

THE WHITE HOUSE
WASHINGTON**THE REPORT FROM MY AT THE TABLE:**

(Please return to White House Office for Women's Initiatives and Outreach
ASAP following roundtable: Fax: 202-456-7311.)

Presidential Appointee Host: Beverly Coney
Department/Agency: State Dept.
Address: 2201 C Street, NW, Washington DC 20520
Phone: 202-647-4820
Fax: 202-647-5837
E-Mail: _____

Location of Roundtable: Keokuk, IA
Date of Roundtable: 5/26/96

Local Contact: _____
Address of Local Contact: _____
Phone of Local Contact: _____
Fax of Local Contact: _____
E-Mail of Local Contact: _____

Number of Participants at Roundtable: 3 plus me
(See attached At the Table Roundtable Sign-In Sheet. Please send back along with this form
and please make sure that all the participants have signed the sheet.)

Brief Description of Participants (i.e. working women, mothers, ethnicity, age):

This was a small group of retired women (my relatives).

Main Topics Discussed:

Medicare, Welfare, Social Security

Most Important Conclusion:

Do not let Social Security Benefits disappear. Be more
stringent with Welfare recipients.

MISCELLANEOUS: (e.g. newspaper clips, other thoughts)

Send completed forms to The White House Office for Women's Initiatives and Outreach,
708 Jackson Place, Washington, D.C. 20503 Fax: 202-456-7311

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Deny payment to A.D.C. mom's for each & every
child they produce. The first child might be
a mistake, but there after they could
take precautions, supply them with
birth control, not more money.
2. Implement uniform speed limits in all
States. It would be to the advantage of
all travelers to know you can drive the
same where ever, not have to be
worried that the speed limit has changed
once you cross the state line.
3. _____

NAME: Rickey MelocheADDRESS: 16878 Salem
Detroit, Mich. 48219PHONE: 1 313 539 1852

FAX: _____

E-MAIL: _____

Location of At the Table: Keokuk, IowaDate of At the Table: 5-26-96Host of At the Table: Manely Conery

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Please do not consider cutting Social Security benefit for us senior citizens. We have worked most of our lives, contributing to Social Security, thinking we'd have it to supplement our savings. I feel this is my rights as a Senior Citizen. On Medicare - as we get older, we will probably need more medical coverage. We also need help in paying for all the prescriptions we need. There is no reason, I can see, for prescriptions to be so expensive. If possible get us more coverage. Do not cut it. Let the drug companies to lower their prices.
2. Do away with Disability Social Security and SS for drug addicts and alcoholics. I do not consider these diseases. There is something they choose to do. A disease is something like cancer, heart trouble and a number of others that you have no control over. Put that money where it will do more good instead of supplementing their habits.
3. Implement speedy capital punishment for anyone who commits a crime where someone die. Do away with more than one appeal. If convicted twice for same offense, you're out. No more appeals, at taxpayer expense, that keep on going for years. No more feeding and housing for inmates or death row. If they know the death penalty is in effect, it might just make them think before doing the crime. No more sleep on the unit and let go!

NAME: Irene Fox

ADDRESS: 30211 Beechwood
Garden City, Mich. 48135

PHONE: 1-313-421-4707

FAX: _____

E-MAIL: _____

Location of At the Table: Keokuk, Iowa

Date of At the Table: 5-26-96

Host of At the Table: Beverly Conroy

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. I ask that you keep social security where it can't be dipped into for other things. We all need it because of cost of everything. Also medicine and medical insurance is really expensive when you are retirement age. Thank you.
2. There are a lot of people on welfare. Some really need help, others take advantage of it. I feel it should be checked out closer.
3. Retirement benefits is another thing for you to look at. Also burial funds is something for you to look at. "250." isn't much nowadays.

NAME: Marianne Gredell

ADDRESS: 1327 Concord St.

Keokuk, Iowa 52632

PHONE: 319-524-3039

FAX: _____

E-MAIL: _____

Location of At the Table: _____

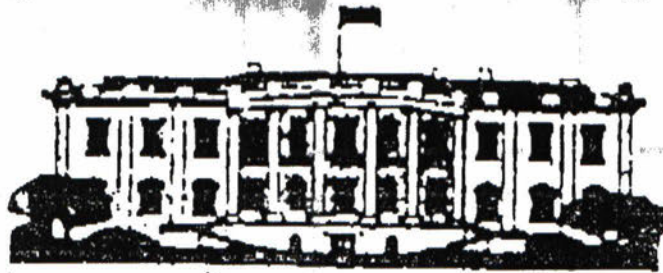
Keokuk, Iowa

Date of At the Table: _____

5-26-96

Host of At the Table: _____

Beverly Conroy



UNITED STATES DEPARTMENT OF STATE

OFFICE OF THE WHITE HOUSE LIAISON
ROOM 6311

PHONE: (202) - 647-4820

FAX: (202) - 547-5837

DATE: 6/25/96

TO: Michele Altemus

FAX NUMBER: 456-7311

FROM: BEVERLY CONEY, SPECIAL ASSISTANT

TOTAL PAGES:(Including Cover Sheet): 6

COMMENTS: At the Table report from 5/26/96. Thanks.



United States Department of State

Office of Protocol
Washington, D.C. 20520

Here are some additional
forms from Fred Duval's
At-the-Table (Feb. 15) in
Phoenix.

Thanks,

Suzanne Morrell

Clinton Presidential Records Digital Records Marker

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Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Federal Language Policy and American Indian Education¹

Teresa L. McCarty
College of Education
University of Arizona

Abstract

The past two-and-a-half decades have witnessed tremendous change in both the content and the context of American Indian education. Content refers to curriculum, pedagogy and the micro processes that occur within Indian classrooms, schools and communities. Context refers to the larger institutional framework in which those processes operate. Change at both levels has resulted from a dynamic interplay between federal language policy on the one hand, and initiatives generated at the level of Indian schools and communities on the other. Integrating an historical analysis of federal language policy with comparative ethnographic data from several well-documented Indian bilingual programs in the southwestern U.S., this paper examines that interplay and its implications for local control over Indian education.

