, Indian students hop, skip and dip in a clockwise whirl of the Navajo grass dance.

"It's spiritual, social and a stress reliever," Mr. Blackhorse said after the taped chants and drumbeats of the late afternoon powwow faded from the brand new campus of the Native American Preparatory School.

For decades, the words "Indian boarding school" could conjure up fearful, Dickensian images: cold showers, barracks where white teachers cut Indian boys' braids, burned their traditional clothing, handed out English names and forbade them from speaking the language of their parents.

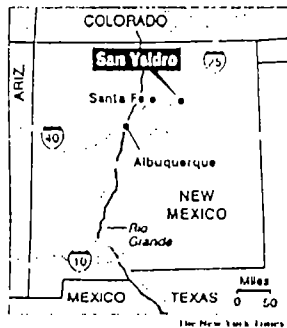
Richard Pratt, founder of the first Federal Indian boarding school, set the tone in 1892 when he lectured a congress of educators: "Kill the Indian in him and save the man."

One century later, on a 1,600-acre campus dotted with piñon pines and cut by the Pecos River, a group of white and Indian educators are starting what they hope will become a model for a different kind of Indian boarding school education for America's next century.

"We are saying, yes, we are native people, but we are also connected to the rest of the world," said John Anthony Reyna, a Taos Pueblo who teaches art here. Operating from modern adobe buildings originally built for a resort, the new school is believed to be the only privately financed boarding school for Indian students in the United States.

After seven years as a summer school, the Preparatory School moved in August into its new, \$6 million campus here in high mountains 40 miles east of Santa Fe. In this setting, the school offers a rigorous, traditional curriculum coupled with studies of Indian literature, art and history, as well as weekly visits by Indian leaders, artists and professionals.

The idea is to offer bright Indian high school students the kind of elite education that privileged white children have long enjoyed at New England boarding schools. But instead of



A boarding school in San Ysidro, N.M., seeks to offer Indian high school students an elite education.

Reversing the Dickensian image of Indian boarding schools.

paying an annual tuition valued at \$16,000, Indian families pay only \$900.

"We want to fill the American Indians' educational hole — doctors, scientists, educators, business leaders," said Richard Prentice Ellinger, the chairman of the school's board. The son of a founder of the Prentice Hall publishing house, Mr. Ellinger has made the family foundation, the Educational Foundation of America, the school's principal financial backer. With an annual budget of \$1.7 million, the school is almost entirely privately financed.

The need for improved Indian education is clear. Scoring at the bottom of America's five major racial groups, only half of Indian students graduate from high school and only 3 percent graduate from college.

At the same time, Congress shows little interest in increasing Federal investment in Indian education. In its most recent version of the Federal budget, Congress calls for a 10 percent cut for the Bureau of Indian Affairs, an agency that maintains 187 schools.

Closer to home, Congress this year

cut in half, to \$5 million, the budget for Santa Fe's Institute of American Indian Arts, the nation's only arts college for Indians. With Congress debating an end to Federal financing altogether next year, the Institute's President, Perry Horse, resigned on Nov. 21.

Here, on rolling hills of the western Plains where Pecos Indians once hunted buffalo, the Native American Preparatory School may be forging a formula for improved educational results. A followup study of 50 students from the 1988 summer session found that five years later three-quarters were enrolled in college.

The school not only combats the low expectations that traditionally handicap teachers of Indians, but it also combats the low self-esteem that traditionally handicaps Indian students. In Mr. Reyna's art class, students work on baskets and masks under a wallboard that proclaims: "I am talented, skilful and intelligent! I look, act, think and dress like a winner!"

For some Indian teenagers, accustomed to undemanding reservation schools, the educational atmosphere here is too hot.

In early September, only a few days after the first freshman class of 50 students arrived, a mini-riot erupted on campus, leaving a trail of broken lights and wounded feelings.

"Everything around here says you are in a resort, then you get nailed with homework," Norman E. Carey, the head of the school, said as he strolled the grounds on a recent afternoon. "Some of the students never had homework before. A great deal of anxiety contributed to the flare-up."

The school closed for 10 days as a result of the disturbance. When it reopened, two teachers and eight students did not return.

But, as the school nears the end of its first term, many of the 40 students expressed enthusiasm in interviews.

"Time goes by so fast here — one day you think it's Thursday and it's already Saturday," said Nikki Nez, a 14-year-old who wore a Navajo-style choker, fashioned from bone, brass beads and artificial sinew.

"Back in Santa Fe, I felt like I wasn't working hard — and I was getting A's and B's," she continued. "This is a big change, from easy to real hard."



The Native American Preparatory School near San Ysidro, N.M., is believed to be the nation's only privately financed boarding school for Indian stu-

dents in the United States. Members of the school's first freshman class, working in an art course are Eliza Naranjo-Morse and Stewart Martin.

The daughter of a woodworker who dropped out of high school, Nikki said she was "hoping to go to Stanford or Berkeley."

Teachers here say they work to draw Indian children out of their traditional classroom reticence that stems from the students either viewing the teacher as an elder, worthy of rapt attention or being intimidated by non-Indians in the class.

Fred Leon, a 14-year-old from Laguna Pueblo, discussed his new assertiveness in an interview a few minutes after he addressed the student body about his fall-term art projects.

"At home, I was mixed with Anglos and Mexicans — the others dominated the class, and I felt left out," he recounted. "Here, it's Native Americans. You get attention, you get called on."

After three months, Fred, the son of a small rancher, said he was still in awe of the school's creature comforts. "There's only two to a room," he said, "and you get a big old bed all

to yourself."

With plans to steadily expand until it has a traditional four-year student body, the school is starting a \$20 million capital drive to raise money to build additional housing for faculty and students, a library, a gymnasium and a science laboratory.

Although only a tiny fraction of Indian students will ever have the opportunity to attend a school like this, school officials believe they can set a model for Indian education and provide role models for tribal populations. Already, this drop in the bucket is making some local splash-es.

"At home on the reservation, there is only TV and drinks," said Denisa Livingston, a 14-year-old from Shiprock, Ariz. "When I go home now, people look at me as a model."

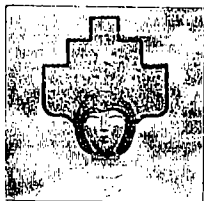
And for students who want to know how the old Indian boarding schools were, they need only to ask Mr. Blackhorse, a 33-year-old veteran of the war in the Persian Gulf.

"Everything was very regimented — you marched around campus, there were bunk beds, open bay showers all together," the teacher recalled of his New Mexico boarding school of 25 years ago. "Everything stressed the assimilation process. I was always getting intimidated by the Anglo teachers. I didn't want to ask questions in class."

Here, school directors encourage close family ties. Students can go home every other weekend. Telephones in their rooms can receive incoming calls. Parents can work off their tuition bills by spending weekends as dorm monitors.

The other evening, after students had drifted out of the cafeteria after dinner, Mr. Blackhorse recalled how old-style Indian boarding schools used to handle the family unit.

"I remember my grandparents dropping me off at the school, when I was 4 years old," he recounted. "I remember seeing their old car going down the road and running for the door. The older boys stopped me."



ALBUQUERQUE

JOURNAL

SATURDAY

SEPTEMBER 2, 1995

NORTH

EDITION

"We were finding our kids really didn't know everything they needed to know. We were having to teach them the things the schools should have been doing."

— KATHELEEN NEZ



Nicole Nez, right, listens during the first day of her math class

Boarding schools given 2nd chance

► Tribal representatives and parents will "work off" some of the \$16,000 annual tuition at the new Native American Preparatory School.

BY WREN PROPP
JOURNAL STAFF WRITER

Nicole Nez, a 14-year-old Navajo, is joining the ranks of many of her people by attending a boarding school.

Nicole, however, will be going to a private school unlike any, founders say. Native American students have experienced in the past.

She is among the 52 ninth-graders in the first class at the Native American Preparatory School, a new school at the former Pecos River Learning Center, 30 miles southeast of Santa Fe.

Nicole's younger brother and sister already are back in classes at Santa Fe Indian School and Atlatla Elementary, respectively. While her siblings will continue to live with their mother, Katheleen Nez, and father, Randy Salas, in the Santa Fe area, Nicole is bound for a dorm room with no television and a roommate she doesn't know.

A few days before she's sched-

uled to arrive at the prep school's campus Aug. 27, Nicole still hasn't packed.

She says she's more interested in the content of the classes and whether she'll be able to participate in sports at the prep school than the living conditions.

"I'm not really anxious. It's not like going off to college. ... Basically what I'm most interested in academically is chemistry. I wasn't doing too good at science — math and language were what I was good at — so I don't know why I like it. But I'm really looking for a challenge," Nicole said.

