

Chris

3-18-97

1/25/97
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1/25/97
Janice Cook Stroman congratulates you on second term. She is interested in your ten point Education Plan, particularly the upcoming conference on Early Childhood Development and Brain Research and would appreciate receiving information on it and an invitation to attend. She would like to be on a mailing list to receive information on your literacy initiatives and recommendations for teacher certification. *cc*
Omaha
Policy

February 21, 1997

President Bill Clinton
The White House
Washington, D.C. 20500-2000

State Union address
THE PRESIDENT HAS SEEN

3-18-97

✓
Dear Mr. President:

It was fun seeing and talking with you at Sundance Square in Ft. Worth last fall during your campaign. Congratulations on your SECOND term!

In your State of the Union address, I listened with great interest to your ten point Education Plan. One of the points was an upcoming White House conference on Early Childhood Development and Brain Research. I would appreciate being sent information on this conference (and if attendance is by invitation only, I would appreciate an invitation). Also, please put me on the mailing list for information pertaining to your literacy initiatives and recommendations on teacher certification, especially reading teachers.

Just some brief highlights about my professional involvement in this area:

- Currently the Acting Chairperson of the Reading Certification Advisory Committee for the State Board of Educator Certification - State of Texas
- Currently the Coordinator of Elementary Language Arts and Reading Recovery for Plano Independent School District
- I have been a Reading Recovery Teacher Trainer for the past eight years
- I am completing this spring my Ed.D. dissertation for the Reading and Bilingual Department at Texas Woman's University
- I have worked in elementary reading/language arts in public school systems for over twenty years in OK, MO, MI, and now TX.

Thanks for your help in these matters.

cc: Waco
you missed other
unusual

cc: Melanie M.
conference

✓
COS

Sincerely,

Janice Cook Stroman

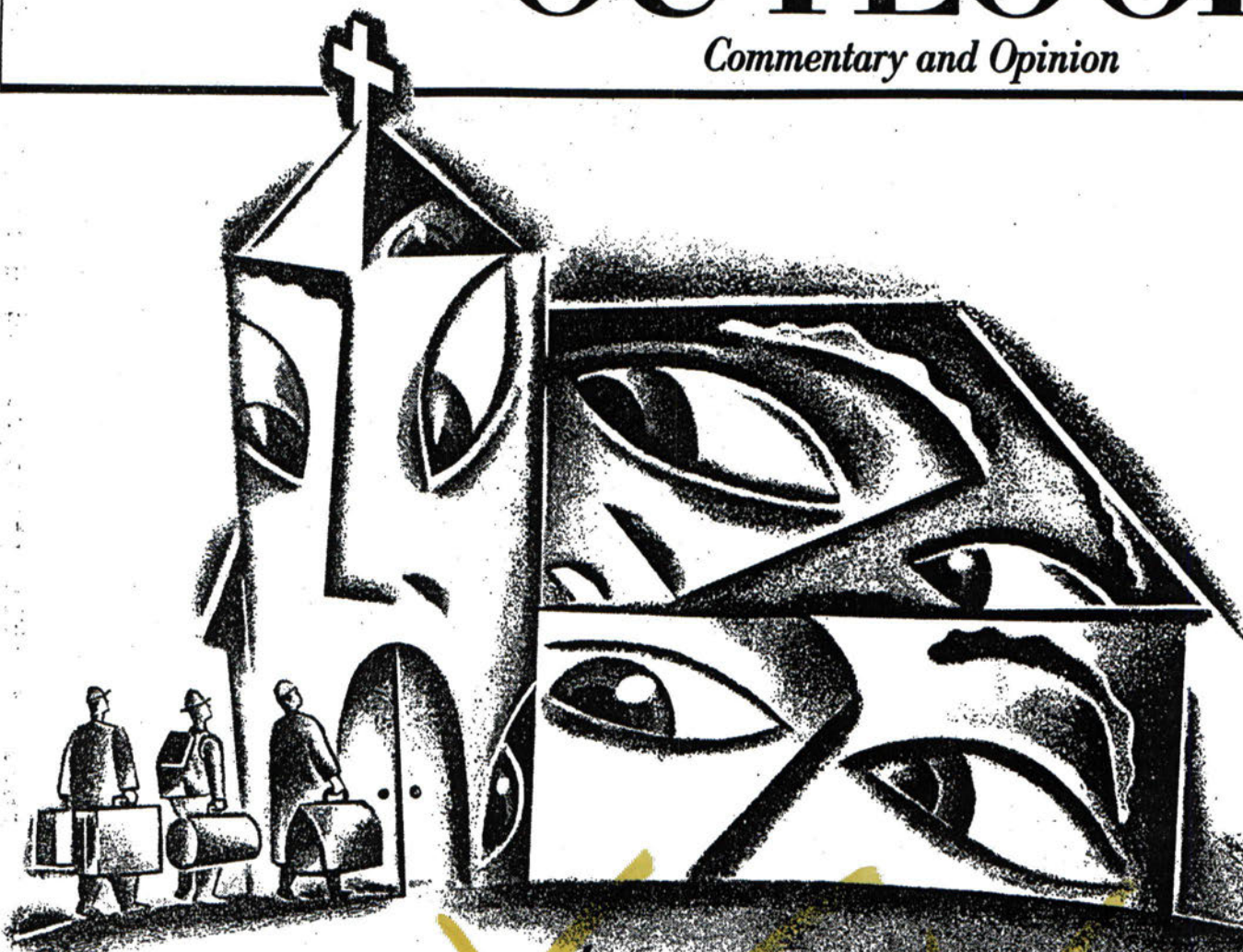
Janice Cook Stroman

2662 Daffodil Dr.

Richardson, TX 75082

OUTLOOK

Commentary and Opinion



THE PRESIDENT HAS SEEN
3-18-97

CTs/Al McInerney/Photo by [unclear] COS

Finding Room in God's House

Immigrants Are Filling the Pews—and Changing America's Churches

By Henry G. Brinton

"My oldest daughter was married from that church; my husband was buried from that church." The voice on the radio was choking up with emotion. "I put a lot of money, a lot of hard work, a lot of time into that church, and I hate the idea of people of that..." the speaker paused "... moving in like that. And I don't feel like it's my home church anymore."

In my living room, I listened with a mixture of fear and fascination to the words being broadcast by WAMU.

Henry Brinton is pastor of Calvary Presbyterian Church in Alexandria.

"That church" was Calvary Presbyterian in Alexandria, the congregation I serve as pastor, and the speaker was a woman who has been a member of the congregation since 1955. I had spoken with her privately about her concerns, but it was startling to hear her anguish aired publicly, as part of a National Public Radio feature on Calvary's changing racial and cultural identity.

We are a formerly all-white church that now has 125 Ghanaian immigrants in a congregation of 350 adults, and our changing composition has altered the way we worship. One particular African-style service had deeply offended my parishioner's sense of dignity. Offerings were brought forward with song and swirling dance, accompanied by drums, synthesizer and electric guitar. "If they want to worship that way," I heard her say, "fine with me. But don't bring it into my sanctuary. They were

running up and down the aisle, hollering 'I'm happy, I'm happy,' waving a white flag. Well, as I say, if they want to do that, that's their business. But why do I have to sit and listen to it?"

Across America, immigrants are coming to church, just as they always have. But where previous waves of immigrants were largely European, these new arrivals are coming from non-Western countries with cultures and skin colors more discomfiting to white Americans than that of Europeans. The missionaries our churches sent to Africa, Asia and Latin America were successful beyond their wildest dreams: Those who heard their preaching are now coming to the United States and starting or joining churches here. These newcomers are

See CHURCHES, C2, Col. 1

Foreigners in the Church

CHURCHES, From C1

often more openly passionate about the faith than are native-born Americans, and they shake up established churches by introducing new worship styles and beliefs.

"While some church members love these changes—one of our elders said at the African-style service that he had 'never felt the presence of the Spirit so strongly'—others feel a profound sense of loss. My parishioner on the radio was clearly experiencing loss of comfort, tradition and control in a church in which she had long worshiped. We pastors are challenged to provide quality pastoral care to these members threatened by change, even as we help our congregations incorporate the immigrants who increasingly will fill our pews.

Economic and political chaos in Africa has led to an increase in emigration, a trend that will surely continue. In Alexandria, three Ghanaian groups are worshipping within a two-mile radius: one Pentecostal, one Seventh-Day Adventist, one Presbyterian. These immigrants bring with them true evangelistic zeal, sparked by the phenomenal growth of the church in Africa. That continent's Christian population rose from 8.5 million in 1900 to 285.7 million in 1993, according to David Barrett, a statistician specializing in churches. He estimates that the number of African Christians will reach 760.1 million by 2025.

In the next generation, we may see a flow of missionaries not to Africa, but out of Africa. Stephen Nkansah, an evangelist trained in Ghana who joined Calvary in 1993, has led the Ghanaian Presbyterian Fellowship, which is responsible for most of our congregation's African growth. In the American Catholic Church, fewer and fewer men are answering the call to the priesthood, but in Africa the number of seminarians has almost quadrupled over the past 25 years.

Our country continues to hold a strong attraction for Latin Americans as well. There are now 26 million Hispanics in the United States, many of whom are Catholic. David Early, a spokesman for the United States Catholic Conference, predicts that "by 2010, the majority of Catholics in the United States will be of Hispanic descent." Many parishes now have Spanish-speaking priests to meet this demand, and Cardinal Roger Mahoney of Los Angeles requires all new priests in his archdiocese to speak Spanish. The St. Anthony of Padua parish in Northern Virginia currently offers six masses: three in English, three in Spanish. Mariachi bands contribute to the liturgy in many congregations.

Christians are also pouring in from Asia. After Latinos, Filipinos are the largest immigrant group in the American Catholic Church. Korean churches are popping up all over, often sharing space with American congregations but maintaining a separate identity (witness the number of Korean signs in front of Protestant churches in the Washington area). Christianity in Korea is a real Presbyterian success story: American missionaries took the gospel to the country in the 1800s, and there are now between 6 million and 8 million Presbyterians in Korea—twice the number in Africa.

When immigrant Christians reach the United States, they either form a new congregation or join an established church; the former is the Protestant norm, the latter more common among Catholics. There are an estimated 7,000 Latino congregations in the United States, and as many as 3,000 Korean immigrant churches. This number could easily soar into the tens of thousands, however, since these churches are often informally organized and hard to count. Calvary has a small, Spanish-speaking Pentecostal church meeting in its basement; I doubt it appears on any "official" list of churches.

The desire to worship in their own language is what first motivates newcomers to form separate congregations. A second motivation is cultural transmission:



BY JOEL BOWER FOR THE WASHINGTON POST

The challenge for integrated churches is to create rituals and symbols that incorporate both the native and the immigrant experience.

Making a church is a way of creating a community within which children can be brought up in the traditions their parents want to pass on. Of course, when these traditions run counter to American sensibilities, conflict can arise. Several years ago, Calvary rejected a request to share our space with a Korean Presbyterian congregation, in large part because the Koreans refused to ordain women as elders.

Concerns arise on the immigrant side as well. For example, the theologies of American Protestant Christianity often seem excessively modernized to these foreigners. African Christians are puzzled by discussions of issues such as the ordination of gays and lesbians. They were raised to think of homosexuality as an abomination, and they wonder why the American church would even consider being open to such a sexual orientation.

There are other differences as well. As immigrants arrive in large numbers, they are "creating a younger, more colored and more conservative Protestant Christianity," according to Stephen Warner, a professor of sociology at the University of Illinois at Chicago who has studied immigrant churches. Their conservatism is theological, not political; they do not necessarily agree with American conservatives on social policy. Warner observes that Catholic parishes are "becoming more Hispanicized—more devotional. The statues that were removed from churches after Vatican II are returning."

Sadly, immigrants sometimes form separate churches because many established churches will not accept them. Nkansah tells the story of a cab driver friend who took a fare to Potomac, in Montgomery County, and then decided to attend a service at a Baptist church in that area. He walked in—and the congregation phoned the police, describing him as a trespasser. He said, "No, I am a Baptist, from Ghana." They insisted he was trespassing. Cameroonian Sam Takunchung recalls that the First Christian Church of Lubbock, Tex.,

refused to serve him communion, even though the pastor had just intoned the words, "This is Jesus Christ's table, people shall come from everywhere to it."

More subtle forms of rejection occur when an American church misunderstands—with all good intentions—what immigrants want. "I know and love Africans," says the Rev. Thomas Rook, former missionary in Cameroon and associate pastor of Fourth Presbyterian Church in Chicago, but "to know Africans is to know people with problems—money problems, family issues, passport and visa concerns." In his eyes, Africans are defined by what they need. Yet some Africans leave churches like Fourth Presbyterian because they are not given sufficient opportunity to serve—they want to give as well as receive. James Acquah left Fourth Presbyterian to become part of Ebenezer, a new church for Africans, because he thought he could better help an immigrant church. "If you are in a church, and you don't have much to do," he reflects, "eventually you get bored. But here I am very much involved."