Introduction

In a seminal paper presented to the American Educational Research Association in 1975, educational linguists John Read, Bernard Spolsky and Alyse Neundorf observed that "bilingual education involves more than a new kind of curriculum organization. It may represent," they stated, "a whole new approach to education and reflect complex processes of social change to which it contributes in turn" (1975, p. 2).

Read, Spolsky and Neundorf were then engaged in the Navajo Reading Study--the first comprehensive, long-term research on the impacts of bilingual education in American Indian settings. That study began in 1969 with the seemingly straightforward aim of looking into the effects of "teaching Navajo children to read in their

¹This article is based on a paper presented at the 1992 annual meeting of the American Educational Research Association in San Francisco. I wish to thank Professor Richard Ruiz for his comments on subsequent drafts of the paper. I also wish to acknowledge my colleagues at Rough Rock, especially Galena Dick and Dan Estell, and Lucille Watahomigie, Ofelia Zepeda, Akira Yamamoto, and Leanne Hinton, whose work with American Indian language education has been instrumental to many of the developments described here.

Entered

The Report From At The Table

Presidential Appointee Host: Fred DuVal
Department/Agency: U.S. Department of State
Address: Office of Protocol
2201 C Street, NW S/CPR Room 1232
Washington, DC 20520
Phone: 202-647-4121
FAX: 202-647-3980

Location of Roundtable: Carnegie Library
1101 W. Washington St, Phoenix, AZ
Date of Roundtable: February 15, 1996

Local Contact: Gloria Grossman
Address of Local Contact: 6115 E Harvard, Scottsdale, AZ 85257
Phone of Local Contact: 602-945-5695

Number of Participants: 35
(See attached **At the Table** Roundtable Sign-In Sheet.)

Brief Description of Participants:

Main Topics Discussed:

Most Important Conclusions:

9 February 1996

Mr. Fred DuVal
Deputy Chief of Protocol
Department of State
The White House
Washington, D.C. 20520-2317

Dear Mr. DuVal;

I am honored to have been invited to participate in the White House women's initiative, *At the Table*, scheduled for February 15 in Phoenix. Unfortunately, I will be out of the country and am therefore unable to attend.

In my work at the university and as codirector of the American Indian Language Development Institute, and through my research in a National Kellogg Fellowship, I am especially concerned with the protection, maintenance and growth of minority languages and cultures as this relates to the need for national integration. While these issues transcend gender, they do impact women to a greater degree than men, as minority women have historically served in greater numbers as the teachers charged with implementing federal bilingual education policies.

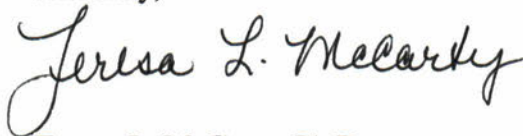
The concerns I would raise for the roundtable, then, are two. *First, I am concerned with pending English-Only legislation*, which is both destructive and wasteful: destructive in that it will divide rather than unify groups in our society, and wasteful in that it will result in the loss of children's bilingualism while we continue to spend millions teaching those very languages to children later in high school and college. *Second, I would like to see adequate funding for the 1992 Native American Languages Act*, the only federal legislation designed specifically to conserve and develop American's indigenous language and cultural resources.

Although I am unable to attend the Phoenix roundtable, I would like to communicate these concerns to you, and through you to President Clinton and Vice President Gore. I am also enclosing two recent articles that address these issues.

Please do not hesitate to contact me if I can be of service in any way. With this in mind, I include here a local Phoenix-area address and phone number.

Again, please accept my deep appreciation for the opportunity to be part of this national dialogue.

Sincerely,



Teresa L. McCarty, Ph.D.
Associate Professor of Language, Reading and Culture
Codirector, American Indian Language Development Institute

Home address: 155 E. Vista del Cerro Dr., Tempe, AZ 85281
Phone: (602) 967-0326
E-mail: tlmccarty@aol.com

cc.: Dr. Gloria Grossman, League of Women Voters/Roundtable Coordinator

Bilingual Education Policy and The Empowerment of American Indian Communities¹

Teresa L. McCarty

When Congress passed the Bilingual Education Act in 1967, bilingual education was virtually unknown in schools serving American Indian students. With few exceptions, these schools emphasized English-only curricula and punitive practices explicitly designed to extinguish native languages and

Teresa L. McCarty, PhD, is an assistant professor of Language, Reading, and Culture in the College of Education at the University of Arizona in Tucson, Arizona.

The University of Arizona is participating in the Training, Development, and Improvement (TDI) program, which assists schools and colleges of education in implementing or enhancing multicultural education programs through staff and program development, research, and communication through networking.

cultures (see, e.g., Reyhner, 1992; Reyhner & Eder, 1989). And, despite a movement toward community-controlled schools initiated under the Johnson Administration's Great Society reforms, most American Indian communities in fact had little voice in the schooling of their children.² At the same time, Indian students continued to experience the highest school failure and dropout rates in the nation (Bearing, 1969; Chiago, 1981; Senate Committee on Labor and Public Welfare, 1969; cf. U.S. Department of Education, 1991).

The Bilingual Education Act (BEA), incorporated in 1968 as a Title VII amendment to the Elementary and Secondary Education Act, afforded the opportunity and some financial means to improve this situation. With the overarching goal of equalizing educational opportunities, the BEA called for "new and imaginative" programs for children "disadvantaged because of their inability to speak English" (Crawford, 1989, p. 32; cf. Bennett, 1985, p. 7). Putting aside for the moment the assumptions of language deficiencies implied by these program goals—assumptions I will return to in my conclusions—this paper focuses on the evolution of BEA policy and in particular, its effects on and interactions with American Indian language education at the local level.

Nowhere have these effects and interactions been more evident than in Indian schools and communities in the southwestern United States where some 26 indigenous languages and over 40 tribal groups coexist (Martin & McCarty, 1990). Issues of cultural and linguistic identity remain strong in these communities, and tribal governments as well as schools are actively involved in developing bilingual-bicultural education programs (Zepeda, 1990).