Her mother, an artist, hopes the school will offer Nicole an opportunity to prepare for college — something Native American students don't get at other schools.

"If a child is intelligent, they should be given extra attention. We were finding our kids really didn't know everything they needed to know. We were having to teach them the things the schools should have been doing," Katheleen Nez said.

Nicole believes she was distracted from her studies at Santa Fe Indian School. The classes were academically challenging, but she could find few other students who were interested in homework and studying. She said gangs, drugs and violence were part of the environment.

Santa Fe Indian School officials didn't return phone calls Friday regarding Nicole's comments.

See **BOARDING** ► PAGE 3



Above: Nicole Nez, 14, brought pictures clipped from magazines at home to decorate her new room at the Native American Preparatory School. **At left:** Nez plays with her cat Junior at her family's home before leaving for boarding school.

LAIME DISPENZA
JOURNAL

Boarding schools given 2nd chance

From **PAGE 1**

Neither Nicole's mother nor father expressed trepidation about their daughter attending a boarding school.

"I hope she fits in and I hope she likes the school. She knows what she likes. I think she's is a natural leader," Salas said.

■ ■ ■

The dark green of piñon, the pale green of a tennis court and the rich green of landscaped grass play well against the deep brown stucco and adobe at the prep school nestled on 1,600 acres between the tiny villages of South San Isidro and North San Isidro.

During the first day of class, students spent their 90-minute class periods introducing themselves and hearing from the five teachers who also will serve as academic advisers, dorm parents and extra-curricular activity counselors.

Officials at the school plan to add a grade each year until the school has ninth- through 12th-graders.

Classes are offered in language arts, algebra, Native American culture, science and art. Every other Saturday, students will be in class. Field trips to historically significant sites, as well as guest lecturers, will be part of the curriculum.

"Our school philosophy covers four areas: culture, community, challenge and creativity," said Head of School Norman Carey.

Fifteen tribes are represented on the school's roll, including students from tribes in Wisconsin and South Dakota. A student from Las Vegas, N.M., the only non-Indian among the 82 students who applied at the school, also was accepted.

Federal law prohibits the school from turning down anyone on the basis of race.

School officials hope some tribes with gaming revenues will help pay the full tuition for their students. None of the school's funds come from the federal government.

Two of the five faculty members

are Native American.

Native American Prep school officials spent hours talking with parents and tribal officials about the school's mission before students applied, Carey said.

Among the school's directors are Charles Dorame, former governor of the Tesuque Pueblo; author N. Scott Momaday, a Kiowa; and former Navajo Nation president Peter-son Zah.

The school was founded by Richard and Sharon Ettinger, long-time supporters of Indian education, with a \$50 million endowment from the National Education Foundation to start up the school.

While the school's setting appears lush, some of the necessities needed for 14-year-olds, like a library and gymnasium, aren't yet a part of the facilities, said Associate Head of School Tina Deschenie.

Meanwhile, the students will participate in intramural activities such as mountain biking, tennis and basketball — two temporary basketball goals have been rolled onto the tennis court — and students will be taken to the library at New Mexico Highlands University for their research studies.

Carey said the school's aim is to attract students whose educational environment may be their only, and worst, obstacle in obtaining a college degree.

"This school was established largely due to the fact that Native American students are experiencing real problems in schools. In many cases, they have been forced to hide their intelligence," Carey said.

At the prep school, students won't have anywhere to hide, he said.

Ettinger, also a member of the school's board of directors, said his goal for the school this year is to have most of the 52 students who started classes this week to become the 10th-grade class in June 1996.

"I know this first week has been quite a shock to them. They are already complaining about not having enough free time and how structured this is. They need to get into the habit of self-discipline and they



JAIME DISPENZA/JOURNAL

Nicole Nez and fellow students make use of the converted tennis courts in the heart of the compound. The school looks forward to building a gymnasium.

have lots of energy, so we are giving them lots of class time and lots of sports time," Ettinger said late this week.

■ ■ ■

Nicole, after the first day classes, shows a reporter the photo collage of sports and media stars she has clipped from magazines and taped to the corner wall above her bed and above her desk in her room.

The collage, with its mix of movie star/media target Hugh Grant, model Ru Paul and sports maven Michael Jordan, has room to grow across the wall and around the corner, Nicole points out.

Her first day hasn't been eventful, she says, and she's eager to meet some friends outside rather than talk about classes or her feelings. Dressed in jeans or shorts and comfortable shirts, Nicole and two other students wander from the swimming pool to the tennis court and find the school's single basketball.

For Associate Head of School Deschenie, the freedom Nicole and her friends are experiencing is worth savoring; it contrasts with a struggle in Native American education Deschenie has seen for most of her years.

Deschenie, who as an elemen-

tary-age child lived in a Bureau of Indian Affairs boarding school on the Navajo Reservation, said stark barracks were the day-to-day reality of her early education.

"It was so barren. Many of the staff were told to be cold and unfeeling. Some of the older girls terrorized the younger ones. I also remember that they used to braid our hair so tight sometimes our faces hurt," Deschenie said.

Boarding schools are a legacy some Native American parents fear of passing on to their children, Deschenie said. However, parents of Native American Prep students took a leap of faith because of the school's goals, she said.

Deschenie, who worked for the Bureau of Indian Affairs in Shiprock, Navajo Academy in Farmington and an educational accreditation organization called the North Central Association before moving to Native American Prep, said academic demands will be placed on the students, but the school also will strive to bring the students' culture to life.

"For some of these parents, this was a chance of a lifetime for their children and they really have come to trust us," she said.

CULTURE CLASS



Indian school's program unique

By Tamar Stieber

Special to The Denver Post

ROWE, N.M. — Saltillo tiles, vigas, hot tubs, trout streams and tennis courts — all the trappings of a posh desert inn.

But that was in a former life.

This past summer, the 1,600-acre resort 30 miles northeast of Santa Fe was transformed into the Native American Preparatory School, the first private college-prep

academy in the country populated solely by Indian teens.

Native American Prep — or "NAPS," as its founders



Tina Deschenie, a Navajo, is associate head of the Native American Preparatory School.

and faculty call it — began its first year as a full-time prep school on Aug. 23 when 52 freshmen from 15 different tribes descended on the serene campus.

"Their culture and language are emphasized," said Richard Ettlinger, a founder of the school who chairs its board of directors. "We want to support and nourish their feeling of who they are."

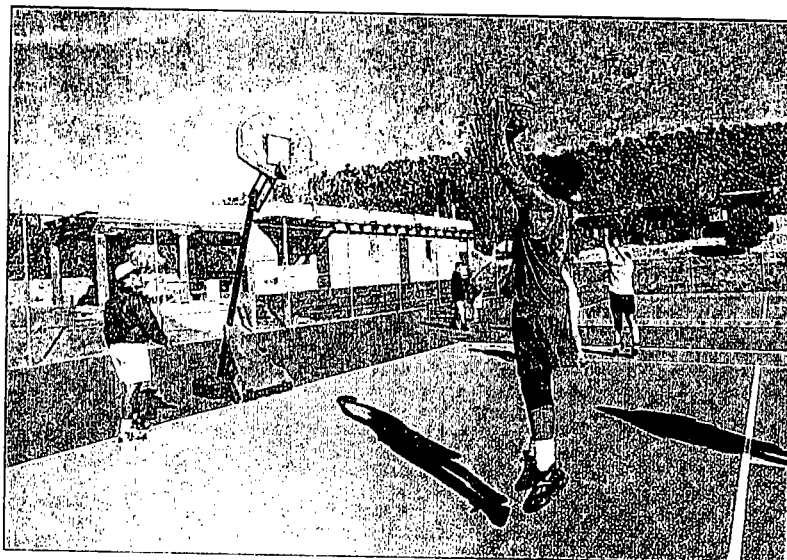
Ettlinger, 73, co-founded the prep school in 1988 with Joe Curry, headmaster of Cushing Academy in Massachusetts, and Peter and Wanda MacDonald. Peter MacDonald, one-time chairman of the Navajo Nation, is in federal prison serving time for corruption.

PHOTO BY SCHOLAR ON/PA



LEARNING

Silver Shandiin Salazar, a Navajo from Farmington, N.M., works in study hall at the Native American Preparatory School, top. Above, art instructor John Anthony Reyna of Taos Pueblo pauses on campus. At right, students play basketball on a sunny Santa Fe day.



Photos by Neil Jacobs

Special to The Denver Post

Indian school offers unique program

SCHOOL from Page 1B

and conspiracy.

Until this year, the prep school functioned only as a summer program at Verde Valley School in Sedona, Ariz., the first year; New Mexico State University in Las Cruces the next three summers; the University of California in Irvine for three more summer sessions; and the College of Santa Fe in 1994.