What hope is there for the successful incorporation of immigrants into American churches? At Calvary, our Ghanaian Presbyterian Fellowship has brought newcomers into full active membership in the church, but we still meet resistance whenever an African-style offering is proposed. We have had better results inviting Ghanaian pastors to assist me with communion, recruiting Africans to teach church school and serve as elders, and occasionally using conga drums to call the congregation to worship. On Easter, our Sanctuary Choir will be joined by the Ghanaian Singing Band, Nkansah will help me to lead worship, and the service will be followed by an international potluck dinner. Perhaps the way to racial and cultural harmony is through the stomach.

The challenge for integrated churches is to create rituals and symbols that incorporate both the native and the immigrant experience, and to help immigrants move into positions where they have the power to make decisions. The Catholic church has been a leader in doing this. Years ago, parishes were established along ethnic lines, and worshippers would attend either a German church, an Italian church or an Irish church. Today, bishops are working to bring newcomers into established parishes, and pastors are putting immigrants on parish councils so that their churches will be forced to deal with ethnic differences and, with any luck, be enriched by them. "We of European descent can learn from immigrants' beliefs and practices," says Early, of the U.S. Catholic Conference, "and how they see faith and life as a whole. Their faith colors their entire existence." The newcomers deliver a challenge to Americans who see religious devotion as a Sunday-morning-only phenomenon, or as a limited commitment. The Hispanics who meet in Calvary's basement would worship seven nights a week if we let them.

As difficult as it is to incorporate immigrants gracefully into established churches, doing so holds the greatest promise for vital Christianity in the 21st century. Predominantly white mainline churches are declining in membership, but growth will come if they open their doors to the Africans, Latinos and Asians moving into their neighborhoods. But churches must be open to change—and to a more spirited style of worship—if they want to keep these newcomers. And the united congregations of every denomination will stand the best chance of holding onto the second generation of immigrants, a group that sees itself not as Ghanaian or Salvadoran or Korean, but as American.

At Calvary, and at other churches incorporating immigrants, we are working toward the day when our Christian identity will tie us together in one international, multicultural community. Until that time, as we face conflicts and misunderstandings together, we should try to remember that the American church belongs not to Americans, but to God.

Wall Street's Social Security Maverick

To TIAA-CREF's Tom Jones, a Social Safety Net In Private Hands Isn't in Americans' Interest

By Brett D. Fromson
Washington Post Staff Writer

Thomas W. Jones, a top executive of TIAA-CREF, the biggest private pension company in the world, is a passionate man in a pinstripe suit. And as he began to speak to the audience of business executives gathered at the Park Avenue headquarters of the Council on Foreign Relations, he knew that what he was about to say about Social Security would be unpopular.

Jones was there as a member of the presidential Advisory Council on Social Security, and people may have assumed he would endorse the panel's proposal for putting the nation's retirement savings into the stock market via individual accounts.

Jones, however, was not about to go along with the Wall Street line. He told the audience that this form of privatization was a bad idea that might hurt the ordinary Americans who depend on Social Security.

"I said they were overstating the extent of Social Security's problems, waging a campaign to scare the public and then arguing that we need to privatize the system because young people don't think Social Security will be there when they retire," Jones recalled. "That strikes me as a bit disingenuous."

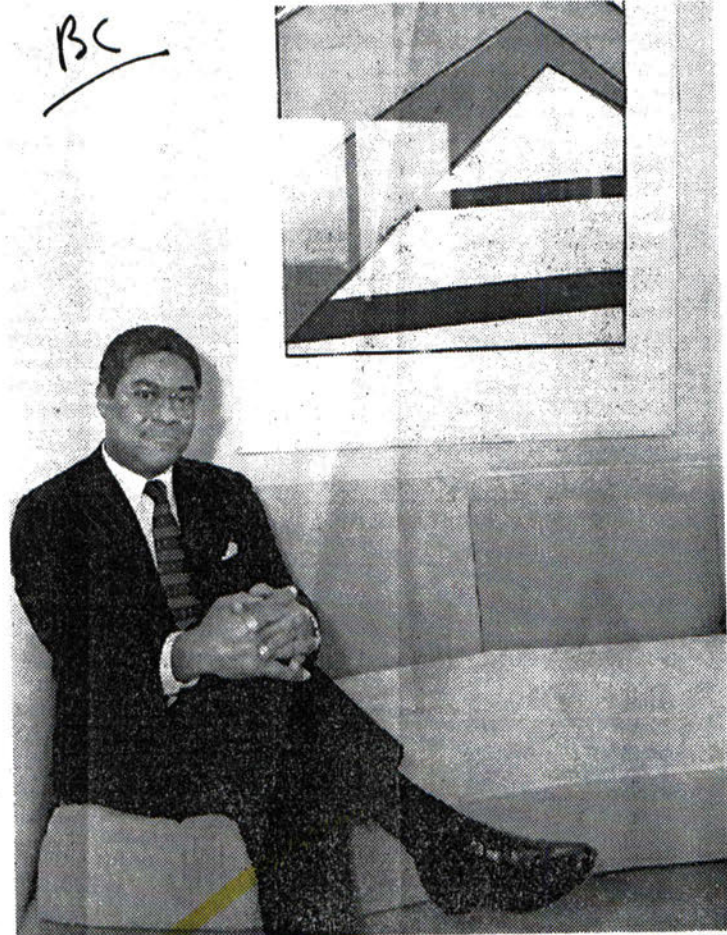
Jones, vice chairman and president of TIAA-CREF, is that rare maverick on Wall Street—an executive who is prepared to speak out boldly against a proposal that would enrich his firm and industry, but that he believes would harm the country.

Wall Street stands to rake in hundreds of billions of dollars in fees if Social Security is privatized, according to both opponents and supporters of the idea. TIAA-CREF, which has large money management and pension consulting operations, would prosper "hugely," according to Jones, if Washington allowed the establishment of individual stock accounts.

To fix the looming financial crisis of the system, Jones favors less radical steps than replacing the existing defined-benefit plan with one that would leave investment decisions up to individual recipients. He proposes modest reductions in benefits, small tax increases and a gradual move to invest as much as 40 percent of the system's money in stocks through a giant pooled account. Under law, Social Security invests the system's funds in low-risk Treasury securities that historically have not equaled the gain in stocks.

Stock investing can be done by the government as part of the existing So-

See JONES, H5, Col. 1



Jones says Wall Street overstates the extent of Social Security's problems.

Gues (BTask) de St. Pierre

THE PRESIDENT HAS SEEN
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Tom Jones: A Maverick Takes on Wall Street

JONES, From H1

cial Security defined-benefit system, Jones argued.

Jones says that he is agnostic on the actual returns to be obtained from stocks. They may match TIAA-CREF's internal forecast of a 10 percent average annual return, or the rosier 11.28 percent implicitly assumed by the advisory council.

"Whatever the number is, I know based on my experience at TIAA-CREF that we can achieve higher returns for most people through a central investment fund rather than individual accounts because the costs would be lower and the discipline of professional investment managers would prevent people from mistakenly selling at the market lows and buying at the tops," he said.

In response to worries that politicians might use Social Security's stake in our biggest companies to push a social agenda, Jones argues that the system can be insulated from such pressure. "Social Security should . . . divide the pool of stock investments among 10 to 20 investment managers who invest passively with an eye to getting the market rate of return rather than making bets on particular companies or industries," he said.

It is no accident that Tom Jones is both a member of the financial estab-

lishment and part of the loyal opposition.

"Tom is a man of great passion," said Spencer M. Rice, the former rector of Trinity Church in Boston and a longtime counselor to Jones.

A Radical's Transformation

The son of a schoolteacher and a physicist who helped design missile guidance systems for the Pentagon, Jones attended racially integrated public schools in Queens, New York.

"I was in one of the most positive environments from a racial perspective," he said. "I didn't bear any scars because I was never personally humiliated."

Jones excelled academically, skipped two grades and entered Cornell in 1965, at the outset of the university's affirmative action program.

"I was in the first class with a significant increase in black students. However, I didn't see myself as an affirmative action admission. I didn't know the program existed," he said. "I viewed myself as any other student. I was used to competing. I was elected freshman class president."

But by 1969, the model student had become a campus radical. He was a leader of a group of black students who seized the administration building to pressure the university to establish a black studies program. The last student

to leave the building, he was photographed clutching a rifle in one hand and giving the black power salute with the other.

"I knew then that my life was marked forever because I had done something that could never be forgotten. I would forever be marked by 'The Photo,'" he said. "Similar to now, one could argue that my self-interest narrowly defined could have been served by a different tack at that time."

"The fundamental reason why I went over to the position of the black students was that at that time, the academy excluded anything about [blacks] that had great meaning," he said. "At bottom, the plea for black studies was a plea to let me learn something about myself, about what's happened to me, how I have come to be in this position in the world and the forces that shaped me."

Moving On

After the takeover, many of the black militants left Cornell to set up the ill-fated Malcolm X University in Greensboro, N.C. Jones remained in Ithaca to help design a black studies program and get a master's degree in regional planning.

"I went about the business of trying to achieve fulfillment through my work," he said. "The only black students who came out of Cornell okay were those who put their anger behind them. I did not want to be debilitated by anger. So when I turned my back in 1971, one way I did it was by saying I will have the discipline in the future to associate with people who share my values. I have been very hard-nosed about that."

Jones has little time for those who cannot.

Jones went on to earn a master's degree in business administration, become a certified public accountant and rise in the business world. He spent 11 years as an accountant, primarily with Arthur Young & Co., before moving to John Hancock Mutual Life Insurance Co., where he was eventually named treasurer.

In 1989, he was hired as chief financial officer of TIAA-CREF (Teachers Insurance and Annuity Association—College Retirement Equities Fund), which provides pension benefits for teachers, college professors and other employees of nonprofit organizations.

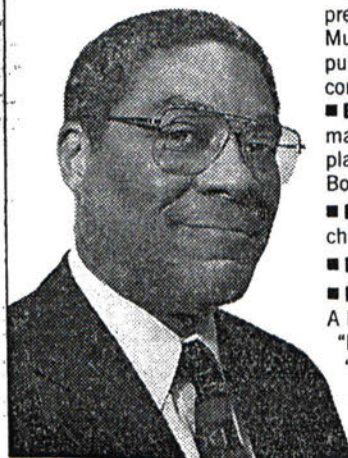
Jones, who was a fast-rising executive at Hancock, viewed TIAA-CREF as a place where he had a chance to rise to the top. Clifton Wharton, a black educator, was chief executive officer at the time.

"TIAA-CREF has been an absolutely wonderful place for me. As a black man, I felt you could go into that situation and

RESUME

Thomas W. Jones

- **Age:** 47
- **Home:** New Canaan, Conn.
- **Grew up:** Primarily in Queens, N.Y.; also lived in California and Ohio.
- **Employment:** Vice chairman and president of the Teachers Insurance and Annuity Association-College Retirement Equities Fund, the largest private pension system in the country, and a member of the 13-person presidential Advisory Council on Social Security; also is director and deputy chairman of the Federal Reserve Bank of New York and a trustee of Cornell University, the Brookings Institution and Educational Broadcasting Corp.



Before that, Jones was senior vice president and treasurer at John Hancock Mutual Life Insurance Co.; also worked in public accounting and management consulting.

■ **Education:** B.A. in government (1969), master's degree in city and regional planning (1972), Cornell University; MBA, Boston University.

■ **Family:** Married (1978), with four children.

■ **Drives:** 1996 Chevrolet Suburban.

■ **Books recently read:** "Against the Gods: A History of Risk," by Peter Bernstein; "Memnoch the Devil," by Anne Rice; and "In the Garden of Good and Evil," by John Berendt.

■ **Favorite sports team:** New York Yankees.

ek Takes on Wall St. Over Social Security

compete. If you don't succeed, at least you don't have in the back of your mind the question of whether race had anything to do with it," he said.

Jones lives with his wife and family in New Canaan, Conn., a wealthy and almost exclusively white suburb northeast of Manhattan.

"I picked New Canaan because I wanted the peace and relaxation that comes from being in the beautiful New England countryside while being close to New York City," he said. "There are very few black families. But there is a significant number of successful minority business executives in the surrounding towns," he said.

Edward M. Gramlich, dean of the School of Public Policy at the University of Michigan and chairman of the Social Security advisory council, remembers a speech Jones gave to a summer program for minority students at Michigan.