The discussion here centers on bilingual education programs in this region and combines a social-historical analysis of BEA policy with findings from my applied research in a national BEA training center and from ongoing followup with educators and schools participating in BEA-sponsored staff development.³ This work provides a qualitative analysis of pedagogy and other microprocesses in specific school-community contexts and a broader view of the macrolevel social, political, and economic forces that structure such processes and influence program operations and outcomes. This analytical framework is then used to examine current policy initiatives and to suggest others that might be considered by indigenous communities in light of forthcoming BEA reauthorizations and new opportunities created by the 1992 Native American Languages Act.

The Evolution of Southwest Indian BEA Programs

In its first year of funding, the BEA supported 76 local programs, only five of which served American Indian students. Within a decade, that number grew to

nearly 70, representing approximately 10 percent of the Title VII allocations in 1978 (Leap, 1983, p. 2; Lawrence, 1978, p. 314). The programs served a diverse student population and had a variety of aims, but most included the development and use of teaching materials incorporating the native language and culture. This was a response to the BEA's 1974 reauthorization urging use of the primary language and culture "to the extent necessary to allow children to progress effectively through the school system" (Crawford, 1989, p. 3) and a pressing practical need. The difficulties facing virtually all American Indian bilingual programs in these regards were two: Most indigenous languages were unwritten or had orthographies developed for scholarly-academic audiences rather than for Indian students and their teachers, and few schools had certified native-speaking personnel (Leap, 1983; Annis, 1984).

One of the first and best known American Indian bilingual programs to address these challenges was the Hualapai project at Peach Springs in northwestern Arizona. A Yuman language, Hualapai today has 1,200 speakers and a total tribal population of approximately 1,700 (Watahomigie, 1988). Until the Title VII program began in 1975 under the leadership of Lucille Watahomigie, Hualapai remained an unwritten language. With the assistance of tribal elders and several academic linguists, Watahomigie and her staff first developed a practical orthography and grammar for the language and subsequently produced the first American Indian bilingual/bicultural curricula integrating mathematics, social studies, science, and language arts (Watahomigie & Yamamoto, 1987; Watahomigie, 1988). Currently one of a handful of Title VII Academic Excellence projects, the Hualapai Bilingual Program has been adapted at several Indian school sites. It is widely recognized as an exemplar in American Indian bilingual education (see, e.g., U.S. Department of Education, 1991, p. 54).

In making these achievements, Watahomigie and her colleagues set into motion a teacher education enterprise that ultimately influenced pedagogy, curriculum, and the composition and organization of Indian schools throughout the country. That enterprise, the American Indian Language Development Institute (AILDI), began in the summer of 1978 with Watahomigie, several Yuman language specialists, Indian educator John Rouillard, and 18 Indian parents committed to "learning to read and write [their] language" (Salas, 1982, p. 36). Meeting at San Diego State University, which had secured a federal grant for the work, the group began developing practical writing systems for their languages and native language teaching materials.

The AILDI program philosophy explicitly called for greater integration of schools with local communities:

American Indian tribes have great knowledge of their language and culture

which should be utilized and incorporated within the educational systems that their children attend.... The community should have input and control of the curriculum taught to their children. (Weryakwe et al., 1982, p. 3)

Within four years the group of 18 grew to 38, and by 1991, to 135. It also expanded to include speakers of Hopi, O'odham, Northern Ute, Apache, and Navajo, as well as languages not indigenous to the Southwest such as Arapaho, Penobscot, and Blackfeet. Most institute participants came from reservation communities in the West and Southwest. They were teacher aides, secretaries, language and culture specialists, or parent liaisons in their schools' Title VII programs; some were school board members or representatives from local Title VII parent advisory committees. For many, this was their first experience in a university setting; for most, it was their only opportunity to work toward college credit.⁴ The majority of participants received financial support for their work through local Title VII grants.

Each summer, participants returned to their schools with tangible native language teaching materials. Funds provided by local Title VII grants enabled participants to work with bilingual education specialists during the school year to transform materials developed during institutes into published texts. By the early 1980s, the 12 Title VII programs represented at the AILDI had produced a small but growing body of native language literature, including practical grammars, dictionaries, readers, and curriculum guides (Weryakwe et al., 1982). Moreover, a sizable group of native educational personnel had emerged, many of whom had earned or were working toward higher degrees.

Capacity Building in Southwest Indian Schools

Other events spurred these developments, and to understand those events we must again return to the level of federal policy. In addition to new legislative language calling for the inclusion of native languages and cultural traditions in instruction, the 1974 reauthorized BEA added training activities as part of a policy emphasis on local capacity building. Capacity building translated as institutionalizing bilingual programs within the core school curriculum. Staff development as well as district financial commitments were the mechanisms intended to achieve that goal (Kalectaca, 1984). The aims of this policy, then—at least as they were legislatively stated—were to transform microlevel processes and institutional arrangements in ways that would genuinely empower local communities, strengthening their control over the schooling of their children.

To support those goals, the BEA established regional centers for training,

information dissemination, and materials development; in 1977, the National Clearinghouse for Bilingual Education also was funded as a central research and information source. The 1980 reauthorized BEA streamlined those support services by establishing regional Bilingual Education Service Centers (BESCs) staffed with curriculum, evaluation, program development, and information specialists (Gray et al., 1981).

One such center, at Arizona State University in Tempe, served the Southwest Indian Title VII programs in Arizona, Utah, and Nevada. These included all the non-Navajo programs in the Southwest at the time: the Hualapai, Havasupai, Hopi, Tohono O'odham (formerly Papago), Akimel O'odham or Pima, White Mountain Apache, Duckwater Shoshone, Yoeme (Yaqui), and Northern Ute.⁵ All of these programs had a history of participation in the AILDI. Through the ASU BESC and a related Title VII parent training grant, the staff in these programs continued their involvement in the institute and in periodic regional workshops, eventually forming a cooperative intertribal council to articulate local and regional capacity-building goals.