The school finally settled in its current location, the former Pecos River Learning Center, on land occupied in the 12th century by a Tancan tribe called the Paequi — "Pecos" in Spanish.

This year the ninth-graders have the campus to themselves. Each year, another freshman class will join them until the school has a full four-year enrollment. The point is to avoid growing too fast, Carey explained.

His goal as the school's leader is to make the curriculum "second to no other in the country," he said.

That takes money — from \$15,000 to \$23,000 a year at most private prep schools in America.

But students at NAPS pay only \$900 a year, about 5 percent of the \$16,000 tuition, the bulk of which is paid by private donors. The largest is the Educational Foundation of America, which supplies 30 percent of the school's \$1.7 million budget. The foundation was created by Ettinger's father, Richard Prentice Ettinger, who co-founded Prentice Hall publishing house.

Parents can reduce the amount they pay even more by volunteering as weekend dormitory monitors.

Ettinger's interest in Native American education began about 20 years ago when he realized that his alma mater, Dartmouth College, wasn't living up to its 1769 charter to educate American Indians. He approached the college president, who shared his concerns and started a Native American studies program.

But it wasn't until he read Dee



Special to The Denver Post / Neil Jacobs

CAMARADERIE: A group of students congregates in the women's dormitory at the Native American Preparatory School.

Brown's "Bury My Heart at Wounded Knee, an Indian History of the American West," that Ettinger became a strong advocate for Native American education.

His dream of a full preparatory school for Indian teens, however, had a rocky start this summer.

One week after its opening, a student riot closed the school for 12 days. Save for a few broken lights, the disturbance left little physical damage. But it inflicted some psychological and spiritual wounds that are still healing among the 40 students who returned and the staff, three of whom are now gone.

Aiyana Van Zile, a 15-year-old Potawatomi from Crandon, Wis., said students got "hysterical" because they felt no one was listening to them.

Added Chad Pfeiffer, a 14-year-old Navajo from Rock Point, Ariz.: "Many of the teachers don't understand where we're coming from. They were trying to run this place like an Eastern boarding school. . . They're used to teaching Anglo kids from other schools.

"We're different," he said. "Spirituality for Anglo kids is set for one day — Sunday. For us, it's every day."

Students now observe several minutes of silence every morning for per-

sonal spiritual reflection.

"We've all been learning," said associate head of school Quintana "Tina" Deschenie, who is Navajo. "For most of the students . . . they have never been away from home. They never interacted with other tribes."

As Thundercloud Abeyta, a 14-year-old from Acoma Pueblo, said, "I've learned too much about non-native students. Now we can learn about ourselves."

On the history classroom blackboard, teacher Al Blackhorse has a short list of Indian tribes. At the front of the room is a large American flag, the only class that has one.

Blackhorse, a Navajo, was a military aviator for 11 years and is a gulf war veteran. The room embodies the two worlds he and his students straddle, a balance he wants to help his young wards master. Blackhorse, 33, teaches documented and oral history, language and tradition, culture and spirituality.

"The kids need a role model," he said. "We relate to one another in a way where nothing is held back. That's unique."

Art teacher John Anthony Reyna, the other Native American among the prep school's five instructors, takes a holistic approach to art instruction that includes music, storytelling and even ways of dressing as well as drawing, painting and crafts.

"Most Native American languages have no word for art," he explained in a classroom decorated with grass weaving, feathered mobiles, jewelry and dream catchers in various media.

In native tradition, art is "inclusive," it's part of daily life, said Reyna — just like spirituality, which he incorporates into his teaching by reciting Indian mythology while students work on their projects.

"For me, it's not a matter of either/or — picking between two cultures," said Reyna, a member of the Taos Pueblo. "That's why I want to work with them, so they can have the best of both worlds."



In Rowe

The Native American Prep School

by Cindy Bellinger

At the far end of a gravel road, winding off the main highway in Rowe, New Mexico lie groups of adobe buildings easily blending with the pinon-studded hills and rock formations rising from the Pecos River Valley. Definitely in the backcountry, the trees give welcome shade from the hot autumn sun. The landscaped terraces provide calm. Once the Pecos River Learning Center, the buildings now house the Native American Preparatory School (NAPS).

"There have been lots of changes. It's gotten better," said Samuel Vallo, reflecting on his years as a student at NAPS. Vallo began attending the school three years ago when it first opened. "Yeah, it's changed a whole bunch."

Though it's in a new setting, Norman Carey, headmaster for the school says the school isn't new.

"It all started in 1987 when Peter McDonald, Chairman of the Navajo Nation at the time, met Richard Ettinger at Cushing Academy in Massachusetts during a parent weekend. They began discussing the plight of bright Native American students dropping out of school and getting lost. Both agreed it was a waste of incredible potential."

One thing led to another and that summer an experiment started in Sedona, Arizona. "We had 50 students enrolled," recalled Carey, who taught at Cushing and has been active in the Native American program since its inception. The first session was a three week success.

"We had kids who didn't want to go home," Carey said, who is not Native American and admits begin scared when he first started. "After the third day I was ready to quit." But he hung in, growing along with the school. For the next seven years the school operated a summer program moving from Arizona to California and eventually to New Mexico, first in Las Cruces then Santa Fe.

Finally, in March 1995 it was obvious a nine month school was called for. So we quickly put together a school. And just as the search began for a permanent site, the Pecos River Learning Center in Rowe went up for sale.



Roy Thundercloud, Sandia Pueblo; Chuck Charleston, Arizona; and Heidi Brandow, Hawaii all attend the Native American Preparatory School in Rowe, NM.

Current enrollment in the residential school lists 70 students from 33 tribes, representing 13 states. The vision, according to Carey, is to be a national school, plans are to recruit students from New England, Alaska, and Hawaii.

"We want to prepare these kids for college, to give them an education that competes and excels. We also want students to walk comfortably in two worlds."

Besides offering traditional classes such as chemistry, art and English, the school's purpose is for validating and celebrating each student's heritage. With so many tribes represented, Carey said, the common ground is respect, tolerance and acceptance. The school often has special days when students from different tribes show off their dances and serve their food. Not all students arrive at the school well-steeped in their culture, though, so the school offers these students plenty of opportunity to learn about their culture, if they want to.

The criteria by which students are selected are multifaceted: testing, letters of recommendation, autobiographic essays by students and essays about the student by their parents. Grade point averages need to be 3.0. Students need to show signs of involvement with the community, they need to be interviewed and visiting the campus, sitting in on some classes is strongly advised.

dents came to me saying that the work program such as cleaning the cafeteria, the classrooms, clearing away the trash wasn't working. It was on a rotation basis and they came up with a way to change it. I listened. I let them organize it themselves. It wasn't working and they were right. They fixed it.

"One thing we can't say around here is 'we've never done that' because we haven't done anything. It's all new. We haven't slipped into any comfy niches yet. We try different things."

And this is what Samuel Vallo likes. A junior this year he says, "The teachers and students can communicate now. The teachers really listen and take time to be with you." In the early days there were clashes due to, Carey says, "putting a school together too quickly, resulting in a miss-match of

people." But things are definitely solidifying.

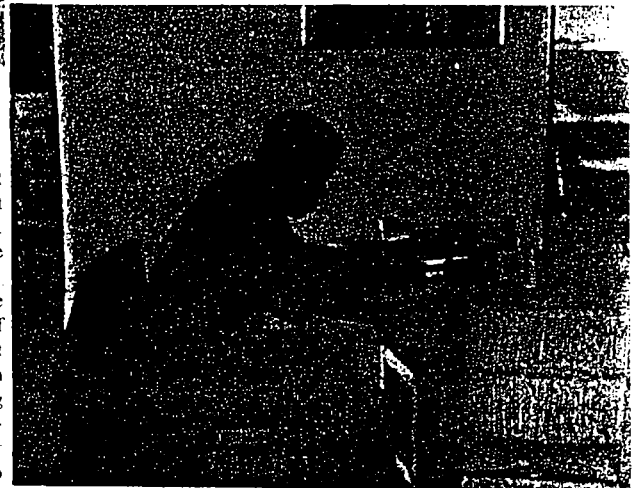
And the goals are being met. Vallo plans to attend Dartmouth for an engineering degree. The school curriculum he says "gives you a challenge and teaches you responsibility for being away from home."

Heidi Brandow, from Hawaii said she also likes the challenges and especially enjoys the science classes.

Roy Thundercloud, a ninth grader from Sandia Pueblo, said the school "is nice...there are no distractions."

The faculty consists of 18, 14 are Native American. The curriculum is often decided by the students. For instance, many wanted photography classes. They now have three. They demanded music classes and got them. And dance.