"His message was: 'Yes, there is racism in the world, but there is also a lot of opportunity. Go for the opportunity and don't get your life messed up over racism,'" Gramlich recalls.

Populist in Pinstripes

In his work on the Social Security panel, Jones also found himself between two worlds. And despite his pinstripe appearance, he ended up taking a populist line.

"In the early going of the council, I frankly thought I would be most inclined to support one of the individual account alternatives," he said. "TIAA-CREF has a very successful private pension system with individual accounts. So it was natural for me to think that is an appealing and efficient approach."

But as he considered the issues, Jones came to a different conclusion.

"I learned during the first year of the advisory council," he said, "that [the problems are] . . . not so much a set of technical pension management questions. At issue are two more fundamental questions: What is the purpose of Social Security and what is the purpose of reform?"

Jones said the panel gradually divided into three groups, each with a different political agenda.

One group, led by former Social Security commissioner Robert M. Ball, championed the view that the overriding priority was to guarantee an adequate retirement income to those in the bottom half of the income distribution.

A second faction—led by Sylvester J. Schieber, a vice president at Watson Wyatt Worldwide Co., a pension benefits consulting company, and Carolyn L. Weaver, a researcher at the American Enterprise Institute, a conservative think tank—emphasized privatizing Social Security through "personal security accounts." Under that approach, what



FILE PHOTO—ASSOCIATED PRESS

A rifle-toting Jones, center, led students who seized a building at Cornell University in 1969. "I would forever be marked by 'The Photo,'" he says.

someone received in retirement income would depend on the investment returns in their account.

A third faction, led by advisory council Chairman Ned Gramlich, emphasized the role that Social Security could play in fostering national savings. They proposed increasing the payroll tax and mandating that the money be put into individual investment accounts for all workers.

Jones came to embrace the first option "essentially through a process of elimination," he said.

"You ask yourself what is the alternative to Social Security for those at the lower end of the income distribution whose personal savings are by definition not going to be that high. There really isn't any," he said.

Fellow advisory council member Edith U. Fierst, partner at the Washington law firm Fierst & Moss, agreed. "I think his main interest was to make sure poor people were taken care of."

Jones worries about the government jumping into stocks, pushing up prices and then participating in a painful crash. But he says that a policy of gradual stock investing should allow Social Security to "dollar cost-average its way into the market" and avoid a significant degree of market risk.

Once it became known within industry councils that Jones, a registered independent, would oppose privatization, rumors began to spread that he was positioning himself for a post in the Clinton administration. He contributed \$2,000 to President Clinton's 1992 election campaign, according to the Federal Election Commission.

"I got calls from friends asking me whether the rumors were true," he recalled. He says he plans to remain at TIAA-CREF until age 60 or 65.

He says he has no plans to come to Washington for the inauguration. TIAA-CREF has important board meetings all week.

THE WHITE HOUSE
WASHINGTON

cc: Raines
Mathews
Lew

March 18, 1997

MR. PRESIDENT:

The attached Raines memo summarizes the \$2 billion emergency supplemental disaster appropriations package that OMB will send to the Hill tomorrow morning. We included this memo in your North Carolina trip book, but understand that you did not have an opportunity to review it. We are forwarding it to you again for your information.

The emergency package includes appropriations to repair damage from the Western floods (in California, Washington, Nevada, Idaho and Oregon), as well as damage from the recent flooding and tornados in Tennessee, Kentucky, Arkansas, Ohio, Indiana, and Illinois.

The funds are divided among Federal agencies: \$979 million to FEMA for immediate emergency response activities; \$291 million to the Corps of Engineers for debris removal and levee repair; \$291 million to DOT to repair highways and bridges; \$242 million to Interior to repair damage at national parks and provide assistance to Indian reservations; \$161 million to Agriculture for debris removal and levee repair; and \$23 million to Commerce for hatchery repairs. Of the total, \$568 million is proposed as a contingent appropriation, to be released upon your declaration of need.

Phil Caplan *Phil*
Helen Howell *Helen*

*Don & I showed in minute
for Headwaters
reference?
JC*



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

THE DIRECTOR

March 12, 1997

97 MAR 12 PM 5:36

MEMORANDUM FOR THE PRESIDENT

FROM: Franklin D. Raines 

SUBJECT: Emergency Supplemental Appropriations to Respond to Recent Natural Disasters
-- INFORMATION

You will soon receive for your approval a proposed package of emergency appropriations to assist States that have suffered extraordinary damages from the Western floods and the more recent floods and tornados. The purpose of this memorandum is to summarize the proposed \$2 billion package, the criteria we used to evaluate the agency requests, and the issues that might be raised once we send the package to Congress.

Congressional Treatment of "Emergency" Appropriations

The agencies -- primarily Agriculture, Commerce, the Army Corps of Engineers, Interior, Transportation, and FEMA -- requested \$3 billion in FY 1997 emergency appropriations. To ensure that we meet fully all of the emergency needs, without putting unwarranted pressure on other discretionary priorities, we reviewed each proposal to determine whether all the criteria were satisfied. This review produced the \$2 billion package submitted to you for your approval. We are proposing that this amount be designated as an emergency and thus should not require spending offsets.

Although the Budget Enforcement Act (BEA) does not require Congress to provide offsets for emergency appropriations, it has been the policy of the Congress since 1995 to require offsets for all new spending, whether or not the spending is categorized as "emergency" for the purposes of the BEA. Therefore, we need to be prepared to work with the Congress to find acceptable offsets once the package starts to move through the legislative process. We are optimistic that we can identify offsets that do not jeopardize your priorities; however, the larger the emergency package, the more difficult this becomes to accomplish.

New Criteria

To evaluate the agency requests, we designed criteria to identify true emergencies related to current disasters (i.e., disasters that have occurred since Congress approved the FY 1997 Omnibus Appropriations Act last September). We also asked the agencies to consider whether it might be more appropriate to respond using previously appropriated funds for lower-priority

activities rather than request new emergency funds that might compete with Administration priorities in the search for offsets.

These criteria eliminated additional funding for past disasters that occurred prior to the preparation of your 1998 budget, funding to reimburse agencies for expenses incurred for past disasters, and expenditures that could be funded within regular (non-emergency) appropriations. Using these criteria, we constructed an emergency package comprised of items that we believe are true emergencies and warrant emergency designation.

Summary of the Proposed Package

The proposed package includes \$2 billion in emergency appropriations, predominantly to repair damage from the Western floods (in California, Washington, Nevada, Idaho and Oregon) and for the recent flooding and tornados (in Tennessee, Kentucky, Arkansas, Ohio, Indiana, and Illinois) as well as the recent freeze conditions in North and South Dakota. The package is divided among Federal agencies as follows:

- \$979 million to FEMA, for immediate emergency response activities, including housing, debris removal, clean-up of publicly-owned facilities, and individual assistance;
- \$291 million to the Corps of Engineers, mostly for debris removal and levee repair at Federal facilities;
- \$291 million to Transportation, to repair highways and bridges;
- \$243 million to Interior, to repair damage at national parks, particularly Yosemite, and to provide assistance on Indian reservations;
- \$161 million to Agriculture, mostly for debris removal and levee repair at privately-owned farms; and
- \$23 million to Commerce, for hatchery repairs.

Of the total, \$568 million is proposed as a contingent appropriation, to be released upon your declaration of need (in most cases, because we are still completing the damage assessments and cannot produce reliable estimates of the repair cost at this time).

No additional funds are provided for the Small Business Administration because they have adequate resources to meet these new demands. Funds are also not provided for the Department of Housing and Urban Development, in most part because the activities they support through their Community Development Block Grant can be supported by FEMA and SBA (and because Congress rejected our request last year for additional CDBG funding to respond to Hurricanes Bertha and Fran).

Potential Issues

Because we have held down the total level of funding in the package (to reduce potential competition with your priorities in the search for offsets), some may object at the margin. In particular, we want to make sure that you understand how we have handled funding related to the following high profile items:

- **North Carolina and other pre-1997 disasters.** Several regions with damage from earlier disasters have asked for additional funds. We have excluded funding for previous disasters from this package because those needs were addressed by \$400 million of emergency appropriations last fall and remaining needs should be addressed in the context of the regular appropriations process.

We have included language in the pending emergency package giving agencies maximum latitude to spend these supplemental dollars on the highest priority disaster-related projects, regardless of their cause. Therefore, North Carolina will be able to apply to FEMA and SBA for additional resources to the extent the State has eligible needs.

- **Yosemite.** The \$176 million in the proposed package fully addresses the need to rebuild Yosemite National Park. Of this amount, \$148 million is to repair Federal facilities. However, some of the damage in Yosemite occurred in facilities owned and insured by private concessionaires, and the package includes \$30 million in contingent appropriations in the event that private insurance funds are not available to repair all of the facilities. We have drafted the language in the emergency package to ensure that public funds do not relieve the private contributors and their insurance carriers from meeting their contractual obligations.

THE WHITE HOUSE
WASHINGTON, D.C. 20500

DATE: 3/18/97

TO: Sylvia Mathews Ann Lewis
John Podesta
Rahm Emanuel

FROM: Staff Secretary

Any comments? Please advise.
We would like to get this
to the President tomorrow.

SJL

6-2702

MAR-18 97 18:52 FROM: LBL4500211 107-002 100211
Helen, Pls. call me on this one.
CW

March , 1997

Dear Steny:

I am writing to express support for your bill to prohibit late-term abortions. I would sign this bill if Congress were to pass it in its current form.

As you know, I have long opposed late-term abortions, and I continue to do so except in those instances necessary to save the life of a woman or prevent serious harm to her health. When I was Governor of Arkansas, I signed a bill into law that barred third-trimester abortions, with an appropriate exception for life or health.

Your bill contains an exception that will adequately protect the lives and health of the small group of women in tragic circumstances who need an abortion performed at a late stage of pregnancy. At the same time, your bill prohibits any late-term abortions performed for reasons not related to the health or the life of the mother. This balance is an appropriate one which I -- and, I believe that most Americans -- would gladly make the nation's law.

Sincerely,

The Honorable Steny Hoyer
House of Representatives
Washington, D.C. 20515

Approved by:
Hillery
Tosky
Edward Kagan

Pls. Review.
CW



*George
Gibson*

March 11

Dem Nohi,

The President asked Tracey for info
on the charter school we are
figuring to start up in Sept
on a training site for our program

Please pass the enclosed info along
and thank you for your help.

David Brown

AKA Tracey's Husband

3-18-97
Send to Dorsky?
Yes ☒
No ☐



The Honorable William Jefferson Clinton
 President of The United States
 1600 Pennsylvania Avenue
 Washington, D.C.

March 11, 1997

Dear President Clinton,

Congratulations on your reelection! We look forward to your continued support for public education. I thought it would be appropriate to inform you about our project, *Literacy Through Photography*, in Houston's public school. Meredith Boswell, an old Fayetteville friend of my wife, Tracie Wear, encouraged this notion as well as your interest in our charter school.

Literacy Through Photography is a photography based writing project that is successfully tackling inner city literacy problems, Houston is the place. The Houston Independent School District (HISD) is 64% Hispanic, 26% African-American and nine per cent Anglo/other. HISD is typical of large urban educational environments throughout the U.S. and if you need an education backdrop we would be pleased and proud to introduce you to our program. Its beauty is that success is delivered through the voices of the children themselves. It is their lives, set out through LTP methodology, that opens both the problem and its solution. I have enclosed materials that describe many aspects of LTP, but in order to walk you through the program I am going to show you why and how it works, and what we want to do in the future.

LTP is a technique that uses photography to unlock the imaginations of primary and middle school students in order to increase communication and cognitive skills by stimulating their urge to write their own stories. LTP is a carefully constructed strategy combining the excitement of making photographs relevant to one's life with the desire to tell one's story that step by step routes student writing activities through their own experiences and knowledge. The students are the stars of their own dramas, so to speak, and this idea opens the door wide to dramatic increases in student communication skills, morale, and test scores.

FotoFest was invited to introduce LTP as an experimental program in HISD in 1990. The reception from faculty and students was so enthusiastic that funds were secured to establish LTP as an ongoing project. Since 1990, LTP has reached about 1000 children per year and there more requests to expand the program than we can meet. We are now in a second phase of development which will prepare LTP materials and techniques for implementation system wide in HISD with initial expansion into neighboring Fort Bend Independent School District. These preparations to reach a potential 30,000 students per year by 2000 has lead LTP to create new teacher training strategies and investigate the possibilities of starting a charter school. We recently completed

sequence of 27 lesson plans in loose leaf format that could put LTP in the hands of teachers far from Houston. These lessons encourage teachers to revise and expand their practice and classroom materials to include video and CD ROM. The system wide implementation in HISD will provide a blue print for a national program. LTP is already responding to inquiries from New York, Denver, Shreveport and Chattanooga.