Thus, for the first time, a formal network existed to formulate and communicate shared aims for language education among Southwest Indian communities and schools. The work of these and other Indian programs was helped by new regulatory language in the 1977-78 BEA reauthorization which provided greater flexibility in defining "limited English proficiency" for American Indian students (Lawrence, 1978). In the words of one prominent writer on this topic, the new LEP definition "allowed Native American programs to flourish" (Crawford, 1993).

As programs in the ASU-BESC network grew, the members of that network began, individually and collectively, to consider new issues, including native language assessment and the development of tribal language policies (Locke, 1983). Peach Springs developed a Hualapai oral language assessment system—the first for American Indian languages. Meanwhile, the Tohono O'odham, Yoeme, and Northern Ute tribes outlined long-range plans for education that, within a few years, led to the creation of tribal policies designating those languages as official on their respective reservations and calling for the meaningful incorporation of the native language and culture in school curricula (Locke, 1983; cf. Zepeda, 1990).

But as this occurred, bilingual education policy at the federal level took a pendulum-like shift away from the approaches of previous BEA authorizations toward more transitional approaches (Crawford, 1989). While Title VII was spared from the Reagan Administration's block grant consolidations shifting education program authority to the states, Title VII and other Indian education

programs nonetheless suffered major funding cuts under the newly created Department of Education (San Miguel, 1987).

At least one important plus emerged from the Reagan era consolidations as regional training centers were subsumed under new supercenters. For Indian bilingual education, the most important of these was the National Indian Bilingual Center (NIBC), created specifically to serve all American Indian Title VII programs in 13 states. In 1983, Arizona State University received a three-year contract for this center, transforming the ASU BESC into the first and only national center to address the unique needs and concerns of American Indian programs and schools.

NIBC's goal was to "build the capacities of the programs, schools and districts to provide curriculum, instruction and staff development...to meet the educational needs of [limited English proficient] students" (NIBC, 1983, p. 2). In its three years of operation, the center documented over 1,100 services in support of that goal—including workshops, institutes, meetings, and consultations—constituting over 8,000 hours of training and technical assistance to some 85 projects and 5,000 Title VII personnel (Swisher & Ledlow, 1986). Of those services, the center's final report notes that language institutes, modeled after the AILDI, were among the most successful (Swisher & Ledlow, 1986).

Yet even as these widespread capacity-building efforts were underway, bilingual education policy at the federal level remained in a state of divisiveness and uncertainty. Along with consolidation of the centers and massive spending cuts came increased federal pressure to prove the effectiveness of bilingual education (see, e.g., Hook, 1984). One large-scale national evaluation had already reported no "consistent significant" effects of Title VII programs (Danoff, 1978), and the government-sponsored Baker-de Kanter report subsequently asserted that no evidence existed for the superiority of transitional bilingual education (then the approach receiving the majority of federal funds) over English-only instruction (Baker & de Kanter, 1983). Though refuted by other researchers and by expert testimony before Congress (Committee on Education and Labor, 1986; Hernandez-Chavez, et al., n.d.; Willig, 1985), the Baker-de Kanter report fueled the Administration's seemingly contradictory drive to simultaneously limit the target population of bilingual grants to non-English speaking students, while expanding BEA instructional initiatives to support English-only instruction (Beahler, 1984; Hook, 1984; Lyons, n.d.; U.S. Department of Education, 1985).

American Indian Title VII personnel witnessed these developments with growing concern for their own programs' futures. In a 1985 speech to the Association for a Better New York, then Education Secretary William Bennett

heightened those concerns when he announced that, "...a sense of cultural pride cannot come at the price of proficiency in English, our common language" (1985, p. 14). Bennett also attempted, unsuccessfully, to narrow the definition of limited English proficiency to effectively exclude many American Indian students from Title VII services (Crawford, 1993). Meanwhile, President Reagan called for phasing out other Indian education programs altogether. In this political climate, "capacity building" took on the ominous interpretation of a complete federal pull-out from bilingual instruction—a potentially disastrous development for reservation schools and communities, where federal trust responsibilities and the absence of a local tax base *by definition* necessitate federal support for education.

Indian educators confronted these developments largely through the network forged by the institutes and NIBC. Congress and the National Advisory Council on Bilingual Education heard testimony from Native American community members and tribal leaders on the threats the Reagan proposals carried for Indian education (e.g., Allery, 1984). Elimination of native language instruction, stated the president of the National Congress of American Indians, would not only defeat many of the documented improvements in school achievement which had resulted from such approaches, but would remove entirely the impetus for involving "parents, tribal elders and other[s]... from the local community in the primary instructional tasks" (NAI, 1983, p. 1).

In the end, pressure raised by these groups and other powerful advocates such as the National Association for Bilingual Education and the National Council of La Raza led Congress to vote down the Reagan proposals and two related bills designed to eliminate requirements for native language instruction (Lyons, 1985). In the process, however, the National Indian Bilingual Center was dissolved. The rationale for that action, explained the Reagan-appointed OBEMLA director, was that no service center should focus on "one population" (National Clearinghouse for Bilingual Education, 1985, p. 1).

Impacts of BEA Capacity Building Initiatives

At this point we can return to the level of local Indian schools and communities. For the programs in the Southwest considered thus far, what were the effects of over 15 years of BEA-assisted capacity building, and how did microlevel processes within tribes and local communities influence those outcomes? Were the changes resulting from this interplay of federal policy and local action sufficient to propel a fundamental restructuring of schooling for American

Indian students?

First, it is immediately clear that many tangible and significant successes resulted directly from such programs as the AILDI, the National Indian Bilingual Center and local bilingual projects. Previously unwritten languages have been written and in many cases standardized, and a healthily growing body of bilingual-bicultural literature now exists. The numerous materials developed at Peach Springs (e.g., Watahomigie, 1988) and in the communities and schools represented at the AILDI are only a few examples of these outcomes. All have the potential to bring Indian students' experiences directly into the classroom, building on the linguistic, cognitive, and socioaffective resources students bring to school instead of treating those as deficits and engaging students in using their own experiences to learn.