Tuition costs \$16,000 a year and a majority of students



Samuel Vallo has studied at NAPS since it opened three years ago.

are on scholarships. Fund-raising is on-going and a recent benefit brought in \$75,000 that will be more than doubled by a matching grant.

The school sits on 1,600 acres, dorms, faculty housing, classrooms, library, cafeteria, and administration buildings cover 4.5 acres. A pool, sauna, tennis courts and Jacuzzi are also available. The place is so beautiful and so much like a resort that periodically a few students need to be reminded that homework is still due.

Indeed, it would be easy to forget. The views invigorating, the open sky calls for reflection, and the area itself carries a history that belongs to the spirit of the place. Long ago in the valley below the school the Pueblo Indians and the Plains Indians would meet coming together for ceremonies. It is no accident that the Native American Preparatory School, bringing together 33 tribes, would find a home here.



Native American Preparatory School Inc.

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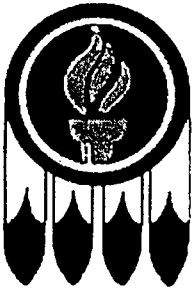
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Native American Prep Program Excites Students

By JEANNIE JOHNSON
Journal Staff Writer

A rejection letter from the Native American Preparatory School didn't discourage Jessica Valdez, 16. It inspired her.

"I went from a 2.75 grade point average to a 3.5 in one year," she said. "That's how determined I was to get in here."

Her determination paid off, and Valdez left Pojoaque High after her freshman year for the private prep school 30 miles southeast of Santa Fe. Valdez, now a junior, is just one of about 75 Native American students from around the United States who come to the school for the rigorous academics and the chance to get into any college of their choice.

Unlike Santa Fe's Indian School, the preparatory school receives no government funding, said its director Norman Carey. It costs about \$16,000 a year to house and educate each student, he said.

The school relies heavily on contributions and fund-raisers to provide scholarships for its students.

"No student pays anything close to \$16,000," Carey said. "Many are on full scholarship. We do our scholarships need-blind. That means we don't look at their financial situation when we're deciding on acceptance of students. We wait until a student is accepted into the school, and then we take a look at their family's financial situation."

This year's main fund-raiser — Circle of Voices — is scheduled from 3 to 7 p.m. Sept. 27 on the cam-

"No student pays anything close to \$16,000. Many are on full scholarship. We do our scholarships need-blind. That means we don't look at their financial situation when we're deciding on acceptance of students. We wait until a student is accepted into the school, and then we take a look at their family's financial situation."

NORMAN CAREY, NATIVE AMERICAN PREPARATORY SCHOOL

pus. The Educational Foundation of America has agreed to give the school \$2 for each \$1 raised for scholarships at the benefit.

Three hundred tickets will be sold at \$75 per ticket with \$35 of that tax deductible.

Carey said each year the benefit celebrates a different Native American tribe or region. This year, the focus is on the Anishinabe people and the Woodlands Indian culture found in Wisconsin and Minnesota, he said.

There will be Ojibwe singers and drummers as well as a traditional meal served along the banks of the Pecos River. In addition, there will be a silent and verbal auction of donated pieces of art and other items.

Three ski packages will be offered in the silent auction. There will be a southern New Mexico ski package that includes three days lift tickets, equipment rentals and two nights lodging for two people. There also will be packages for Taos and Santa Fe.

"We raised \$176,000 last year,"

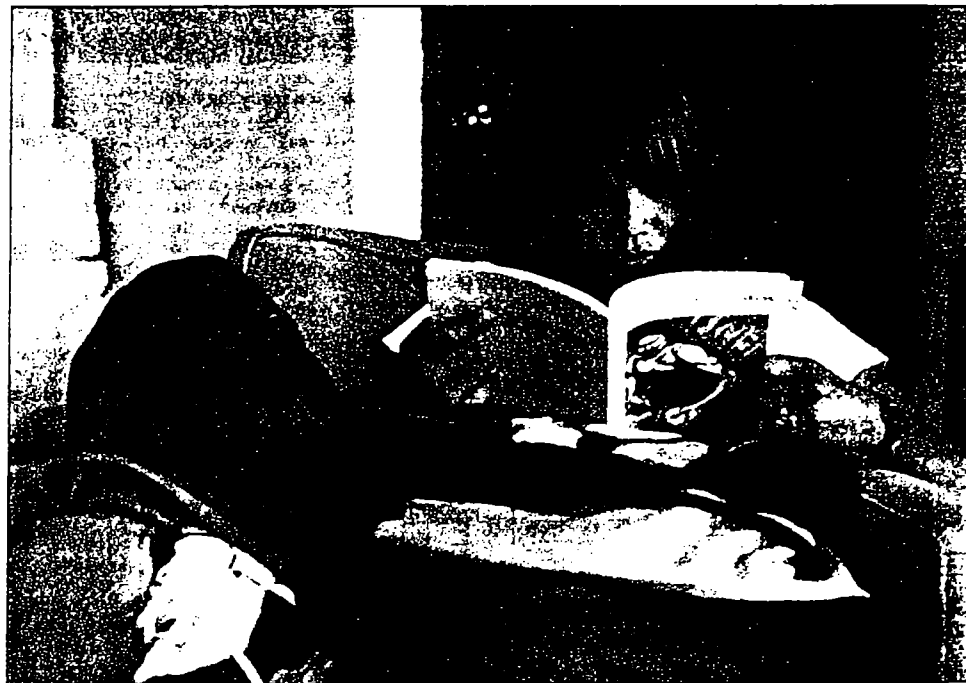
said Doris Roland, one of the coordinators of the fund-raiser. "This year we want to top that. Knowing that each student depends on scholarships really challenges us."

Coming to the preparatory school means the difference between success and failure, many of the students said. Fawn Irving, 15, is an Oglala Lakota from PineRidge, S.D.

This is Irving's second year attending the school, and she said she is shooting for acceptance into Harvard to pursue a medical degree in neurology. Coming to New Mexico has eliminated the possibility of dropping out of school like some of her other siblings, she said.

"In public school on my reservation, I thought there was too much socializing and games going on," Irving said. "Here, things are so organized you don't have time to skip classes. This school is also better than public school in that there are fewer students in each classroom and that makes it easier to learn."

B.J. Sandoval, 16, was recruited



JANE BERNARD/JOURNAL

A LONG WAY FROM HOME: Fredricka Brandow, from Hilo, Hawaii, reads in the library at The Native American Prep School.

to attend the preparatory school the first year it opened. He was living in the San Felipe Pueblo and attending middle school in Bernalillo, he said.

"When the recruiter told us about

the school's curriculum, I knew I wanted to apply," he said. "I was really excited to get in because we get more freedom to express our feelings here."

"I think I'm doing better academ-

ically, too — I have something between a 3.5 and a 4.0 GPA. I don't think I'd be doing as well if I were still in public school because I think I'd be paying a lot more attention to my friends and messing around."

THE WHITE HOUSE
WASHINGTON

December 17, 1997

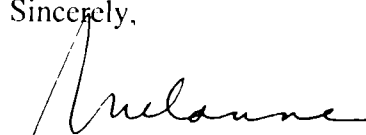
Andros & Ero Nicolaides
Embassy of Cyprus
2211 R Street, NW
Washington, DC 20008

Dear Mr. Ambassador *and Ero*:

Thank you very much for your very thoughtful card and
for the wonderful diary. It was so nice of you to think of us.
Happy holidays!

Best wishes.

Sincerely,

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

Melanne Verveer
Chief of Staff to
the First Lady



To all of you

*Christmas Greetings
with all good wishes
for
a Happy New Year*

Ero & Andros

Andros and Ero Nicolaides

Embassy of the Republic of Cyprus,
Washington, D.C.

PHOTOCOPY
PRESERVATION

*Mrs. Melanne Verveer
Chief of Staff to the First Lady
The White House
Washington, DC 20500*



*EMBASSY OF CYPRUS
WASHINGTON, D.C.*

PHOTOCOPY
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THE WHITE HOUSE
WASHINGTON

November 7, 1997

Mr. John Meyer
President & Publisher
The 21st Century
Box 30
Newton, MA 02161

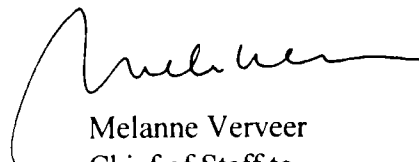
Dear Mr. Meyer:

Thank you very much for your letter and for copies of
"The 21st Century" and for your request for an interview with
the First Lady.

I have forwarded your letter to Marsha Berry, Director
of Communications for the First Lady, and she will be in touch
as to whether or not it will be possible.

Best wishes.

Sincerely,

A handwritten signature in dark ink, appearing to read "Melanne Verveer", with a long, sweeping horizontal stroke at the end.