FotoFest is a non profit (501-C-3) arts and education organization that promotes the appreciation of photography through its biannual festival (the only one in the U.S.) and has supported international and cross cultural exchange since 1986. LTP is FotoFest's primary community based educational initiative. We have brought all the lessons and experiences from creating a major biannual exhibition program to bear on contemporary issues in education.

Since the first LTP experiments in 1988, FotoFest has raised a quarter of a million dollars in cash and in kind contributions from local and national foundations and corporations. With the help of corporations like FujiFilm Inc., Canon U S A, Olympus America and Eastman Kodak, FotoFest has created a battery of effective techniques in the war on ignorance as well as pioneering new partnerships and allies in the struggle against functional illiteracy.

FotoFest, while continuing to support local pilot projects involving cameras in the curriculum, feels that a program of national growth for LTP will only succeed through new partnerships that include public schools, foundations, and the photography industry. LTP has a tiny staff and budgets for 1200 students per year, above which schools can buy into LTP for about \$50 per child.

LTP has accumulated a great deal of anecdotal evidence that our program creates dramatic increases in student test scores, classroom morale and provides teachers with a new tool and techniques for today's urban classroom. We teach students to photograph themselves, their families, communities and dreams and ask them to write essays for each assignment. We have learned that when you tap into this largely undisturbed reservoir of expertise and pride, students will readily translate their visions and versions of life into greatly enhanced communication skills that raise the level of understanding and acceptance among young people.

Mr. President, thank you for the great job you are doing . We would welcome the opportunity to show you first hand what our students create. Our best to you and Mrs. Clinton.



David Frank Brown
Education Coordinator

P.S. Did Tracye mention that her teaching talents were recently recognized at the University of Texas when she was awarded the Bernard and Audre Rappaport 1997 prize?



The Plan for a Lead SMALL Middle School

The middle school years (6th, the & 8th) are the most difficult and problematic in urban school systems. It is a time when students are most easily lost in the transition from the smaller "family" unit of the self-contained elementary classroom to the more impersonal and larger structures of most secondary schools. This is also the period when people go through the biggest physical change in their life. A small school program can remedy some of these problems and address the issues of early adolescence. Although smallness is not in itself a solution to education problems, the experience of places like the Philadelphia Schools Collaborative, Central Park East Secondary Schools in New York, and Best Practices High School and Washington Irving School in Chicago indicate clearly that smallness opens opportunities for creating more rigorous and challenging academic environments for students. The primary purpose is to improve student learning, particularly in urban areas.

There is evidence, both quantitative and anecdotal, that students in general, and disadvantaged students in particular, flourish and grow in an arts-oriented environment, one in which the arts allow for a personal expression that connects school with the student's life and the life of their community. The emphasis does not supplant the essentials of traditional academic learning, but enables that learning to take place in a meaningful context.

The school's role as professional development site addresses directly the goal of enhancing teacher knowledge, both the school's own staff and for teachers who would take advantage of its workshops, visiting opportunities, and internship possibilities. A lead small school oriented toward teacher education and development can serve as an incubator for a network of quality small schools in the Houston area, in much the same way the Central Park East has spawned a city-wide network in New York. The project partners, Literacy Through Photography, Writers in the Schools and the School Writing Project will utilize the school for development, demonstration, and documentation.

These same activities also aid in over coming the kind of isolation endemic to the profession. Teachers within and across schools are engaged with each other in professional dialogue on a regular basis, and the school's structure is also aimed at breaking down isolation from the community who will be playing an active role in the planning, operation and utilization of the school.

The Plan

I propose the creation of a small middle school with a strong arts foundation. The primary focus would be writing and literature, with powerful connections to drama, photography, art and music. The school would begin with two to four sixth grade classes and add a similar number of classes in the following two years until it reaches a full enrollment of 180-240.

The school will differ from the familiar model of magnet program in several significant respects:

- ☐ writing and the arts would not simply be add-ons to the regular course work, but would instead be the core around which the curriculum is built. Compelling research evidence exists that when a student's sense and emotions are engaged, one result is improved cognitive development;
- ☐ once past the start up logistics, the school would serve as a professional development school, a site of best practices for others to observe in operation and a center for teacher workshops conducted by the participating partners;
- ☐ the students would be a representative sampling of the district's population, with no entrance requirements or exams beyond a commitment from participating families to play an active and supportive role;
- ☐ the staff would include practitioners in the arts who would work along side regular teachers in innovative staffing patterns;
- ☐ the school would have a strong community base, involving parents in more than traditional volunteer activities. The artistic talents of parents and community members would be an integral part of the school's program and the artistic resources of the school would be available to parents in ways that might help them contribute to their own growth and to their children's learning;
- ☐ above all, the school will be a base for demonstrating to parents, teachers, the community at large, and to students themselves what they are capable of.

Ideally, the school would be either free standing or housed in an umbrella arrangement with other small schools whose strengths might supplement each other. There is good reason to avoid imbedding the program within a larger existing school, where it runs the risk of encapsulation.



Literacy Through Photography

How do you educate students of today to be productive members of society in the year 2000 and beyond? What are the essential tools students need to participate in the next "industrial revolution?" Questioning strategies, creativity, critical thinking skills, communication skills, presentation skills, understanding of visual clues and cues, learning how to learn and to take responsibility for their own learning, all come readily to mind. By bringing Wendy Ewald's Portraits and Dreams methods to help children photograph their lives and David Brown's creative writing process together with innovative classroom teaching techniques, FotoFest has developed the Literacy through Photography (LTP) program to encourage the development of the above essential tools through the teaching of visual literacy and creative writing.

The LTP process has been used in selected Houston Independent School District (HISD) elementary, middle, and high schools since 1990. Each year FotoFest places 1000 cameras (with film and processing) in the classrooms and guides students and teachers through a process of discovery. The students study the impact of visual cues: subject, setting, background, posture, props or artifacts, facial expressions, shapes, color, to interpret what is happening in a photo. They then plan what to include in their own pictures when focusing on themselves, their families, their communities, and their dreams. The students are the experts on these subjects. Capturing a chosen moment in a photograph gives students the opportunity to revisit and celebrate that moment as they explore and expand their body of knowledge in writing. Daily braindrains give the students a chance to transmit a stream of images, thoughts, and feelings through their pencils onto paper. This is a safe place for children to practice making choices and to see the results. By selecting what pictures to make and what stories to tell, the students become active participants in the creative process; they begin to take responsibility for their own learning.

Teachers who have accompanied students in the LTP process observe that students in the LTP program find more points of connection with each other and their environment, that photography builds bridges between people and cultures, and that LTP is an effective tool for developing writing and other communication skills. Teachers have also noted that LTP provides them deeper insights into the lives of their students. Education administrators recognize LTP's success in increasing the literacy skills of students as well as the important benefits of the teacher training, which engages "educators in dialogue and reflection on their own practices." Our own experience has taught us that children's desires to communicate with a broader audience are heightened by discovering that they have something significant to contribute. Interest in refining their writing and presentation skills comes naturally when they know their work will be printed in anthologies and exhibited publicly on the FotoFence.

In response to requests from HISD and Fort Bend ISD we have embarked on an expansion program to assist inter-disciplinary teams of teachers to use the LTP process in Science, Social Science, Math as well as Language Arts and Art classes. The LTP process is also being used in English as a Second Language classes and integrated curriculum courses for at-risk students. Advanced LTP discovery exercises are being developed to be used in a second year of the program and master teachers are being trained who will in turn train other teachers to enable the program to grow.

FotoFest's Literacy through Photography program is sponsored by The Harris and Eliza Kempner Fund, Cultural Arts Council of Houston/Harris County, The Susan Vaughan Foundation Inc., Ruby R. Vale Foundation, Fuji Film USA Inc., Olympus Corporation, Houston Endowment Inc., Canon U.S.A., and The Powell Foundation.

Literacy Through Photography - Expected Student Performances

Written Literacy:

Students will practice writing using the writing process.

Students will practice the mechanics of writing using the components of good writing (details, emotions, comparisons and imagination).

Students will add 1200 to 2000 words to their writing practice.

Students will be able to select and arrange details to create the greatest effect in their writing.

Visual Literacy:

Students will learn to use a camera to make a visual record of their lives.

Students will learn to "read" or be able to inventory the details of a visual image.

Students will formulate questions in response to the details of an image.

Students will generate ideas from the inventory of details and the responses to questions.

Using the above information, students will be able to comprehend and interpret images.

Students will be able to "read" their self-generated photos.

Students will use their own photos as a source of information for their writings.

Via their photos, students will be able to document and analyze their changing world.

Students will produce several 300-500 word essays that incorporate personal, emotional and cognitive information in response to their self-generated photos.

Students will design and develop a thematic poster utilizing their self-generated photos and their writing.

Cognitive Skills Affected by LTP:

Critical thinking
Planning
Communication / Writing
Observational Skills
Interpretative Skills

Research techniques
Formal Analysis
Valuative Skills
Visual Message Creation



Jessica

Jose Ramos



Juan



Maribel



Rosa Basave



Sandra

L. T. CUNNINGHAM ELEMENTARY SCHOOL

5100 Gulfon
Houston, Texas 77081
Telephone # 713-295-5223

Suzanne Sutherland, Principal

Ismelda Truan, Assistant Principal

June 16, 1995

Pete



Mr. David Brown
FotoFest International
20 Greenway Plaza, Suite 368
Houston, Texas 77046

Dear David:

I want to express my heartfelt thank you for bringing such joy in learning to the students of Cunningham. The richness of their photography experiences was seen not only in their projects, but also in their thoughtful responses to other's ideas and in their behavior towards each other.

As you are fully aware, fifth grade and the physical and emotional changes that fifth graders encounter are like no other. The opportunity you gave our students to examine, make sense of, and define these feelings cannot be duplicated. It is a once in a lifetime experience from which they can continue to grow and learn.

Also, I'm so glad to be able to share my first year in my new role with a friend. Our short chats gave me food for thought and helped me view changes from a more objective perspective. The best part, though, was sharing thoughts on the Cunningham students. As you and I agreed, they are GREAT! I'm so glad to have you at Cunningham, and I hope you will be able to return in the Fall. Again, thank you for a super Spring and a most worthwhile project for teachers and students, and even principals.

Sincerely,

Suzanne Sutherland

Maurice



Karla Garcia



Edwin

Maria



Daisy



Carolina Gonzales



Q.T.

Adrian Caseres



cecilia

Xavier



12 and

Cameras are helping to make writing a snap

By LINDA FRIEDLIEB
Houston Chronicle

In the long run, 13-year-old Raul Ortiz wants to be a football player.

For now, he'll settle for taking pictures of them — and, he hopes, improving his English skills at the same time.

Ortiz was one of about 300 students at Deady Middle School who received a Canon Sure Shot camera during his English class this week.

The cameras are part of a 7-year-old program called "Literacy

Through Photography" sponsored by FotoFest, a Houston-based arts and education organization. The students are assigned to take pictures and write essays to accompany them.

"What they do is they start off photographing themselves, then their families and neighborhoods, then their dreams and hopes," said Fred Baldwin, FotoFest president.

The cameras are donated by Canon USA, and Fuji Film USA supplies film that is processed by FotoFest. The program is available at several HISD schools.

'They start off photographing themselves, then their families and neighborhoods, then their dreams and hopes.'

Fred Baldwin,
president of FotoFest.

Baldwin said the program is expanding, and he hopes it will eventually be available to all students.

While the students must complete their assignments, they also have the opportunity to participate in

numerous voluntary activities. Several young shutterbugs will show their work in an exhibit at the Children's Museum, and others will capture on film the Heart and Sole Fun Run in April for the American

for HISD students

Heart Association.

But they start off with simpler assignments. This week, the students must shoot pictures of "things that tell something about you."

David Brown, education director for FotoFest, said he developed the program to emphasize writing as much as possible, especially "emotion, imagination, details and metaphors."

"These children don't get to see anyone writing," he said. "We wanted to get kids and teachers invested in writing. ... It brings the students' lives into the classrooms."

According to Brown, 86 percent of the thousands participating in Literacy Through Photography pass the writing portion of the Texas Assessment of Academic Skills test, as compared to a 46 percent average in the general population.

Signa Segrest has taught the Literacy Through Photography program since its inception in 1988 and will teach five English classes with 150 students this year. She said the program is great for students of all levels, from honors students to

See CAMERA on Page 33A.



Buster Dean / Chronicle

Deady Middle School teacher Signa Segrest's entire English class — 26 students — poses for a group shot holding donated cameras that the students will use to improve their reading and writing skills.

Camera

Continued from Page 29A.

those with learning disabilities or who are learning English as a second language.