New, locally developed measures for assessment also provide for more advocacy-oriented approaches that build on indigenous languages and local knowledge (cf. Cummins, 1989). This includes formal and informal measures for native-speaking teachers—an important consideration for their credentialing and endorsement—as well as language and literacy assessment for Indian students.

Preliminary findings from research at several Southwest Indian schools suggest there have been promising gains in achievement associated with these developments. At Peach Springs, Hualapai students increased their mean scores on the Language Assessment Scale (a test of oral English) by over 12 percentile points (from 72.86 to 85.90) between 1986 and 1989 (Watahomigie, 1988; McCarty, 1991). Program evaluation data show that the longer students remain in the program, the greater their achievement gains (Watahomigie & Yamamoto, 1987). Since bilingual education began at Peach Springs in 1976, student attendance has significantly improved, and Hualapai students now graduate from eighth grade, when the program ends, and from high school in far greater numbers than their peers in conventional school programs. In 1989, 100 per cent of Hualapai students who had completed the eighth grade went on to graduate from high school (McCarty, 1991; Watahomigie, 1992).

Similar outcomes have been reported for other Southwest Indian schools. Teachers and administrators who participated in an Arizona Department of Education follow-up study of BEA-sponsored staff development (including training through the AILDI), report marked increases in classroom time spent on literacy and biliteracy processes. In one first grade class, time spent on reading and writing increased 100 per cent (McCarty, 1993). The quality of these literacy experiences also improved as teachers threw out workbooks, basal readers, and skill-based exercises to involve students in what one teacher called

"*real* reading and writing"—literature-focused, cooperative learning experiences in two languages (McCarty, 1993; cf. Calderón, Tinajero, & Hertz-Lazarowitz, 1992). As these instructional changes have occurred, not only have Indian students experienced greater success in school, but schools have become better integrated with local communities as more native educators have entered the classroom as teachers and teacher assistants (e.g., Holm & Holm, 1990; 1992). Moreover, many have assumed administrative and other leadership positions within their local schools.

Clearly not all schools and participants in American Indian BEA programs have realized this degree of success. Yet the changes in school staffing described here, and by extension, the changes in curriculum and pedagogy, together represent a major break with the past for Indian education. These transformations—grounding education in local personnel and knowledge—are arguably the most significant and lasting outcomes of BEA policies and programs to date. There now exists a corps of Indian education professionals, the power of which is manifested in positive curricular and pedagogical change, but also in the enactment of tribal language policies and in federal policies such as the 1992 Native American Languages Act. Drafted in the summer of 1988 by participants in the AILDI and a concurrent meeting of the Native American Language Issues (NALI) Institute, the latter legislation calls for the preservation and protection of indigenous languages and cultural resources. It thus serves as a direct challenge to the various language restrictionist proposals currently before Congress, while also opening up new opportunities for innovative native language development efforts (Hinton, 1991; Crawford, 1992, pp. 155-157; Select Committee on Indian Affairs, 1992).

The point is that these are macrolevel changes in historically and socially constituted relations. They represent a fundamental rejection of past education policies that have failed Indian students and a reclamation of indigenous languages, cultural resources, and education rights.

These changes have served to both maintain and alter Southwest Indian languages, cultures, and communities. New cultural forms emerging from these changes, along with elements of traditional cultures, are, in places like Peach Springs, directly incorporated into children's educational experiences. Bilingualism and biculturalism similarly are taking on new meaning as representative of children's identities. Watahomigie, for example, notes that personnel development through the Hualapai Bilingual Program has produced a revaluing of formal education among both children and adults in the community. "Children see their teachers and teacher aides learning new technologies and teaching strategies," she observes; when asked what they'll do when they grow

up, students say, "We'll be in school, *like you*" (Watahomigie, 1992, p. 3).

Implications for Policy and Reform

The micro and macrolevel changes described here raise the question of how such processes can be enhanced and institutionalized. Inevitably, the answer to that question rests on the current and future status of funding for education in reservation and urban Indian communities. For while the magnitude of change in Southwest Indian schools and communities is impressive and the developments reported here promising, the issue of continued funding for these efforts remains unresolved. This issue is central to capacity building and to considerations of social-educational change, especially for American Indian tribes, whose financial and legal relationship to the federal government is unparalleled in this country. The absence of a local tax base in most reservation communities and the attendant federally funded education structure frequently produce wildly fluctuating school programs. Such a system denies a quality education to Indian students and thwarts the very policies and laws, like the BEA, intended to promote capacity building and educational equity.

These issues are not unique to the Southwest. Positive change in American Indian schools and communities is, at the core, a struggle between the institutionalized constraints imposed by a postcolonial federal bureaucracy and the individuals and groups who transcend those constraints. In this context, truly empowering outcomes require changes beyond the levels of the classroom or even tribal policy, to more radical transformations in the larger sociopolitical and economic structure in which Indian educators and their schools and communities operate.

This includes, minimally, a sober reassessment of the scattergun approach of federal targeted intervention programs like the BEA, which provide short-term funding to ameliorate isolated "problems"—language "deficiencies," for example—thereby divorcing the issues from their social-historical context and perpetuating victim-blaming ideologies under the stated aim of equalizing opportunities. For education to serve an authentic equalizing function in American Indian and other language minority communities, solutions must be long-term, they must ensure stability in program funding and content, and they must be integrated throughout the local and federal-level institutions affecting children's lives.

Policy recommendations to implement these goals exist in the combined resolutions of American Indian and Alaska Native delegates to the 1992 White

House Conference on Indian Education and those of the recent Stanford Working Group on federal programs for limited English proficient students. The White House Conference on Indian Education resolutions calls explicitly and repeatedly for a uniform and consistent funding cycle coordinated at the community, tribal, and federal levels (White House Conference on Indian Education, 1992). Similarly, the Stanford Working Group envisions a retooled Title VII that is fully funded and part of an integrated system of state and federal services (Stanford Working Group, 1993).