Melanne Verveer
Chief of Staff to
the First Lady

Withdrawal/Redaction Marker

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Melanne Verveer

June -
pls keep a
rec^v
serv, ive pens
on to March 13

THE 21ST CENTURY

A JOURNAL WRITTEN BY THE NEXT GENERATION

©

October 22, 1997

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Ms. Melanne Verveer
Chief of Staff to the First Lady
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Ms. Verveer:

Eli Segal suggested I get in touch with you for a very special request. Consistent with the First Lady's interest in young people and education, we would like to start a contest in our paper to encourage large numbers of teenage students to interview a teacher, grandparent, friend, politician, business person, neighbor, or any other adult. We believe this will give teens an opportunity to get to know someone better, write an article based on the interview, and share their insights with hundreds of thousands of their peers through *The 21st Century*.

As an incentive for this contest, we want to offer the student "winner" of the best interview an opportunity to join the two publishers for a trip to Washington to interview The First Lady in the White House. We anticipate the interview would take about thirty minutes, but the published interview would give hundreds of thousands of teenagers an opportunity to share Mrs. Clinton's thoughts and to get a better understanding of her commitment to young people.

The student would only solicit Mrs. Clinton's thoughts on how today's teens can make a difference for their generation and improve the opportunities for their own families. As a mother of a teenager, Mrs. Clinton's opinions and her vision for the future of today's young adults would be extremely interesting to our large student and teacher audience.

If the First Lady agrees, we would start the contest immediately and after the winner is chosen, the interview could occur anytime this spring. I think this would demonstrate great support for these young people and allow Mrs. Clinton to connect in a unique way with a very large number of high school students. Please let me know as soon as possible if this is acceptable.

You should also know that our organization recently sent 600,000 copies of a Presidents' Summit issue to all 20,000 junior and senior high schools nationwide. Last year we distributed more than 8,000 copies of *From Hope to History* to student recipients of "The 21st Century Book Award." In addition, during his first term, President Clinton met with us and some students to acknowledge more than 20,000 letters sent to our paper for the President. For the past five years Michael Dukakis has hosted our annual "Educator of the Year" award dinner for which thousands of students have nominated teachers who have had a lasting impact on their lives. More than 75 teachers have been honored. As you can see, we are making a difference for thousands of young people every year and we believe that encouraging writing and interviewing skills are most important for today's youth.

Ben JD • Norwell, MA 02161 • (617) 964-6806

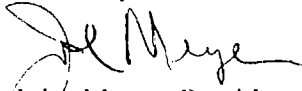
A Publication of The Young Authors Foundation, Inc.

Now, in our ninth year, *The 21st Century* is the nation's largest newspaper written entirely by teens for teens. Every month about 250,000 students in 2,200 schools read the regular issues of *The 21st Century* and thousands become inspired to contribute. In addition, at least one copy of the paper is being sent to every junior and senior high nationwide every month. The central focus of the paper is always to increase self-esteem by providing an unparalleled opportunity for students to develop their reading, writing, creative and critical thinking skills. We have proved that there is a strong readership for this type of publication.

The Young Authors Foundation, Inc., publisher of the paper, is a 501(c)3 nonprofit organization committed to encouraging *all* students to value reading, writing and their entire education as a necessary tool for lifelong learning and successful employment. *The 21st Century* is a unique project successfully reaching a broad range of social, racial, economic and ethnic groups and includes an outpouring of talent, experiences, ideas and innovative solutions from teens unmatched by any media.

We hope you and Mrs. Clinton recognize the impact we are having on students and teachers and that you will be able to work with us to arrange for the interview. Thanks for your interest and I look forward to hearing from you soon.

Cordially,

A handwritten signature in black ink, appearing to read "John Meyer". The signature is fluid and cursive, with the first name "John" and last name "Meyer" clearly distinguishable.

John Meyer, President and Publisher

P.S. Enclosed are some recent issues and our Poetry Journal which the Clintons have been receiving since our meeting in 1993. If you need any additional information please let me know. Thank you.

The 21ST Century

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Peter Rabbit Wore Wool

He was never my favorite grandfather. It hurts to admit that. His house was big and dark and always cold. My grandmother smoked and we always went home smelly. I did love him. I loved him a lot. My head was always buried in his wool sweaters when he hugged me. Whenever I picture him, I see him in them. I think he wore them when he golfed. Grammy gave me some when he died. They're warm.

At holidays he was such a presence. When he laughed, you heard him. When he yelled, your eyes watered. He had a lisp when he talked; maybe it was a bit of an accent, I don't know. My cousins and I loved to play board games with him. He was the only adult who would play with us. He never let us win like some grown-ups do.

In fact he usually blew us out of the water.

Our favorite was the Peter Rabbit game. We haven't played it in years. It had tiny metal pieces painted in pastel colors. Grandpa was always Peter. Kathy liked to be the frog or the hen. I was usually the pink "girl" bunny. It had tiny little dice to roll and a beautifully drawn playing board. When the game was over, we always begged to play again. We never did. Once was enough for him.

My grandpa had a heart attack. It was his second. He died in the morning. They didn't tell us. I spent that Monday just liked everyone else at school. My mom said there wouldn't have been any point in crying and moping. That wasn't the point. I felt guilty.

This nonfiction piece by Jana Richardson continues on page 6.



Sept.
'97
Vol. 9 No. 1

Grandparents:
Special Focus
on page 6.

Book Awards
page 29.

We're
Listening ...
on page 11.

Send Your
Art & Photos
TeenArt Gallery page 31.

Opinion Poll
page 3.

Summer's
End page 4

We Need
Student Reps
see page 13.

Have a
Solution? page 10.

Submit Your
Work see rules on 3.

INSIDE

Book Awards.....	29
Book Reviews.....	23
College Essays.....	20
College Reviews.....	21
Community Service.....	14
Concert Reviews.....	22
Environment.....	18
Feedback.....	12
Fiction.....	26-30
Graphic Wall.....	19
Letters to Editor.....	3
Movie Reviews.....	23
Music Reviews.....	22
Nonfiction.....	4-9
Opinion.....	10-11
Poetry.....	16-17
Reviews.....	22-23
Science & Technology.....	27
Special Focus.....	6
Sports.....	24
TeenArt Gallery.....	31
Video Reviews.....	23
Websites List.....	27
You & Your Health.....	9

Top photo by
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Middle photo by
Emily Hocker, Carlisle, MA
Bottom Photo by
Meaghan Venezia, Plymouth, MA



The Days

Nothing ever changed on our block
Except for the seasons
Each day the sun set behind your house
And those trees
But we always tried to make the
difference somehow
Sitting on my back porch by the
light of a candle
Till dawn crawled in
We talked about leaving that town and
changing fate
We took comfort in our laughter
As we chased the hours of summer
The days stretched into the nights
As we sat in Vicari's woods
Until the days began to grow short again
We mourned for our losses
As friends escaped the borders
We lived for the nights where time
lasted forever

by Anonymous. More poetry on pages 16-17.

It's Hard Being Dead

As the bell rang, I realized it was time. I entered the bathroom, taking my time. I realized that my teacher wouldn't mind if I was late. This was a special day. I changed into my clothes - my black velvet pants and black shirt. I smeared on the white makeup, trying to use as little as possible. My little white bottle had to last everyone the whole day. Then, the final touch, my little sign. I wrote in red, "SUZY - KILLED BY A TRACTOR TRAILER DRIVEN BY A DRUNK DRIVER."

Today was Dead Day. One person is killed every 21 minutes by a drunk driver. In order to make that statistic real, 17 of us became "dead" for the day. We weren't allowed to talk, just keep a somber expression on our faces. I, of course, had volunteered to go first. Big mistake.

My first class was Physics, and there were only three students in the class, and this particular day we had a sub, so we had no work to do. That left two students to try to make the third, me, laugh.

This nonfiction piece by Suzanne Uzzila continues on page 8.



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Sightseeing

I took the train downtown and got out at South Ferry. The ferry boat was waiting and I ran toward it, overlooking the obstacle until it moved. "Can you spare some change?" she asked.

I looked at her with annoyance. Bag ladies were commonly found wandering the streets without a home of their own. This one wore bundles of rags wrapped here and there to give some semblance of decency. The wind blew them around her gaunt figure and her frame trembled noticeably. Her outstretched hand lay opened and naked, waiting for me to press a coin into that dirty palm. I found her eyes under a thick mass of oily, unwashed hair. They were empty and cold. She had a sickly green tinge on her skin that made me

want to scurry away

"I must get to the ferry before it goes ... sorry," I stammered.

I ran to catch the ferry – partly out of fear and partly out of anticipation. Once on the ferry, I joined some tourists at the bow of the vessel. Water splashed on my forehead. I looked over the rail to see the green sea that hinted of pollution. My attention was diverted by the appearance of a small figure in the distance. She stood there, tall and unbowed – a monument to the American culture. I acknowledged her with a mental salute and gazed on with awe.