"A program like FotoFest's makes teaching fun. You don't have to motivate the kids; the program motivates them," she said. "At this age, you have to plant a lot of seeds. Some of them will bloom right away.

They will all become good photographers. Some of them may put it away and come back to it later."

Amanda Lemus, 12, plays around with her camera, pretending to take pictures of her friends, before Segrest distributed the film.

"We're learning to notice things," Lemus said.

While Ortiz has shot pictures with his family's camera, he said he was excited about the program because of the freedom.

"I get to take any picture I want whatever I like," he said with a grin.

LITERACY THROUGH PHOTOGRAPHY

When humans first expressed themselves in writing thousands of years ago, they used pictures to stand for words. These days, in Houston FotoFest's Literacy Through Photography program, students take pictures to spark their interest in writing. A recent exhibition in the Marathon Oil Tower lobby shows that these children seize the opportunity for self-expression. Their posters combine photos and essays with remarkable creativity and candor. From some of Houston's least privileged neighborhoods come images and words of hope and humor, caring, commitment and pride.

FotoFest, an arts and educational organization that promotes appreciation for photographic art, international cultural exchange and literacy through photography, sponsors the program with the Houston I.S.D. In the 1993 spring semester, 500 students from elementary grades through high school participated in the program. They were assigned four projects to photograph: themselves, their families, their communities and their dreams. With each assignment students were asked to write about the subjects they photographed. "The project helped students who were reluctant to write give voice to their feelings in a constructive way," says Milby High School English teacher Jean Barber.

Literacy Through Photography is based on the work of photographer Wendy Ewald, who first adapted her methods to inner city children in a FotoFest project at the Houston Children's Museum in 1988. The workshop generated such a positive response that it was expanded in 1990 in collaboration with HISD and the University of Houston Writers in the Schools. The results—student responsiveness to the program, and their sense of excitement as they grew in understanding of themselves and others—convinced sponsoring organizations that the program needed to grow.

In 1991 FotoFest hired poet David Brown to integrate the



Lafayette Sands, a fifth-grader at Williams Middle School who dreams of being a farmer, says that he wants to do this because, "It's fun in the country. I also like to grow plants and crops to eat because I'm good at botany... It's so peaceful in the country. You can sleep with peace and quiet for a year or so."

Ewald assignments with creative writing for teachers and students. Brown conducted biannual workshops for teachers, who were taught basic photographic skills and guided through the same assignments as their students. Working with classes in 17 schools during the year, Brown led a team of volunteer photographers who helped with problem solving and technical advice in the classroom. At the conclusion

FotoFest published and distributed anthologies including each student's photos and writing.

"Literacy Through Photography enables students to connect writing with their lives," Barber says. "It leads them to a deeper understanding of themselves, their families and their world. FotoFest boosted creativity and self-esteem, and provided a forum for children's voices and ideas."

**ART IN
UNEXPECTED
PLACES**

BRIDGING OUR FUTURES

**1993-1994
TEXAS COMMISSION
ON THE ARTS**



LITERACY THROUGH PHOTOGRAPHY PRESENTATION

Literacy Through Photography (LTP) is a photography based WRITING program. It is a tightly structured sequence of 27 lesson plans that weave basic photography skills, writing techniques, and visual literacy into improved student performance. LTP students don't wiggle without writing about it. LTP process builds reading skills and visual literacy as it establishes strong writers. The program has grown from techniques created by Wendy Ewald, a photographer whose work with children has been recognized by the MacArthur Foundation and the award winning poet/writing teacher, David Frank Brown.

Classes begin with daily journal entries. This activity creates and strengthens a personnel connection to writing--each morning students inventory memory, emotions, perceptions, ideas and questions as they learn and practice basic photo and writing techniques that grow toward their first assignment--the self portrait.

Students begin with themselves and move onto family and then into their community and finally their dreams. As they expand their interest in self expression they create the basis for life long learning. They study a circle of important relationships as they learn to observe, analyze and express who they are and where they want to go at a time in their lives when their bodies are going through the most profound change a human encounters. This is child centered education.

Eight years of experience in Houston public schools in some of the most economically stressed neighborhoods has given us a first hand knowledge of the issues and challenges of urban, multi-cultural education. It has taught us the LTP deals directly with problems that bedevil administrators and that our process provides teachers with a powerful set of tools to both understand their students and stimulate them to WRITE. Eight years have shown us that teachers readily incorporate the LTP process into their professional practice as it gives them a startlingly effective way to engage their students and offers new insights to fine tune the curriculum. Eight years in tough schools has clearly demonstrated that the LTP process has a significant impact on students' reading and writing abilities.

Houston has a number of problems typical to large urban systems: low reading and writing skills and low scores and the mandated responsibility of teachers and administrators to improve student performance.

LTP assignments tap student expertise and activates their desire to tell the story and show others who they are while it provides models for meta cognition--for higher thinking skills and cognitive

growth...KIDS NEED TO PRODUCE TO IMPROVE...LTP students write...they write 2000 to 3500 words about their lives, their favorite subject...LTP students design posters integrating their pictures and writing....the LTP process also provides that important but often missing platform for improved READING skills for students with deficiencies at the 6th grade level...and probably at other levels...our process creates and activates layers of awareness and recognition of connections that are crucial to academic success...81%.....81% of LTP students in numbers provided by our district passed the state writing test versus 46% of their peers at the same school.

Another problem found among our students is chronic low self regard: teachers applying our curriculum have noted and remarked repeatedly on LTP's positive impact on their students' sense of self. It has come to be axiomatic for us that as communication skills improve so does self esteem. The power and homage involved in making images directly improves the maker's image of themselves. The camera, the power of photography are potent tools in this arena AND then we add in an audience connection.

Displaying student work publicly increases students' desire to communicate, brings in families and creates community pride in achievement while it marshals community support for public education. As a result of exhibitions and publications, our students have been asked to cover other community events and benefits and then had their photos and writing published locally and onto the New York Times. This increase of positive coverage makes opportunities for media involvement--LTP is a natural news item. Good news from unexpected places. Our project in Houston has had substantial local coverage year after year as well as features on the CBS Today Show, NBC Nightly News and just recently National Public Radio devoted a major segment of "All Things Considered" that reported favorably on LTP and its impact on students.

It has been noted by the Annenberg Foundation that low parental involvement in schools is a significant problem in Houston and complicates a successful educational connection. This complication is increased by the presence of large minority populations with the historic and contemporary difficulties integrating minority students into the mainstream academic process. Bringing minority students into the picture is a given with LTP. It is accomplished literally inside the LTP process. The family album enters the curriculum and when one is unsure or has no history in the classroom what better way is there to establish presence and validate involvement than by asking students to photograph and share identity and heritage as well as what is important to them. This creates a space of recognition that allows multiple points of contact and entry for students, families and communities into the educational process.

We think FotoFest has created an effective educational tool that addresses key issues. We have spent eight years testing and refining our techniques and curriculum. We are not another well intentioned "miracle cure." We are committed to doing our part. There are still enormous challenges for this project.

Although ample anecdotal information and test scores supply an impressive record, they have provoked us to ask hard questions about evaluation and program effectiveness in regard to expansion. Is bigger better? What will that do to the project?

To begin finding answers, FotoFest engaged two nationally noted education program evaluators-- Drs. Alan Abedor and Craig Johnson of the University of Texas Allied Health Science Center--to apply a rigorous controlled evaluation to LTP and find how and why and where it works. These results will be available after July, 1997

FotoFest will also be researching methods to sustain improved skills beyond the life of the class year and develop a second level of LTP activities. We will be looking for better ways to work inside educational systems. We are exploring LTP applications for ESL classes. FotoFest will package and deliver LTP to meet the reality of fixed and shrinking budgets, do a better job of involving parents, increase public awareness about LTP. We will combat public apathy and promote the program politically as we expand beyond Houston.

What has made the LTP process a reality has been the responses to the program from local and national educators, foundations and corporations--Fuji, Kodak, Canon, Olympus, to name a few. This alliance has encourage us to work towards the possibility of a national LTP project.



CENTER

P I E C E

Volume 3, Number 1

Spring, 1996

Child-Centered Schools Initiative
for the Greater Houston Area



CENTER *for* EDUCATION
RICE UNIVERSITY

told us about LTP. FotoFest's Literacy Through Photography program was created in the belief that excitement is generated in students who take photographs relevant to themselves and their world, and this excitement readily transfers to the writing process. The program places cameras in the hands of more than 1000 students per year. Not surprisingly, when LTP was offered in a few high schools for the first time this year, I jumped at the chance to teach a course using the cameras. So far, my classes have taken self-portraits and photographed their families. A sampling of their work demonstrates that for my students, the excitement and relevance of capturing images of their world has indeed transferred to their writing.

The writing is powerful, touching and honest. The authentic voices of students telling stories of their families and themselves are inspired by photographs they have planned and taken; these voices only need to be heard or read to lay to rest many of the anxieties one hears concerning teenagers today. This work, full of telling detail and naturally used symbolism, reassures us about the state of the hearts and minds of our young people.

The successful marriage between images generated from FotoFest's Literacy Through Photography project and the writing process as nurtured by The School Writing Project has been demonstrated best to me in my experience publishing my student's writing and photographs. According to a LTP fact sheet: *Experience has taught us that children's desires to communicate with a broader audience are heightened by discovering that they have something significant to contribute. Interest in refining their writing and presentation skills comes naturally when they know their work will be printed in anthologies and exhibited publicly on the FotoFence.*

I have long believed that students' voices are important, and therefore I have displayed their work, but my Literacy Through Photography students are finding more avenues of publication open to them than has any other class I've taught before. It seems as if everyone wants their writing and photographs. FotoFest is displaying my students' work on the FotoFence this month at 1100 Louisiana and has published photos and writing in both the FotoFest catalogue

and the LTP newsletter, *Snapshot*. Additionally, we have published and will be publishing stories and photos in *East End Stories* and *Kaleidoscope*, publications developed within the School Writing Project network. Because of other SWP connections, my students' work has been read at the annual Literary Showcase of the Rice/HISD School Writing Project and will be read at the Writers in the School's Celebration of Student Writing at the Menil Museum. Inspired to "think bigger" about displaying my students' work at Milby, I have enlarged students' self-portraits and writing to 11" X 17" and have covered the outside windows of our sizable library with these colorful posters. I can't remember having more fun since I've been teaching than I had watching the crowds of students huddled around the library windows reading my students' work. Sometimes I'd see one of my students showing her or his work off to a friend. Sometimes I'd overhear other students and teachers complimenting my students on their displayed work. In the end, I don't think anything counts as much to high school students as recognition from their peers, and these students have been very much in the limelight through their really wonderful photographs and writing.

For both my students and me, using their photographs as a springboard for writing in the Literacy Through Photography program has been an adventure, a "heady ride." The avenues of publication we have used are parts of the current that flows through Milby and HISD, a current that is strengthened by the School Writing Project and the excited, enthusiastic teachers it generates. It is a current that my students have been riding to experience the relevancy and power of their images and their voices.



The School Writing Project & FotoFest's Literacy Through Photography: A Heady Ride by Patsy Curley, Milby High School

Years ago I took a week-long canoe trip through the lower canyons of the Rio Grande river. I was ready for adventure, but as a novice paddler, I felt awkward in a canoe even in the best of conditions. So one night, when our leader told us to load up our gear for a moonlight paddle, I felt very nervous. My job in the front of the canoe was to paddle, providing power, and to help

canoeing story is the idea that teachers working together to improve their instruction can create a current that takes themselves, their students and other teachers in their school and district for an exciting ride. This for me has been the strength of The School Writing Project.

practice their own writing. I was surprised at how easy it was to get help from these colleagues, be it in the form of a lesson plan, a new idea, or a friendly ear.

"...teachers working together to improve their instruction can create a current that takes themselves, their students and other teachers in their school and district for an exciting ride."

scout the course ahead. But there was nothing to see; the water, a dark void, rolled black and formless ahead of us. The voices in the canoe in front soon faded, and the only sounds heard were the dip of our paddles and the whispering roll of the current. Unable to see, we followed the sounds of the river. Soon we felt ourselves picked up and carried along by the gentle insistence of the current, and I began to understand that the river itself was taking us for a ride. On that dark night I began to believe that sometimes you only have to place yourself in the middle of the river, and the current will take you on a more exciting ride than you could have planned for yourself.