Each of these policy initiatives rests on two prerequisites; first, that indigenous languages be recognized as the national resources they are, and second, that services in support of children's language development be organized and administered as part of a total system. The first prerequisite entails a policy shift away from compensatory, deficit-driven approaches to what Ruiz (1984) has called a "language-as-resource" orientation. This shift itself will be no small feat, challenging as it does nearly three decades of compensatory, "language-as-problem" policy orientations (see, e.g., Ruiz, 1984; 1993a).

The second prerequisite requires operationalizing system-wide bureaucratic reforms. In the case of Indian education, systemic reform entails much closer coordination between OBEMLA and the many other programs serving Indian students such as Chapter I and Title V of the Indian Education Act (see, e.g., Stanford Working Group, 1993; Ruiz, 1993b). Systemic reform also must link BEA requirements for indigenous language conservation with those of the Native American Languages Act; more importantly, such reform requires that local interests like those rising out of the AILDI and NALI networks—the authors of the Native American Languages Act—be directly involved in further federal policy deliberations. Essential to this are new intermediary mechanisms to systematically articulate diverse community needs and aspirations and to funnel the interests of local constituencies to federal policy. In the past, coordination of this sort has been sporadic, occurring through organizations like the National Indian Bilingual Center which themselves depend on discretionary federal funds for support. In short, systemic reform demands formal institutional arrangements to ensure that local interests affect both the development and execution of federal policies, especially the flow of funding. Such new arrangements will bring greater coherence to local school programs by yielding a stable but flexible funding base—one that helps communities build education systems that are at once resistant to sudden national political shifts yet responsive to changing local and national conditions.

Conclusions

The ongoing work at Peach Springs and that growing out of long-term staff development in the Southwest demonstrate what can be accomplished when sustained financial commitments are coupled with local vision and leadership. These developments also suggest an urgent need for a more direct role in policy making by the American Indian educators who have generated the transformations described here, so policy is not imposed from the outside but genuinely represents the interests of Indian schools, students, and communities. If we are not serious about making these fundamental changes, then the concepts of empowerment and restructuring—so popular now in our discourse on schools—are vacuous and may serve only to reinforce the illusion that new policies and practices are doing something to reverse historical inequities thereby perpetuating the source of those inequities.

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Footnotes

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² The most notable exceptions are the well-documented community-controlled bilingual/bicultural programs at Rough Rock and Rock Point, both begun in the late 1960s on the Navajo Reservation, in northern Arizona (see, e.g., Collier, 1988, McCarty, et al., 1991, and Roessel, 1977 on Rough Rock; and Holm & Holm, 1990 and 1992, on Rock Point).

³ The latter research was administered from 1988-89 by the Arizona Department of Education, Indian Education Unit, and sponsored by grants from the Andrew W. Mellon Foundation, the Council of State School Officers, and the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) Specifically, the work involved sustained follow-up with educators from four self-selected Arizona Indian schools, to determine the effects of BEA-sponsored staff development on American Indian students' achievement, and on educators' abilities to activate lasting pedagogical change. The study's methodology was primarily naturalistic (see, e.g., Akasamit et al., 1990), and involved classroom observation, videotapes of classroom interaction, teachers' reflective logs, student writing samples, demographic site profiles, district achievement records, and teachers' responses to questionnaires adapted from Calderón's (1982) Innovations Configuration, and Hall and Rutherford's (1979) *Stages of Concern Questionnaire*. A full discussion of this work appears in McCarty (1993); see also Zepeda & McCarty (1990).

⁴ While the AILDI has always been associated with a university in the West, it has relocated several times. Most recently the institute has been housed at the University of Arizona in Tucson.

⁵ Navajo Title VII programs, including those in Arizona and Utah, received services from the BESC at the University of New Mexico, in Albuquerque.

Campaign Human Reform
public financing
enforcement

subsidizing - all yes.

Women's Issues

uniform
minimum wage

At #1 Births + unpaid fees

new commission.
lack of health insurance.

Living Wage - food stores don't cover.

Medicaid - union for federal standards

Daycare - tax credit for child care facility.
- voucher program.

Education Reform -

HS mentoring program - gender bias in schools.

It's for Economy Stimul

Community-based - individual responsibility - local taxation.

Foreign Aid -
① stabilize democracy
② cut commitments - Japan - Germany - Korea.
③ lowering tax to invest countries

Education - student-teacher ratio.

Domestic Violence - more exhortations.

gender gap
overall.

may just had
it good.
~~new~~

new male
role models
~~new~~

Harvard

① * Pain taxes -
* Cut programs.

② Women's action
initiative.
~~target 1 legislator~~
~~in parliament~~

Contract for America
→ teacher-student ratio.
Parent body requests

③ Target 2 legislator
Simplification.

new world
for political
activity

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. _____

2. _____

3. _____

Name: _____
Address: _____

Telephone: _____
FAX: _____
E-Mail: _____

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

Education

Reproductive Rights.

Child Care

Int'l Bus.

Mental Health

Common Core.

Community Health.

Environment.

Key.
to background
Simple Sub

Keys
Handout
to background.
BB
How Steps Act
Jobs.
Willing.

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. _____

2. _____

3. _____

Name: _____

Address: _____

Telephone: _____

FAX: _____

E-Mail: _____

Location of At-the-Table: Phoenix, Arizona

Date of At-the-Table: February 15, 1996

Host of At-the-Table: Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. We need community-base health clinics @ each neighborhood school.