The Statue of Liberty – a woman who had such historical significance that millions of people flock to Liberty Island to see her each year ...

This nonfiction piece by Nancy Wong continues on page 8.



Vol. 9 • No. 2

Adoption:
Special Focus
page 6.

We're
Listening ...
page 11.

TeenArt
Galleries
pages 2 & 31.

Opinion Poll
page 3.

Working
page 6.

Want to be a
Student Rep?
page 19.

Have a
Solution? page 10.

College
Essays page 21.

Science
Articles
page 13.



world

the dying sun strains to smile
with painful moves he grasps my hand
his withered body burns with rage
he cries because the sky is blue
please don't fade on me

frightened, I scream
as the haunted trees laugh with envy
wishing they could still fear
but yet their souls tremble
beneath the weight of their knowledge

I feel the warmth slowly draining
it's time to die before we're killed
I say good-bye, the ocean loves him
he embraced the truth, rejected words
The Sun Is Gone.

the bitter kiss
the dying moon strains to smile

by Lori Golzmane
More poetry on pages 16-17.

My Story, My Past

To me, adoption is a beautiful thing. Sixteen years ago I was given up for adoption. Although I know some information about my past, the question of who am I is puzzling to me. Here is my story.

I was born Carmen Julia to a couple who lived in Chihuahua, Mexico. I don't know their last name. My birthparents were poverty stricken. When I see those commercials on television about poor people who live in poor countries, I tend to believe that is who my birthparents are, and who I once was. I was their ninth child. I don't even know if I was born in a hospital, or a cardboard box my birthparents called home. I was born on the twenty-seventh of May, and for three months, Chihuahua was my home. I only lived there briefly because my birth parents had no money to feed me. To top that, I was suffering from an illness. They needed to get me out of there, which they did. At that point, I was nobody's child.

At that same time in New York, a young couple who had been married for eight years was desperately seeking a child ...

This nonfiction piece by Jennifer Eisenberg continues on page 6.



Book Reviews	25
College Essays	20
College Reviews	21
Community Service	14
Concert Reviews	24
Environment	18
Feedback	12
Fiction	26-30
Graffiti Wall	27
Letters to Editor	3
Movie Reviews	25
Music Reviews	24
Nonfiction	4-9
Opinion	10-11
Poetry	16-17
Reviews	24-25
Science & Technology	13
Solution	10
Special Focus	6
Sports	22
TeenArt Gallery	2, 31
Video Reviews	25
Websites List	13
You & Your Health	9

Top photo by Stephanie Lang,
Brookeville, MD
Middle photo by
Tuan Nhu, Olney, MD
Bottom Photo by
Barbara Brady, Brooklyn, NY

the
next
generation

21ST CENTURY

Vol. 2 • No. 1

Reaching 1700 High Schools Throughout New York, New England and beyond!

Fall 1996



POETRY JOURNAL

Written By The Next Generation

PHOTOCOPIED BY THE NEXT GENERATION
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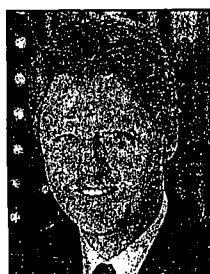
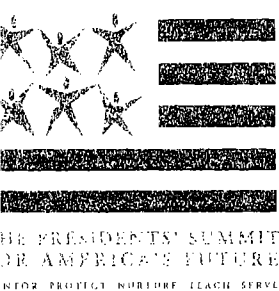
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21ST CENTURY

A Monthly Newspaper Written Entirely by Teens for Teens

Five Presidents Want You!



President Clinton



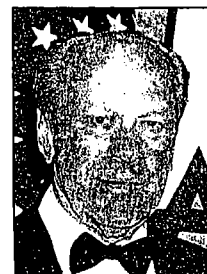
President Bush



President Reagan



President Carter



President Ford

Welcome to the Summit issue of the 21st Century

For the last eight years, the 21st Century has been the monthly publication for America's future - today's teenagers.

The 21st Century offers teenagers the opportunity to publish their views, opinions and creative work on issues that affect their everyday lives.

The 21st Century, which is regularly sent to 2,000 high schools, has already published more than 12,000 student works.

We have no staff writers!

Published works include students' fiction, nonfiction, prose, poetry, art and photography. Thousands of students have submitted work on hundreds of topics including community service, the environment and life opportunities and problems facing America, as well as their views on movies, books, music and sports.

The 21st Century fulfills the need of teenagers to have a nonjudgmental forum that gives voice to their concerns, talents, joys and triumphs. The newspaper builds self-esteem by providing students with a unique opportunity to develop their reading, writing, creative and critical-thinking skills.

The 21st Century is proud to join the Presidents' Summit for America's Future with this Special Issue being distributed by UPS to 200,000 students in 20,000 high schools. We look forward to publishing teens' voices in the Summit-Up edition in May.

INSIDE
Summit Events 2
Publishing Opportunity ... 3
Student Essays 4,5
Fundamental Resources. 6,7
Corporate Commitments....8

An Invitation to

THE PRESIDENTS' SUMMIT FOR AMERICA'S FUTURE

*Including a Guide to Summit Events
April 27-29, 1997*

Presidents Clinton, Bush, Reagan, Carter and Ford, together with General Colin Powell and more than 1,700 community leaders, will gather in Philadelphia for The Presidents' Summit for America's Future.



General Colin Powell
Summit General Chair

They hope to inspire an unprecedented nationwide commitment to community service to help young people across America.

Not everyone can be in Philadelphia, but everyone can participate in the Summit. This is your opportunity to be part of the spirit of the Summit and to help sustain its message into the 21st century.

This is your invitation to participate and have your thoughts on the Summit and community service published in the Summit-Up Issue.

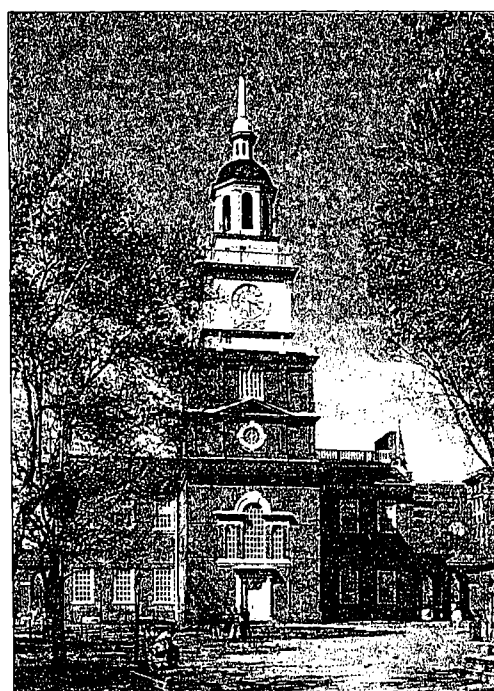
Students: The 21st Century wants you!

Experience the Power of Print

Give us your reactions to The Presidents' Summit and share your community service experiences and ideas for the Summit-Up issue in May.

Send your opinions, prose, poetry, letters, photos, and art for publication in The 21st Century by May 12th!

See rules on page 5.



Philadelphia's Independence Hall

Join the Summit:

- ★ **Watch and Listen** to the Summit on TV, radio, C-Span and the Internet.
- ★ **Read** all about the Summit in this and other newspapers and magazines.
- ★ **Discuss** the Summit ideas at home and in the classroom.
- ★ **Respond** with opinions on what the Summit meant; what community service programs are working locally; and what we can all do to solve today's challenges.
- ★ **Mail or email** your thoughts and ideas to The 21st Century by May 12th for publication in the Summit-Up issue.

THE WHITE HOUSE
WASHINGTON

November 3, 1997

Ms. Mark Nichols
435 W. 119th Street
Apartment 52
New York, 10027

Dear Mark:

Thank you very much for your note and for the thoughtful gift. We're off to Central Asia, Russia and Ukraine.

Thanks and best wishes.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Melanne', with a long, sweeping horizontal stroke extending to the right.

Melanne Verveer
Chief of Staff to
the First Lady

(R)

Mark A. Nichols

Dear Melanne,

10/08/97

When I was in Kiev this past
summer, I ran into an elderly
lady selling small handicrafts
in the park & thought of you.
I hope you'll accept the enclosed
gift as a small token of my
appreciation for all your help.

Thanks again.