You may be wondering what my river story has to do with The School Writing Project/FotoFest Literacy Through Photography collaboration that is the topic of this article. There are several key connections. The first arises from my belief that, at least sometimes, learning in school for both students and teachers should be an adventure. a "heady

"Did Dr. Hoffman send you?" asked Sekou Karanja. These were the first words out of his mouth when I was assigned to him as a student teacher at Lee High School. When I think of that question now, it seems premonitory, although at the time I had never heard of Marv, who is sometimes referred to (behind his back, of course) as the Yoda

I eventually learned that The Milby Writing Project is an outgrowth of The School Writing Project (SWP) and was started in my school by teachers involved in SWP. Last year I became a participant in SWP, and this fall, I was also part of a "retread" group, meeting once a week on the Rice campus. Jointly sponsored by the Rice University Center for Education and HISD, SWP has the purpose of enabling teachers to generate excitement, enthusiasm and discernible improvement in their students' writing. SWP founders believe that students who are writing and thinking need encouragement from teachers who are themselves excited by writing, literature and the sheer pleasure of words. When I first thought of experience might be stressful; instead, it was fun. We laughed and ate a lot, and between bites, I found many new ideas for

SWP founders believe that students who are writing and thinking need encouragement from teachers who are themselves excited by writing, literature and the sheer pleasure of words.

of The School Writing Project. Not long afterwards, I was hired by Milby High School. Unbeknownst to me at the time, by teaching English at Milby I was placing myself in the middle of the current of teacher development in HISD. Almost immediately, I began to hear the river moving around me. "Milby Writing Project" and "The School Writing Project," I heard again

teaching writing and reading. Additionally, I made friends with colleagues I like, whose ideas I respect, and who are resources for my students and for me. But, most importantly, I received from my SWP group members affirmation that my own writing is important (in the same way students must discover in my class that their writing is important). All of these benefits from SWP have encouraged me to experiment in my classes with ways of generating learning excitement — those "heady rides."

I can't remember having more fun since I've been teaching than I had watching the crowds of students huddled around the library windows reading my students' work.

ride," as Marv Hoffman calls it. Secondly, I am convinced that these "heady rides" will evolve naturally in a class when a teacher is encouraged to search them out. The School Writing Project and FotoFest's Literacy Through Photography are essentially ways to facilitate these "heady rides" in the classroom. Perhaps the most important theme illustrated by my

and again, but, overwhelmed by being a first-year teacher "floating" from room to room, I took little advantage of what my school was offering here. Still, the current moved on, waiting for me. When I finally began to attend the Milby Writing Project, I discovered a group of teachers who stayed after school every week to share ideas and to

By riding the current of teacher development that flows through Milby, I first found out about FotoFest's Literacy Through Photography (LTP) program. LTP director and co-developer David Brown visited the Milby Writing Project early last year to preview exhibits of FotoFest, particularly the "American Voices" exhibition at FotoFest '94. My colleagues and I became excited about visiting the exhibition as David proselytized about the power of images in the lives of today's young people. Then he

(FotoFest to page 18)

The School Writing Project & FotoFest's Literacy Through Photography



Milby students admiring their work on the FotoFence at FotoFest's LTP Celebration



PHOTO BY CHRISTINA SANCHEZ

Christina's photograph is of love and dreams. She depicts her brother Noel wearing a cap she bought for him which reads, "Brown Sugar, because he's brown and sweet." In her colorful photo he installs hydraulics on his model car. He tells her, she writes, "This is what my car's going to look like," as he builds his models beneath posters of "Spider-Man and the X-Men fighting their own battles and building their cities above my brother's head."

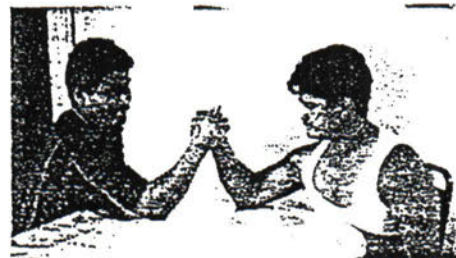


PHOTO BY RIGOBERTO GLORIA

When Rigoberto photographs his father and his brother arm wrestling, each struggling to win, both the strength of his father and union of his family is presented in one powerful image. Despite losing three fingers to the blade of a meat cutter, the hand of the father that we see in the picture, Rigo tells us, has never stopped working. With pride and respect Rigo explains several types of struggles his father has endured and overcome. During his father's early years in the United States, writes Rigo, "Not having a home, he would have to walk all night, so he wouldn't freeze with the cold."



PHOTO BY JESUS EDUARDO HERNANDEZ

Eduardo, evoking powerful symbols, places a flag of the United States in front of a picture of the Virgin of Guadalupe with the Mexican flag in the background. To Eduardo, these flags represent "the places I have lived"; also, he wonders, "Why the Virgin appeared in Mexico," and guesses it is "because a lot of Mexican people believe in her love."



PHOTO BY ANGELA SMITH

Fifteen-year-old Angela photographs herself and her one-month-old daughter, Jasmine. She writes, "I'm holding her very tight because I don't want to lose her." Angela continues, "There will always be people who have to down talk someone like me in order to look good themselves." But, according to Angela, "I believe I am a role model for young teenagers today for the simple fact I didn't quit when everyone thought that I would. I'm still in school and take good care of my baby."

TRW Inc.

Executive Offices
1900 Richmond Road
Cleveland, OH 44124

Peter S. Hellman
President & Chief Operating Officer

March 11, 1997

The President
The White House
Washington, D.C. 20500

Handwritten: Please see
gogo

57 MAR 18 AM 8:27

Dear Mr. President:

On behalf of TRW Inc., I commend you for your efforts to educate Americans on the proper use of occupant restraints - seat belts and airbags. The advice in your recent weekly radio address will go a long way toward increasing occupant safety in motor vehicles.

TRW is the nation's largest producer of occupant restraint systems. As a member of the Airbag Safety Campaign, TRW has embarked on a comprehensive strategy to increase proper use of safety belts and child safety seats through public education, through strengthening of safety belt and child passenger laws and through high visibility enforcement of these lifesaving laws. This effort is critical to protect children not merely from the risks of airbags but also from all crash-related injuries.

During a vehicle collision, the greater threat to our children is not from airbags, but from being improperly restrained. Motor vehicle crashes are the leading cause of unintentional injury-related deaths for children ages 14 and under. With child safety seat usage rates dipping below 60 percent and the risks that airbags may pose to unbelted children, the need for high visibility enforcement of child passenger safety laws is clear. We believe that there is broad public support for strong enforcement of these child protection laws.

TRW and other Airbag Safety Campaign participants are committed to reducing death and injury attributable to motor vehicle crashes. We would welcome your request that Governors and Mayors call on state local law enforcement officials to significantly step up enforcement of seat belt and child passenger safety laws. Following your lead, the Airbag Safety Campaign and TRW will lend their collective support to both elected officials and law enforcement officials to aggressively enforce these laws that protect all Americans from collision-related injuries.

Thank you again, Mr. President, for your leadership on this critical safety issue.

Sincerely,

Handwritten signature: Peter S. Hellman

3-18-97

Handwritten: Send to Don Kind?
Yes ☒
No ☐

From: Peter O'Keefe
Associate Director
Office of Public Liaison
456-7702

Date:

To: Betty Currie

☒ For your information

☐ As you requested

☐ For your approval

☐ Please call me
re: attached

☐ For your comments

Remarks:

Per our conversation: letter from Joe Gorman,
CEO of TRW. Thanks.

cc: winning:
Bruce Lindsey
not a big
idea!

THE WHITE HOUSE
WASHINGTON

CB

March 17, 1997

Tommy Polk
Polk Stanley & Associates
700 South Schiller
Little Rock, Arkansas 72201

Dear Tommy:

Thanks for your fine letter of March 5. I appreciate your interest in the library and your suggestion that Pei Cobb Freed and Associates be employed as design architects for the project. While no decisions have been made yet, I'm grateful for your offer and have made Bruce Lindsey aware of your willingness to be involved.

Sincerely,

Bruce Lindsey

Maureen
cc: Bruce

POLK • STANLEY & ASSOCIATES
A R C H I T E C T S , L T D .

March 5, 1997

President Bill Clinton
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500-2000

Dear Mr. President,

Thank you for your decision to locate your library in Little Rock. It is the most exciting news, since your re-election, to a city who loves you.

As you can imagine, everyone is scurrying in an effort to be a part of what I believe can be a masterwork. A creative interpretation which represents your core beliefs about equality, education and opportunity, your accessibility to all, and your ultimate role as a peacemaker would offer wonderful design opportunities. These expressions woven into the historical fabric of downtown Little Rock, in particular, the Old State House and the Arkansas Gazette Building, which has meant so much to your campaign, would be meaningful.

The Cromwell firm and our firm, Polk Stanley and Associates, have joined together in an effort to promote Pei Cobb Freed and Partners in New York as design architects for the project. The excitement generated by their designs for buildings such as the John F. Kennedy Library, their addition to the Louvre and the Holocaust Museum represent an achievable goal in the commemoration of you and your administration. In particular, we feel that the architects' participation in the site selection is imperative, so we urge you to make your selection of an architectural design team as soon as is practicable.

With their history of architectural excellence, the Cromwell Firm has completed work in Hope with Joe Purvis on your first home renovation and museum in the old train station. They have been working to establish the Clinton Cultural Campus in Hot Springs and a program for educational outreach to other designated University of Arkansas sites. Our firm worked with their engineers in our design of the new Main Library for CALS with Bobby Roberts and in the new addition to the old Customs House/Post Office which is being converted into the Bankruptcy Courts. Their considerable experience with environmental "Green" architecture suggests it might become part of the program for your library. I would hope that it would.

Having grown up in Hope six years before you, our backgrounds are similar to the point that I feel that I bring some knowledge of "The Man from Hope" to this endeavor. As you have said many times, teachers make all the difference in one's life. And so it was with me. We also share many good friends. The Fosters were like a second family to me, and Sheila was my High School sweetheart. David Watkins was Best Man at my wedding and Mack McLarty, George Frazier, Georgie Wright, Richard McDowell and Joe Purvis are all lifelong friends. There are many others.

Mr. President, I assure you and Mrs. Clinton my complete dedication to the creation of something that represents your public life in a meaningful way. I feel as though I have prepared all my life for a project of this importance to our state and nation.

Sincerely,

A handwritten signature in cursive script, reading "Tommy Polk". The signature is fluid and stylized, with the first name "Tommy" being more prominent than the last name "Polk".

Tommy Polk
President

TP/kb

Fax

To: HONORABLE WILLIAM J. CLINTON,
PRESIDENT OF THE UNITED STATES

Fax: (202) 456-2215

Pages: 5, including this cover sheet.

Date: March 14, 1997

Jan-
Please coordinate with
Counsel to see if
response is appropriate. See
last page - letter from US
Attorney. Maybe Counsel
should respond. Phil

From the desk of...

Steven B. Cook - Commissioner,
Aboriginal Trade and Commerce Commission
Akwasasne Mohawk Territory,
P.O. Box 1279
Hogansburg, N.Y. 13656
(518) 358-9842
Fax: (518) 358-9846

March 13, 1997

Honorable William J. Clinton
The White House
1600 Pennsylvania Ave,
Washington, DC 20050

MOHAWK PEOPLE'S DEMOCRATIC RIGHTS DENIED
INTERFERENCE BY US FEDERAL DEPT (BUREAU OF INDIAN AFFAIRS)

Dear Mr. President,

I am writing you to express my concern regarding the "Political Interference" by the Bureau of Indian Affairs (BIA) and their refusal to accept the election results and referenda by members of the Saint Regis Mohawk Tribe (SRMT).

BIA continues to recognize a Constitutional Government and officials which were overwhelmingly voted out on several occasions (June 3, 1995; June 1, 1996; June 15, 1996; June 29, 1996; and November 30, 1996). The Constitution in question never achieved the required 51% vote as per its adoption clause. The voting public overwhelmingly chose to revert back to a 3 chief system. All appeared well until defeated constitutional officials, approached the BIA seeking recognition and BIA (namely Franklin Keel, Eastern Area Office), supported them and continues to this day, to recognize them.

I am very concerned because our Native people's basic Civil, Human and Democratic Rights have been seriously violated and denied. BIA's failure to acknowledge the outcome of a legal democratic election, can be viewed as promoting political instability and dissension, which historically has led to violence and fatality in my community.

The BIA-supported Constitutional Government officials, are determined to overturn, dismiss or circumvent the results of our democratic elections and referenda. They have repeatedly lied to the public and have resorted to extreme measures such as closing down and denying the public of essential Health and Human Services, for three regularly scheduled business days, abusing authority vested in them by the BIA, in a yet another desperate attempt to force the public to recognize their authority.

The results of our community's elections and referenda MUST be respected unless BIA is now promoting "Communism" or a "Dictatorial Government" whereby "*The People*" who vote have "*NO SAY*" in selecting their Public Officials NOR determining what "*System of Governance*" they will be subject to.