2. Education = prevention of all social problems

3. ♀ Health Care
Quality Childcare

Name:

Kristeen Harris

Address:

512 E. Mesa Vista Lane
Mesa, AZ. 85203

Telephone:

(602) 964-4687

FAX:

(602) 964-4687

E-Mail:

Location of At-the-Table: Phoenix, Arizona

Date of At-the-Table: February 15, 1996

Host of At-the-Table: Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton: PREVENTION, EDUCATION SERVICE

1. UNINTENDED PREGNANCY PREVENTION
INCREASE FUNDING TO TITLE X
FAMILY PLANNING TO POOR WOMEN
TEEN PREGNANCY PREVENTION
EDUCATIONAL FORUMS
FAMILY PLANNING IS PREVENTION NOT ABORTION
MENTORING PROGRAMS
2. KEEP FEDERAL STANDARDS ON MEDICARE
DAY CARE VOUCHERS
CREATE MORE JOBS ABOVE MINIMUM WAGE
FOCUS ON HUMAN ISSUES
FOCUS ON SOLUTIONS
3. HEALTHCARE
DON'T GIVE UP - TAKE ONE
PIECE AT TIME - VALUE CHILDREN
& ELDERLY

Name:

CONSTANCE BENNETT

Address:

7800 N. INVERGORDON
PARADISE VALLEY, ARIZONA

85253

Telephone:

602-258-5777

FAX:

E-Mail:

Location of At-the-Table:

Phoenix, Arizona

Date of At-the-Table:

February 15, 1996

Host of At-the-Table:

Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Day Care & Elder Care are only one piece of the "family in crisis" situation. "America's family" have needs that are not even being recognized. People do not even believe they can succeed. Many young people find acceptance in "gangs" or by having babies as teens. This must be a major concern - this is our future.
2. Economy - I would hope that all Americans could learn it is possible to be self-sufficient. It is impossible to get our country out of debt if our citizens keep demanding more services. I believe welfare reform must include public service to all able-bodied recipients. Do not give anything without expecting something in return.
3. Crime and Violence are rampant everywhere. Our legal system appears to ignore the victims. The answer has to be in educating our young. With education comes self-respect, self-esteem and the ability to be self-sufficient. If we can instill a sense of self-worth we remove the need to gain a positive feeling by "bad elements".

Name:

Shirley Henry-Bisantz

Address:

2701 East Thomas Rd #E
Phoenix Az 85016

Telephone:

602-224-9038

FAX:

602-224-9162

E-Mail:

efbshb@ix.netcom.com

Location of At-the-Table:

Phoenix, Arizona

Date of At-the-Table:

February 15, 1996

Host of At-the-Table:

Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Use the Bully pulpit to reshape America's rhetoric so as to include women as free beings in a whole community distinguish free women & men from "liberated" women - free men vs freed men (SLAVES) - on Domestic Violence - "A woman's home is her castle too." The Gender Gap stems from seeing citizenship only in male terms.

ECONOMY - STRESS A LIVING WAGE
2/3 of minimum wage workers are women
- need for nontraditional & leadership
- DAY & ELDER CARE VOUCHERS training;
- Regulation of Health Insurance so that women having Caesarian sections / delivering babies will not be sent home too early
- deal with PRE-EXISTING CONDITIONS

Reproductive Rights -

Reprioritize BUDGET SO THAT children come first & women do not come last

Name: RITA MAE KELLY
Address: 2312 SOUTH FOREST AVE
TEMPE, AZ 85282-2146

Telephone: 602-731-3982
FAX: 602-968-7123
E-Mail: RITA.KELLY@ASU.EDU

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

STRESS WOMENED BUSINESSES, CONTRIBUTIONS TO ECONOMY - MICROENTERPRISE LOANS

RITA MAE KELLY
602 - 731 - 3982

DRAFT

AZ Women's Vote 96: The Deciding Vote

Goals are simple: To register more women to vote, to educate on the issues, and to turn out the vote.

Why I am involved:

- 45 % of the women eligible to vote did so in the 1994 election (lowest since 1974)
- It is a non-partisan way to ensure that women's voices are translated to votes next November.
- The issues that matter most to women are not likely to be placed on national or state agendas by those not directly affected by them. 54 million women gave up the opportunity to make their wishes known on human issues such as health care, crime, education, and pollution because they didn't vote in the last election.

What Needs to be Done:

- Women have to take charge of themselves, take responsibility for their actions, and take control at the ballot box to get the issues of importance addressed.
- Women need to clearly understand that one can't have power as a bystander in America today.

Who Will Tell American Women What They Need to Know?

I believe this needs to be a shared responsibility between the following groups:

- women's organizations of all persuasions
- leaders of the women's movement
- members of the press
- and female candidates

What Do Women Need to Know That Will Make A Difference?

That at the present rate it will take 475 years to achieve parity in Congress.

That the legislation they care the most about and which benefits them the most, whether they are in the workplace or in the home, or both, that has been passed in recent history was passed due to the efforts of women legislators.

Most women don't realize these bills were about things like: increased research funds for breast cancer, ensuring fair pay for women, providing for child support enforcement, protecting the rights of a widow to their husband's pension plan, changing the rules of evidence in the cases of domestic violence, providing funding for displaced homemakers, and making it illegal to discriminate based on gender in hiring/firing.

If women don't take action by voting they will continue to have to play with the same hand they are now being dealt by Congress and the Legislature. It is void in a couple of suits.

prepared by Lynda Crowell

AZ Women's Vote 96: The Deciding Vote

is a non-partisan, broad based coalition of women's organizations working in communities at the grass roots level to improve the participation of all women in the political process.

For more information please call 731-3982 or 956-4925

Being sent to about 400 Readers of
WOMEN'S ORGANIZATIONS.
Perhaps we could help with a broad audience
AZ Women's Vote 96: The Deciding Vote
on Hillary Clinton's visit.
KITHA MAE KELLY
602-731-3682

Whereas, there is great consensus among women that education, fairness in the workplace, health care, crime & freedom from domestic violence are issues of great concern for themselves and their children and

Whereas, decisions regarding government budgets dramatically, and often disparately, impact the lives of women and children, and civil incivility and lowered sense of community are increasing, and

DRAFT

Whereas, almost two-thirds of all minimum wage earners in America are women and decisions on the national budget impact women much as decisions on balancing a household budget do, and

Whereas, 75 years after suffragists won the right to vote only 45 per cent of women eligible to vote did so in the 1994 elections, and

Whereas, 54 million women gave up their power to change their lives on the issues which concern them because they did not vote, and

Whereas, the concerns of all women need serious consideration in the 1996 elections and recognizing that there are 8 million more women than men who are eligible to vote, and

Whereas, the power to change our communities starts with registering to vote, awareness of the issues, and actually voting.