Sincerely,
Mark

Melanne Venzee

Mark Nichols -
435 W. 119th St.
Apt. 52
NY, NY 10027

THE WHITE HOUSE
WASHINGTON

September 12, 1997

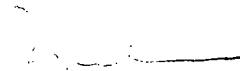
Ms. Merry Carol Morris
8809 Twin Lake Drive
Boca Raton, FL 33496

Dear Merry:

Thank you very much for your letter and for offering your assistance on the Summit of the Americas conference scheduled for this March. I will keep your expression of interest in mind should an opportunity present itself.

I am sorry to hear that you will not be in Florida when we travel there later this month. Best wishes.

Sincerely,



Melanne Verveer
Chief of Staff to
the First Lady

Merry Carol Morris

Q

9/13/97

8809 Twin Lake Drive
Boca Raton, Florida 33496

Dear Melanne,

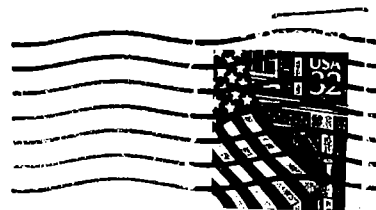
I hope this note finds you well. I have been wanting to touch base with you to tell both you and Hillary I regretfully will not be in Florida on September 30th and to wish you all a very successful day!

Also, I am thinking about traveling to Santiago, Chile next March for the upcoming gathering of The Summit of the Americas. I would love the opportunity to talk with you to discuss the possibility of offering my assistance in helping you and a delegation that maybe attending this

event. I hope you will consider
this and we can talk further.

I send both you and Hillary
my best regards and a belated
congratulations on your new and
very busy position. I do hope
you find sometime to relax!

Sincerely,
Merry Rogers



Melanne Verwee
The White House
Old Executive Office Building
Washington D.C.

11111111111111111111 20500

8809 Twin Lake Drive
Boca Raton, Florida 33496

Merry Carol Morris

561-479-1999
FAX 561-477-5779

CAR 561-866-5040
CELLULAR 561-213-5905

**PHOTOCOPY
PRESERVATION**

THE WHITE HOUSE
WASHINGTON

December 4, 1997

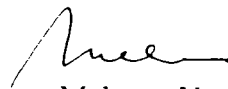
Mr. George Masiuk
The Washington Group
P.O. Box 11248
Washington, DC 20008

Dear George:

Since you asked several months ago about Mrs. Clinton's trip plans in Lviv, I am forwarding copies of her remarks in Ukraine. She was enthusiastically received by the people and she made every effort to express America's commitment to work with Ukraine as it builds its democracy and addresses its challenges.

All the best. Happy holidays!

Sincerely,

A handwritten signature in dark ink, appearing to read 'Melanne', with a long horizontal stroke extending to the right.

Melanne Verveer
Chief of Staff to
the First Lady

FIRST LADY HILLARY RODHAM CLINTON AT THE IVAN FRANKO OPERA AND BALLET
THEATER

L'viv, Ukraine

November 18, 1997

UNOFFICIAL TRANSCRIPT

Vasyl Kuybida, mayor of L'viv:

Dear Ladies and Gentlemen, dear Guests: I hope that you already know that our city is honored to have very honorable guests here. This visit is increasing our rating in both Ukraine and the world. To introduce our guests, the floor is given to the Chief of Staff to the First Lady, Ms. Melanne.

Melanne Verveer, Chief of Staff to Hillary Rodham Clinton:

Dear guests: My name is Melanne Starinshak Verveer, and I am chief of staff to Hillary Rodham Clinton. It is a great thrill for me to be here, in the land where my grandparents were born, in this western region of Ukraine. My grandparents were people who brought their values and traditions to America. They possessed a deep belief in God, love of family, care for their community, and hard work. These values were instilled in me as I was growing up. As a student in the Ukrainian-American school I attended, we sang the Ukrainian national anthem, "Ukraine has not yet died." Like so many other Ukrainian-Americans, we prayed that Ukraine would one day be free. Today, this democratic country is marking its sixth year of independent Ukraine, and we Americans will always stand with you. Two years ago, I was privileged to accompany the President and the First Lady on their trip to Kyiv, the first time an American President visited a free Ukraine. Today, I have the honor of being with the First Lady, here in L'viv. Mrs. Clinton has committed herself to improving the lives of children, women and their families in my country and around the world. She has given voice to women's aspirations and the important role they play in building democracy. She has worked hard to promote civil society, especially through the participation of non-governmental organizations. And she is a great friend of Ukraine. As a child, I was often assigned the role in school of welcoming important visitors in the Ukrainian language. Today, I have the honor of a lifetime to introduce the First Lady of the United States to the people of L'viv, Hillary Rodham Clinton.

Hillary Rodham Clinton:

Thank you very much. Mrs. Kuchma, Governor, Ambassador Miller, Ministers, Mayor, Distinguished Members of the Community, Representatives of the Governments of both my country and of Ukraine. It is a great honor and pleasure for me to be here today.

I want particularly to thank Mrs. Kuchma for being with me yesterday and today, and for the warm hospitality she has extended to me now on two occasions in Ukraine; during the visit with my husband, and during this visit. I would also like to thank my chief of staff, Melanne Starinshak Verveer - for her introduction of me today. But more than that I want to thank her for her wisdom, compassion, and good humor - all these I attribute in large measure to her Ukrainian heritage. Melanne and her husband attended Georgetown University with my husband and have been dear friends of ours ever since. Like the over one million Ukrainian-Americans, she has made immeasurable contribution to the life of my country, and I want to thank her here on behalf of all of us who value her many, many contributions.

The writer, Ivan Franko, after whom this beautiful opera house is named, wrote that, "There will come a time when you will sit in the circle of free nations." That time for Ukraine is now -- and I am honored to be sharing that time with you.

I don't believe there is a more beautiful opera house anywhere in the world. I must confess that being here on the stage, looking at the galleries and glorious decorations, I am tempted to join the many famous performers who have appeared here to sing. But in the interest of preserving the strong and warm ties between our countries, I will not do so.

But I would like to talk with you about voices - the voices of women, the voices of young people, the voices of all those throughout Ukraine and the newly independent states who are speaking a new language of freedom and democracy - and then turning their words and ideas into concrete actions.

I can think of no better place to do this than in Ukraine. It was here in L'viv in 1879 that the Union of Ukrainian Women was established.

This organization - one of the largest women's organizations in Europe between the two world wars - went into villages to teach women and their families how to start small businesses...how to start child care centers...how to pool their resources to purchase first aid materials that would save lives in rural areas.

Like so much that is good, the Union was crushed by communism. And like so much that is good, it was reborn in 1990 - along with your sovereignty. With each year of freedom, the Union has grown stronger. And this fall, thousands of people gathered where the remains of the Union's last pre-communist president — Milena Rudnytska - were brought back here to L'viv for eternal rest.

Today, I return home to the United States after a weeklong journey to Central Asia, Russia, and now here in Ukraine.

When I first came to Ukraine, it was with my husband in 1995, and the sun of freedom was rising in the sky. In the time I have been here, I have seen how much farther the sun has traveled.

In only six years, you have done much to sweep away the oppressive structures of communism. You developed a constitution and held free and fair elections - which resulted in the peaceful transfer of power, the first ever in the NIS.

Now the challenge is to build upon this architecture of freedom, with a structure supported by the rule of law, an independent judiciary, and an expanded free press that is able to tell the truth in print and over the airwaves.

In only six years, you have done much to tear down a rigid state-controlled economy that stifled human ingenuity and enterprise. You have reduced inflation and privatized small businesses.

Now the challenge is to create a vibrant marketplace based fundamentally on private property; a marketplace where business can be conducted in an atmosphere of openness and fairness; where private activity can thrive without government interference; and where hard-working people can lift themselves up without the fear of crime and corruption.

But neither the rule of law nor the free market alone can be sustained in isolation. If we do not have true democracy in my country or yours, we cannot, or should not, rest. If we do not have a free market, we cannot, and should not, rest. But if we also do not have the space between what the market should do and what the government should do - what we call the civil society - we also cannot, and should not, rest. Each, the free market, democracy and the civil society are indispensable to the blessings of liberty and prosperity.

In this space between the free market economy, on the one hand, and a democratic government on the other hand, in this space we call civil society resides family and community life, religious traditions, and participation

in voluntary associations. For democracy ultimately depends on individual citizens truly believing they have a role to play in the life of their country. It depends on people choosing - not being compelled to, but choosing, to participate in society. And it depends on seeing to it that what Alexis de Tocqueville called "the habits of the heart" are passed on from one generation to the next.

If you think about a modern, independent, well-functioning society as being like a three-legged stool, you and this audience have been working to strengthen each of the three legs. You have worked in government, to make the government democratic and transparent. You have worked to build a free market economy that gives more opportunity to individuals. And you have worked to create the third leg of this stool, what we call civil society.