I find the BIA's involvement in this matter irresponsible and reprehensible, which will only serve to further discredit, embarrass, and erode diplomatic relations between our Nations. The BIA is currently under heavy criticism for having mismanaged Billions of Dollars of Native American Trust Funds.

.../2

- 2 -

I recall your recognition of Native people's sovereignty and commitment to Democracy and Self Sufficiency as expressed in both your inaugural addresses to the Nation.

As President of the United States, in the interest of Peace, Justice and Self-Determination, I appeal to you to instruct your Departmental Representatives, (namely the Bureau of Indian Affairs), to respect our Native People's sovereign and democratic right to vote, and to respect the outcome of our democratic elections and referenda.

Attached is an information package. Should you have any questions or require additional information, please feel free to contact me at:

Steven B. Cook
Route 37, Box 14B,
St. Regis Mohawk Indian Reservation
Akwesasne/Hogansburg, NY 13655
(518) 358-9842
(518) 358-9846 fax

Sincerely yours in 'Peace and Friendship,'



Steven B. Cook
Member - Saint Regis Mohawk Tribe

CC: Tribal Council Chiefs

Chief - Paul O. Thompson
Chief - Hilda E. Smoke
Chief - Alma Ransom

Sub-Chief Barbara Lazore
Sub-Chief John Bigtree, Jr.
Sub-Chief Brian Garrow

Albert Gore - Vice President
Hillary Rodham Clinton - First Lady
Erskine Bowles - Chief of Staff
Bruce Babbitt - Secretary of the Interior
Elizabeth A. Montoya - Special Assistant to the President
Rep. Don Young - House Committee on Resources (attn: Tim Glidden)
US Senators on the Indian Affairs Committee (* see attached list)

Janet Reno - US Attorney General
Thomas J. Maroney - US Dept of Justice
John Echohawk - Native American Rights Fund (NARF)
Bradley S. Waterman - ESQ

A

US SENATORS ON THE INDIAN AFFAIRS COMMITTEE
INDIAN AFFAIRS PH 224-2251 FAX 224-2309

Daniel Akara	D-HI 202-224-6361	202-224-2126
Ben Nighthorse	R-CO 202-224-5852	202-224-1933
Kent Conrad	D-ND 202-224-2043	202-224-7776
Pete V. Domenici	R-MN 202-224-6621	202-224-7371
Slade Gorton	R-WA 202-244-3441	202-224-9393
Orrin G. Hatch	R-UT 202-224-5251	202-224-6331
Daniel K. Inouye	D-M 202-224-3934	202-224-6747
Nancy L. Kassebaum	R-KS 202-224-4774	202-224-3514
John McCain	R-AZ 202-224-2235	202-228-2862
Frank H. Murkowski	R-AK 202-224-6665	202-224-5301
Don Nickles	R-OK 202-224-5754	202-224-6008
Harry Reid	D-NV 202-224-3542	202-224-7327
Paul Simon	D-IL 202-224-2152	202-224-0868
Craig Thomas	R-WY 202-224-6441	202-224-1724
Paul Wellstone	D-MN 202-224-5641	202-224-8438



U. S. Department of Justice

United States Attorney
Northern District of New York

February 24, 1997

P.O. Box 7198

100 South Clinton Street

Syracuse, New York 13261-7198

315-448-0672

FAX: 315-448-0659

Franklin Keel
Eastern Area Director
Bureau of Indian Affairs
Eastern Area Office
Suite 260
3701 North Fairfax Drive
Arlington, VA 22203

COPY

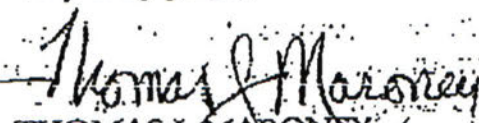
Dear Mr. Keel:

A dispute concerning Tribal leadership has been percolating at Akwesasne since last summer. Throughout this period, essential community services have been provided by a fragile coalition government. In the interim, the Department of the Interior has passed upon several requests for recognition, one of which is presently pending before you.

Although we do not, and would not, seek to influence your decision with respect to the merits of the competing claims for recognition, the enclosed newspaper articles suggest the urgency of a final and expeditious determination.

Given the history of violence in the Akwesasne Territory, I am deeply concerned that continued political instability within this community will result in acts of violence requiring outside intervention. This tragic turn of events would adversely affect the community for many years to come. Accordingly, we ask that you review the competing claims as expeditiously as possible.

Very truly yours,


THOMAS J. MARONEY
United States Attorney
Northern District of New York

Enclosure

mroder/keel.ltr



Arkansas State Reading Council
an affiliate of the International Reading Association

POTUS
process

gromek Sec.
4/5/97

652 Wagon Train Rd.
Beebe, AR 72012
February 14, 1997

3-18-97

Send to Don Skind?

Yes ✓
No _____

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

Dear Mr. President:

At the November Delegates' Assembly of the Arkansas Reading Association, the position statement of the International Reading Association supporting your "America Reads" Initiative was adopted by the state association and its affiliates. During the February ARA Board meeting, a committee was appointed to make the goals of the Initiative a reality in Arkansas.

As an organization of professional educators involved in the literacy development of children, we appreciate your efforts in this area. Mrs. Clinton's philosophy that "it takes a whole village to raise a child" is most dramatically seen and felt in the area of literacy development. With support from our leaders and the cooperative efforts of parents, teachers, volunteers, and students, significant progress can be made in the advancement of literacy.

The Executive Officers of the Arkansas Reading Association are excited about being a vital part of this national effort. We look forward to reporting the results of our efforts to you.

Sincerely,

Krista Underwood

Krista Underwood
President
Arkansas Reading Association

*hancy - this was given to
HRC when she was
in Little Rock.*

Pam

3118197

Send to Donskind
for reply ASAP.

Yes _____

No _____

Jim -
we need 24 hr
turnover on his letter.
Should also coordinate
with Mrs. Clinton's staff.
FOIS should start before we
leave.



THE DARLING HOUSE

A Bed and Breakfast Inn by the Sea

Karen Darling
Darrell Darling

314 West Cliff Drive
Santa Cruz, CA 95060

Telephone 1-408-458-1958

3/1/97

Dear President & Mrs. Clinton -

We thought you should know what our plans are for the next month & why we will not be able to attend the anniversary date of April 3 in Washington, D.C. Darrell & I will be walking up St. John's Hill that day in Croatia. Denise will be here at the inn managing it so we can go. He also plan on visiting troops in Tuzla since that is where Adam spent his last week. He will have Good Friday & Easter this year with those who have suffered greatly. Thank you for sharing your Easter with us last year.

When we met at Dover we mentioned that we planned to establish a program that would appropriately recognize Adam's interest in encouraging young people in public service. We have chosen the Monterey Institute of International Service as that vehicle. I've enclosed information on the scholarship & school since the President asked us to let you know our decision. Mickey Kantor was out here last fall with us when it was funded.

Mrs. Clinton, I believe you have been notified of a Letter Series for Spring of '98 which is the 10th Anniversary of Adam's establishment of the program when he was an undergraduate at Davis (another lovely university town where Darrell pastored '70-'78). When the students called us last week to tell of their plans, we were so surprised & pleased with their intentions I hope you can attend. Today we plan to excavate a granite stone from one of Adam's property here in the Santa Cruz Mountains & place it on his grave. We will have your quote on the stone if that is all right with you? Once again, appreciatively,
P.S. We are leaving Calif. 3/22/97
Karen Darling

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES
CENTER FOR TRADE AND COMMERCIAL DIPLOMACY

*The Adam Noel Darling Memorial
Scholarship Fund*

The Monterey Institute of International Studies' Center for Trade and Commercial Diplomacy is pleased to announce the establishment of the *Adam Noel Darling Memorial Scholarship Fund* in recognition of Adam's life and service to the cause of peace, justice, and democracy. Adam died in a plane crash on St. John's Hill near Dubrovnik, Croatia, on a historic mission of peace through trade as Confidential Assistant to Secretary of Commerce Ron Brown.

The *Adam Noel Darling Memorial Scholarship Fund* is established to provide support to exceptional and deserving candidates for Master of Arts Degrees in Commercial Diplomacy at the Monterey Institute of International Studies. This is an especially appropriate choice as the new master's degree programs in commercial diplomacy were established the same year that Adam lost his life while serving with the U.S. Department of Commerce.

The Master of Arts Degree in Commercial Diplomacy (MACD) represents a new and innovative approach to training skilled negotiators for professional careers in international trade and commerce. By training commercial diplomats skilled in language, cross-cultural negotiation practice, and mediation techniques, we expect graduates to facilitate the promotion of new levels of economic cooperation and interdependence between and among nations. This in turn will serve to expand prospects for peace, preserve environmental resources, and promote human rights globally.

The *Adam Darling Memorial Scholarship Fund* will be administered jointly by the Director of the Center for Trade and Commercial Diplomacy and a representative of the Darling family. Deserving candidates will be selected for varying levels of scholarship grants based upon need, scholastic aptitude, and for their ability to demonstrate a humanistic and visionary commitment to international commercial relations. All candidates for a Master of Arts Degree in Commercial Diplomacy will be eligible to apply for consideration of a grant award. Specific application and eligibility guidelines will be developed by the Center for Trade and Commercial Diplomacy in coordination with the Darling family.

Tax-deductible contributions to the *Adam Noel Darling Memorial Scholarship Fund* can be made payable to the Monterey Institute of International Studies/Adam Noel Darling Memorial Scholarship Fund and mailed to the Center for Trade and Commercial Diplomacy, Monterey Institute of International Studies, 425 Van Buren Street, Monterey, CA 93940. For further information, contact (408) 647-6424.

THE PRESIDENT HAS SEEN

3-18-97

COS

K McCurdy

fx

By Gregg Easterbrook

BRUSSELS
 ookkeeping gimmicks employed to simulate big reductions. Promises of a decisive decrease, but not until somebody else is in office. Borrowing against future generations. Sound like the old Reagan-era budget schemes? Actually, these statements describe the Clinton Administration's plan for curbing emissions of gases that may cause the greenhouse effect.

Not only is the Administration surprisingly irresolute on reducing emissions of carbon dioxide and other gases, but it is also missing a golden opportunity to advocate a reform that would help the environment and increase industrial efficiency: a tax on the burning of fossil fuels that would be offset by cuts in other corporate taxes.

A treaty signed by more than 150 countries in 1992 in Rio de Janeiro committed them to reducing emissions that may cause artificial global warming. Two international summits in Kyoto, Japan, later this year will supposedly bring the agreement into force. But many countries hope to wriggle out of their commitments, and the United States is doing some of the most uninhibited wriggling.

In its proposal, recently submitted to the United Nations, the Administration has set laudable long-term goals for reducing worldwide emissions. The catch is that the plan would not have teeth until 2010 — long after President Clinton has left office (even a two-term Gore Presidency could have ended).

For public relations purposes, the Administration is insisting that its proposal is "binding." But the plan is backed up by little more than an honor system. It is as if the White House said there will be a "binding" law against speeding, but that no tickets would be issued until 2010.

The Clinton proposal would even allow governments to appear to be making greenhouse progress by "borrowing" credits from future years —

Clinton is waffling on pledges to cut greenhouse gases.

claiming a decrease today through nothing more than a pledge to cut emissions in the distant future.

During the 1992 Presidential campaign, Al Gore repeatedly excoriated President George Bush for failing to support binding reductions in greenhouse gases by 2000. Now, apparently not wanting to upset industry, the Administration says that short-term greenhouse gas reductions would unnecessarily burden manufacturers. It has defined "short term" as anything before the year 2010.

If Vice President Gore really believed, as he once said, that the possibility of global warming is "the worst crisis our country has ever faced," why is the White House plan so meek?

The Administration plan does have a couple of good initiatives among its weaknesses. One is that companies would, as an alternative to cutting their own emissions, be able to buy greenhouse gas "credits" from other factories that cut their emissions to even lower levels than required. The model for this plan is a 1990 law that allows the trading of permits for emissions that produce acid rain. This has helped cut acid rain faster than expected and at about one-tenth the cost projected by the Bush Administration.

The White House plan would also allow corporations to gain credits for greenhouse gas emissions by helping to reduce pollution in fast-growing countries like China. American companies could then forgo expensive renovations of their relatively efficient factories in the United States by, say, paying for the modernization of hugely inefficient Chinese power plants. This would help cut overall global emissions while sending Western money and technology to other countries.

Still, the Clinton plan overlooks a far more effective incentive to reduce greenhouse gases: imposing a tax on the burning of fossil fuels. At the same time, other corporate taxes could be reduced. You can be a skeptic about

whether dangerous global warming has been proved — I certainly am — and still support these carbon taxes.

Moderate taxes on the greenhouse emissions of power plants, factories and automobiles would create an incentive for improved energy efficiency, which is in the national interest regardless of whether the global temperature is rising, falling or doing nothing at all. A 1992 Bush Administration study found that greenhouse gases could be cut by up to 11 percent with no cost to the economy, considering the value of fuel savings.

A levy on the consumption of fossil fuels is attractive because it shifts the tax burden toward pollution, a negative, and away from capital and labor, which are positives. That is why more than 2,000 economists from across the political spectrum, including six Nobel laureates, signed a statement last month calling for carbon taxes as part of a system of tradeable permits for greenhouse emissions.

Carbon taxes would reward the efficient use of natural resources and cut greenhouse gas emissions without harming industry. Surely a President who cannot run again — and a Vice President who believes global warming to be a serious threat — could support such progressive goals. □

The New York Times

WEDNESDAY, MARCH 12, 1997

THE PRESIDENT HAS SEEN

3-18-97

Gregg Easterbrook, a contributing editor of *The Atlantic Monthly*, is the author of "A Moment on the Earth: The Coming Age of Environmental Optimism."

The Outlook

Greenhouse Emissions Pose Tricky Problems

SAN FRANCISCO

One world, one set of rules. This simple dictum could spare the U.S. from taking an unnecessary economic beating on an international treaty.

The proposed treaty would require signatory countries to curb the rising concentrations of carbon dioxide and other greenhouse gases in the Earth's atmosphere.

Scientists offer no certain answers, but some believe that if greenhouse gases cause even small climate shifts, the effects could be significant. Insurance forecasters, for instance, say a 15% increase in hurricane wind speeds would double insured losses. A five-degree average rise in Midwest heat could turn Kansas into a dust bowl.

Although bold action may not be needed, experts say standing pat isn't an option, either. "No serious economist has come to the conclusion that one should do nothing," says William Nordhaus, an environmental economist at Yale University. "The idea of waiting around until everything is resolved in this particular case means doing something that's much more costly."

Because of the big risks, many economists consider it prudent to begin soon to slowly restrain emissions, as a form of insurance and perhaps as a climate stabilizer. The drag on the economy from a modest, early effort—stretching over, say, a half-century—would be negligible, as opposed to the 3% growth hit that critics say would result from holding the U.S. to its 1990 emissions level. "To stabilize emissions in 2020 at 1990 levels in the U.S. would be extremely costly," says Dale Jorgenson, an economist at Harvard University.

The Clinton administration has so far been coy about its goals and timetables on emissions. Timothy Wirth, undersecretary of state for global affairs, says only, "We're not going to do anything unless its technically feasible or economically acceptable."

The big question is what emissions targets and timetables the industrialized world will embrace. Talks aimed at reaching a global climate treaty will be held over the next nine months. However, any agreement, to be binding on the U.S., must be approved by the Senate, where lawmakers on both sides of the aisle are skeptical.

Even Mr. Wirth says that reaching an acceptable agreement will be "an enormous task" and that "there's always a chance that nothing will occur." But an important precedent, an international agreement that phased out ozone-depleting chlorofluorocarbons at a cost far below expectations, suggests that a climate treaty may be doable.

accept any limits on their emissions and "would be happy to see the treaty effort fail." Europe and Japan want industrialized nations to act, says Ross Gelbspan, author of a new book on climate change. Environmentalists have clout in Europe, and Japan, already the world's most efficient energy consumer, is confident about prospects for conservation. The most aggressive proposals call for signatories to lower emissions 10% below 1990 levels by the year 2010.

Of course, the U.S. Senate could refuse to accept any binding limits, but a treaty might take effect anyway. "Without the U.S., it would not be a very effective agreement," says Maurice Strong, convener of the 1992 Earth Summit that first brought climate change to the diplomatic table. "But the U.S. then would come under tremendous international and moral pressure."

For the U.S., the danger of a treaty is that the big developing countries will get a free ride for years or even decades. "Without China or India, a climate treaty is silly," Mr. Nordhaus says. "It just won't work."

Mr. Wirth agrees but says that because "the industrialized world has been responsible for most of the greenhouse gases to date," it's only fair that there be "a lag" before imposing limits on poor countries.

Such a lag has the benefit of delaying enforcement problems, such as measuring emissions country by country or guaranteeing that international funds sent to China or India for pollution abatement actually are used for that purpose.

But the downside of the U.S. plan is that it would create two sets of rules on using fossil fuels—and the possibility of destructive economic arbitrage.

"It's not a good strategy for the developed world to sign on to an agreement which has an IOU for the developing world that's due in 10 to 15 years," says Robert Hahn, an environmental economist at the American Enterprise Institute in Washington. "If you don't include a large number of the developing countries in the treaty, where are all the carbon-intensive industries going to go? To those countries."

Developing countries already are getting a steady flow of industry from rich nations. Most of the Mexicos and Malaysias of the world now have less-onerous environmental, health, safety and labor regulations than the rich do, and freedom from limits on greenhouse-gas emissions would give investors another reason to ship jobs and capital to developing countries.

Moreover, without binding limits on both developed and developing nations, the least costly way of controlling emissions—issuing rights, or permits, to industry that can be bought and sold as an incentive to cut emissions—won't work very well.

Tradable permits require caps on emissions in all countries, perhaps not immediately but the sooner the better. "When you attack the problem of climate change globally, the costs drop down dramatically," says William O'Keefe, chairman of the Global Climate Coalition, the chief industry group opposing a treaty. "Any response has to be global."

The catch: Politics may not allow it.

—G. PASCAL ZACHARY

3-10-97
Wall Street Journal

THE WHITE HOUSE
WASHINGTON

March 18, 1997

President Bill Clinton
The White House

JIM DORSKIND:

Please coordinate
the reply.

Dear Mr. President:

cc: Executive Clerk

With great sadness and deep appreciation, I tender my resignation effective April 4.

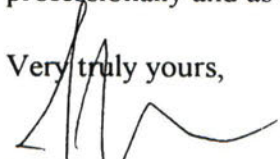
From a personal standpoint, I cannot thank you enough for giving me the chance to realize a lifelong dream. During this five-year journey--the campaign, the transition, my work at the White House, and many special moments with you--I have had more "once in a lifetime" experiences than I can possibly count. Kimberly and I have also developed many friends, through you and the work you allowed us to do, who have already enriched our lives and will continue to do so throughout the years. And from you I have learned much about leadership, character, friendship, and life.

Professionally, you have given me profound opportunities to grow and to serve. Remembering that before I joined your campaign, I lost a race for the California State Assembly by 31 votes, I am often struck by the fact that my work for California here, most dramatically during the earthquake recovery effort, allowed me to contribute so much more to my community than ever would have been possible in that elected body. And my work for you on GATT, China MFN, and TV Ratings has allowed me to have a hand in helping to shape the world into which our daughters will grow. I thank you for all of that.

Finally, I thank you for the example you and Hillary have provided in raising a wonderful daughter during difficult times. We are proud that our three girls were born during our period of service to you, and hope that we can well honor what you call our most important job in life: parenting.

I will miss you and our many friends here. I am excited about opening a new chapter in my life, as I take a senior position with The Capital Group Companies, a Los Angeles based international investment management firm which has simultaneously realized phenomenal success and maintained an ethic of community and public service. I hope you will continue to call on me, both professionally and as a friend, in the years to come.

Very truly yours,


John B. Emerson

P.S.: I wince every time I think about your knee--but we'll keep that Santa Monica beach jogging path and those LA golf courses ready for your return!

Todd Phil, 3-18-97

I will send to Jim once
you have seen.

OK ✓ c.

THE PRESIDENT HAS SEEN

3-18-97

new to Dalcour
RWS
sepp
RWS

Mr. President

JIM DORSKIND: ✓

Please coordinate
the reply.

cc: COS ✓

Kenneth G. Neibauer
614 S. 22nd St.
Altoona, PA 16602-3411

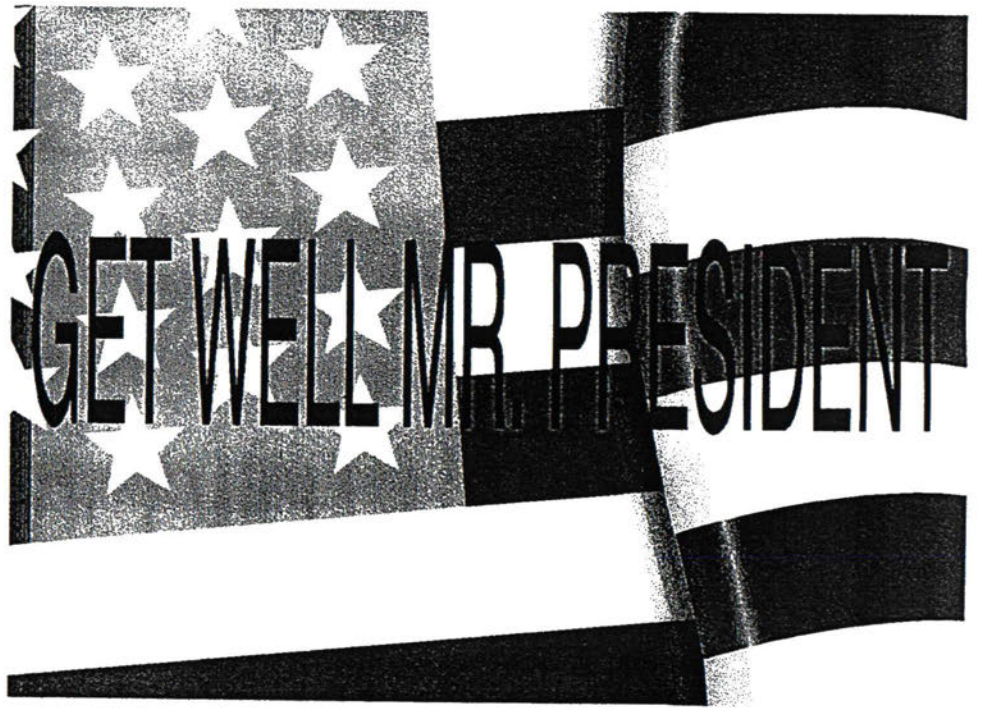
LOWE VICTORIA

P.S. GET BETTER SOON

VICTORIA
614 S. 22ND ST.
ALTOONA, PA 16602

WISH IF YOU FEEL LIKE IT, LIKE WAIT

DEAR MR. PRESIDENT
I HOPE YOU ARE FEELING BETTER. I AM SORRY THAT
I WON'T GET THE CHANCE TO MEET YOU. I AM GOING
TO BE 7 ON WEDNESDAY AND I WAS GOING TO ASK YOU
TO COME TO MY PARTY. WE ARE GOING TO HAVE IT
AT THE CHURCH.
I MET SCOTTIE PIPER AND WENT TO A CHICAGO
BULLS GAME. HE WAS VERY NICE TO ME AND WE
HAD A NICE TIME.
MAMA, PAPA AND JAMIE SAID HI AND THEY WISH THEY
COULD HAVE MET YOU TO
HAVE OUT AND I CAN'T WAIT BUT THAT'S ALL RIGHT
BECAUSE GOD MADE ME SPECIAL AND I AM PERFECT
FOR HIM.
PLEASE GET WELL SOON AND THEN WHEN YOU CAN
MEET ME SOME OTHER TIME, ILL COME BACK OR
YOU CAN COME OVER.





Love,
Victoria

AMERICAN OPINION

A QUARTERLY SURVEY OF POLITICS, ECONOMICS AND VALUES

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THE WALL STREET JOURNAL

FRIDAY, MARCH 14, 1997 R1

THE PRESIDENT HAS SEEN
3-18-97

What's Wrong—and Right— With Our Schools

Bob
Bowles
Be

**We're Tough on Public Schools,
But We Blame Our Families
For Many of the Problems**

By ELLEN GRAHAM

Staff Reporter of THE WALL STREET JOURNAL

WHEN IT COMES to grading the nation's public schools, Americans are harsh critics. Only 18% of them think American primary and secondary schools are doing B-or-better work, while 28% give schools a D or F.

A Wall Street Journal/NBC News poll conducted this week by the polling firms of Peter Hart and Robert Teeter yielded some of the strongest negative ratings of American education in years. "Concerns about education are at the top of the list,"

**Education Becomes Top Issue,
And Consensus May Emerge
For Significant Change**

By ALBERT R. HUNT

Staff Reporter of THE WALL STREET JOURNAL

MICHIGAN'S John Engler, Newt Gingrich's favorite governor, has been a caustic critic of Bill Clinton. Not last week, however, when the president journeyed to Michigan. Mr. Engler acted like Mr. Clinton's Siamese twin, prompting one newspaper headline about the "love-fest" between these two adversaries.

The reason: The president was addressing the Michigan Legislature on education. Both the topic and Mr. Clinton.