You have chosen to help build civil society, by fighting for women's health, by running for political office, by cleaning up the environment, by starting child care centers and beginning summer camps for the children of Chernobyl, and in many other ways.

Whether you are gathering in civic associations, voluntary efforts to help others, places of worship, or even in your neighbor's home, you are strengthening civil society and making it clear that the most important person in any democracy is, not my husband or Mrs. Kuchma's husband, but the citizen. And governments cannot be serious about democracy unless they recognize and work with non-governmental organizations.

Yesterday, I saw citizens of this city building a civil society. I stood with thousands of people at the new Memorial Honoring Victims of Communist Repression. This memorial was erected not by the government. It was a gift of the victims of communism, their families, and private organizations. They didn't have to do this but they did.

I visited a health clinic filled with children balanced between life and death. Infants born prematurely, some critically ill. But for their cries, these children have no voice. They cannot compel someone to come to their aid. And yet doctors, and nurses, parents, and communities - from both Ukraine and the United States - chose to do so.

As one mother told me, doctors and nurses she didn't even know saved her child's life. They didn't have to do this — but they did.

I stood inside the beautifully restored Gilad Synagogue, where citizens can once again worship freely. There, the rabbi told me what it meant to open a Jewish school after so many years of unspeakable hardship. That had given him faith that the community would survive. The community didn't have to do this for its children — but it did.

I stood inside the magnificent, renovated St. George's Cathedral. For too many years, the faith of the people whom I met had been driven underground. The congregation prayed in hidden places; the beautiful symbols of their faith were hidden away in cellars and attics. Today, the members of St. George's practice their religion in the clear light of day. And they are using their faith not only to worship as they please, but also to reach out to others whom society pushed away — such as children with disabilities. The people of St. George's didn't have to do this — but they did.

What an irony that on the property of St. George's Cathedral, the Soviets installed radio jamming antennas. Yet as powerful as they were, they could not silence the voices of faith and freedom.

It is especially important that the voices of women be heard, for the legacy of communism placed special strains on women.

Especially in the old state structures, too many women are the first to lose their jobs and the last to get new ones. Too many women often live in fear of violence at the hands of family members. For them, home provides no refuge, the law no protection, and public opinion no sympathy. Too many women are prevented from getting proper health care — either because quality care is not available, or because they are simply unable to find the time, between family and work obligations, to care for themselves. And through all of this, not enough women are sitting at the table when decisions are made in too many countries.

And it is clear that democracy without the full participation of women is a contradiction in terms. And that human rights are women's rights and they must be respected.

It is, for example, a violation of human rights when women are trafficked, bought, and sold as prostitutes. As my husband has said, this is nothing less than modern-day slavery. And I know that many of you here today are working hard to end this practice once and for all.

Today, I am pleased to announce that the United States government, in cooperation with the United Nations, will be working with NGOs in Ukraine to launch a new information campaign to reach women who may be in danger, and to inform law enforcement and consular officers, and international organizations so they can be on the look out for, and ultimately put a stop to this crime against humanity.

I will return home with many impressions and wonderful memories. I will also return home to speak to my own people, the citizens of the United States. I will tell my fellow citizens what I have seen and why the United States must stay constantly engaged to support forward-looking reform and leaders who are working on reform. In recent days, I have seen firsthand what America, working hand in hand with the people of Ukraine, has accomplished — fostering innovative health clinics, providing loans to start small businesses, sending Peace Corps volunteers to work with the people here.

I will want all of the American citizens to know what I now know, and I wish that I had brought all of them with me, to see what I have seen. Because the work that has been done, between our governments and organizations, such as USAID and through the private sector, business to business, and through the voluntary, non-governmental sector, has made it very clear that we are strengthening our bonds and building stronger societies together.

Later this week, Vice President Gore and President Kuchma will join together to reach out to members of the international community to secure more support for safely encasing the Chernobyl Reactor #4. What could be more important than the United States and Ukraine working together to contain one of the greatest environmental threats facing Europe and the world today?

Just as I hope to be able to explain to Americans what I have seen, I hope also that the people of Ukraine see what I, and my party, have seen here. In the last days, I saw citizens and spoke with leaders determined to make further progress. In six short years, you have done so much to erase seven long decades of communist waste and misrule. There is no doubt that your path has not been an easy one and that challenges remain — especially as you expand private activity so that Ukraine can become competitive in today's fast-paced global economy.

As Americans have learned through the years, democracy is a never-ending struggle. We became a "newly independent state" in 1776. And for the past 221 years, our democracy has been a work in progress. It took us more than 10 years to draft a constitution; 89 years to rid our nation of slavery; 144 years to give women the vote; and 188 years to make all our citizens equal under the law.

A critical difference, of course, is that the modern world is much less forgiving. With global communications

and with a global economy, everything moves at a much faster pace; and countries and societies must reform more quickly in order to take their rightful place in such a new world.

Just six years after your independence, you have much to be proud of. The sun of freedom is higher in the sky. And yes, it has a ways to travel. I know you will stay the course. And as you do, please know the American people will stand with you. I hope that you take great pride in where Ukraine stands today and that you take great confidence in the fact that the United States will be your partner, and your friend, as we travel together into the twentieth-first century and the new millennium.

Thank you very much. God bless the United States and God Bless Ukraine.

Mayor Kuybida:

Dear Ladies and Gentlemen: I have the honor to give the floor to the wife of the President of Ukraine.

Mrs. Lyudmyla Kuchma:

Dear Ladies and Gentlemen: First of all, I'd like to express my gratitude to the U.S. President's wife for finding the possibility to visit Ukraine. Moreover, it is not just an acquaintance visit, but a very important step toward establishing cooperation between our two countries in the humanitarian sphere. I am very thankful to you, Mrs. Clinton, for our warm meetings, for your words of understanding of our problems and readiness to assist us in solving them.

I support your opinion about the role of democratic principles in the life of society. The success the United States of America has in reinforcing values common to all humanity is well-known and acknowledged throughout the world. This success belongs to the most important historic gains of humanity. This experience is of great importance to Ukraine, which has started the process of basic democratic reforms.

The defense and protection of human rights is one of the main principles in modern Ukrainian society.

The Ukrainian people have been destined to have a difficult history. For a considerable period of time, the Ukrainians have been denied the right of national statehood. They were persecuted in practically all spheres of their lives. Life in Ukraine is not easy nowadays. We are going through the difficult, often painful, process of essential economic reforms. The psychological stereotypes, the outlooks of people that have been forming for decades, are undergoing radical changes.

The Chernobyl catastrophe has also had a large impact on peoples' lives. This catastrophe occurred in Ukraine, but it is of a virtually global nature. It is difficult, or to be more precise, impossible for us to cope with the calamity all by ourselves. That is why it is hard for one to overestimate the value of hope which the United States provides us in dealing with the Chernobyl consequences.

We greatly appreciate the personal contribution of the President's family to this noble matter. We are also appreciative of the important charitable activities taking place in our country during this period of transition.

It stands to reason that Ukraine is doing its best to be a thoughtful, caring mother for its children-- to take care of, and provide social assistance and security to, the most vulnerable strata of the population.

But the possibilities of our state are limited. We are open to any action initiated by humanism and mercy, to any manifestation of goodwill, to settle some of our most acute social problems. Many of these problems concern the generation growing up in Ukraine now: their present and future. These concerns are reflected in the national program, The Children of Ukraine. The main objective of this program is to guarantee every child the

right to be born healthy, to be able to thrive, to have opportunities for development, and to be psychologically protected.

Our aim is to not only provide our children with meals, but also to develop their talents, abilities and skills. You, dear Hillary, have already had a chance to see how gifted our children are. If you find it possible to support our young talents, we would appreciate it very much. This is important for our country and the whole world.

You're probably familiar with the fact that Ukrainian women take an active part in public life. It is important because women constitute 50% of the entire population in Ukraine. The numerous women's organizations have the common objective to ensure our children a decent future, to make our state wealthy, and our children happy.

To conclude, I'd like to express once again my words of sincere gratitude to the U.S. President's wife, Mrs. Hillary Rodham Clinton. The meaningful and effective visit of a charming, benevolent and energetic U.S. First Lady to our country is a considerable contribution to the development of our collaboration, the deep and mutual understanding between our two countries and peoples.

Thank you for your attention.

Mayor Kuybida:

Dear Ladies and Gentlemen: We've just had the privilege to listen to the brilliant speeches of the U.S. President's wife, Mrs. Hillary Clinton, and to the Ukrainian President's wife, Mrs. Lyudmyla Kuchma. They are both doing an extraordinary and noble thing. Because of their charitable activities, they inspire hope and goodness into the hearts of people. I think that on behalf of all of us, we can wish them joy and happiness. We also wish them health, and a long and successful life.

F:\FLOTUS\opera