BE IT THEREFORE RESOLVED:

Our organization _____ recognizes the need for women to participate in larger numbers and more more effectively in the political process, and we therefore commit ourselves to the following. We will:

1. Organize all units of our organization statewide to disseminate information about registration and voting
2. Make voter registration forms available to all members, their families and friends.
3. Ask each member to register five other women each month, while encouraging each to become aware of the issues facing women and children and to vote.
4. Register 100% of our own members and their families and encourage each to vote.
5. Disseminate information and facilitate discussion on women's and children's issues at our meetings and in our neighborhoods.
6. Request that our member inform themselves about relevant public issues, through the materials of the Women for Change Coalition* and other sources.
7. Encourage our members to speak on public issues and the need to vote to at least one group a month until the November 1996 election.
8. Persistently ask candidates from all parties how their proposed policies and programs will advance the well-being of women and children in our communities.

The order makes it confusing. P/S
Switch.

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Legal System: I am very concerned with the way the american legal system works. The ability of people to bring frivolous lawsuits against others is out of control. I see the system as legalized extortion! My family has had an untrue suit brought against us that has been going on for 18 months and no end is in sight. We have the resource to pay for legal fees, but what about those that don't have the money. This type of system would not be tolerated in other countries.
2. Environment. We will have nothing to give our children. Big business /obbies should not control the environmental rules. The issues coming up now in our state is frightening.

3. Community Values. Get involved. Parenting help/classes in the community learn how to work with and for our ~~sta~~ children not against them. I personally learned Parenting by fire and would treasure help.

Name: Jill Brenenstahl
Address: 6330 East Sage Drive
Paradise Valley, AZ 85253
Telephone: (602) 874-0404
FAX: (602) 874-0202
E-Mail: _____

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Education is the key & needs to be a priority - higher than
all the Politics & Big Business. Good Quality education with much
lower teacher student ratios so real education takes place - Both
boys & girls learn to respect themselves so not to be a teen parent,
to not become violent, to be a responsible adult to be good parents.
Incorporate the ~~top~~ facilities for good day care for all, evening
classes for adults in parenting, lifeskills etc.
All our major ills are touched by this - Crime & guns.
are used by those who have low esteem, drop outs resulting
in many ills - if ~~can~~ prevented by involvement in extracurricular
activities in school or more 1 on 1 involvement by teacher, volunteers
& mentors will result in so much money not spent on prisons etc.
Incorporating the Parents to capture the lost generation who
need more self esteem to then pass on to their kids so teen
parents don't repeat & have their kids teen parents - Educate
them parenting classes, life skill classes, vocational.
Get away from Pork Spending on Big Business
interests, - Ridiculous High military Spending - Spend
it on us - our community -
Incorporate slavery to stimulate & induce
as slave care.

~~Get~~ Health care for all - no pre-existing conditions

Name: Laura Brownfield
Address: 1250 N. 70th St
Scottsdale Az 85254
Telephone: 602-483-3961
FAX: _____
E-Mail: _____

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. While I am concerned with a balanced budget, it should not be at the expense of the environment. Before long, our grandchildren's inheritance will be dirty air, undrinkable water, no song birds to listen to or forests to hike in.
2. You will never balance the budget without campaign finance. Every time you try to remove a corporate subsidy or a farm subsidy, an interest group which finances the election of a public official intervenes. We don't have a national health program because of the doctors' lobby, hospital lobbies, etc.
3. Finally education of our children should be a national priority.
By the way what happened to RU 486?
This could remove abortion from the public ~~arena~~ and women would make the choice PRIVATELY!

Name:

Address:

Telephone:

FAX:

E-Mail:

Location of At-the-Table:

Date of At-the-Table:

Host of At-the-Table:

Dr. Lisa J. Schwartz
20003 146th Dr.
Sun City West, Az 85375-
602-546-1230
" " "
BLACKSW@aol.com

Phoenix, Arizona

February 15, 1996

Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Environmental concerns are #1 with me. The Congress seems determined to undo all environmental progress, and you must not compromise but stand up for what almost all Americans want: environmental protection so the next generations will have pure water and air and the wonderful resources we enjoy today.
2. We need to consider basic needs rights. Everyone has a right to life with necessary food & shelter. Minimum wages should be living wages.
3. Community organizing is important. Everyone has strengths and needs, and all the problems are ~~to solve~~ can be solved.

Mildred
Name: Jeanine Starrett
Address: 1734 E. Vogel Ave.
Phoenix, AZ 85020
Telephone: 602-997-7082
FAX: _____
E-Mail: _____

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Children must be a priority in
our country -
Family values means funding
education & child care, etc, etc -
2. Keep up good work on
peace keeping in world.
3. Men need to take responsibility
for birth out of wedlock
Teach them not to ask
in addition to
instead of saying NO (what a woman must do)
teach boys not to ask. -

Name:

Marge Thornton

Address:

400 E. Alameda Dr.
Tempe AZ, 85282-3821

Telephone:

(602) 966-6053

FAX:

61 11 11

E-Mail:

Location of At-the-Table: Phoenix, Arizona

Date of At-the-Table: February 15, 1996

Host of At-the-Table: Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Economic issues are the undercurrent of
many problems we face in our community.
Politically - campaign financial reform is a must.
A balanced budget is necessary.
2. Children and families are a high priority
for me. How can we stand by and see our
children being killed and maimed by guns.
Push Gun control!
3. Education is in flux nationally. Don't
let states set the standard for educational
national standards.

Name: Carol M Harris
Address: 512 E. Mesa Vista
Mesa, Az 85203
Telephone: 964-4687
FAX: 964-4687-9644
E-Mail: CHarris

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. "Let's focus on Community Values" - (Hillax - you are right! It takes a Village to raise a child)
It also takes a Village to become a Caring Community.
Problem: How to develop the grass-roots leadership

2. We must continue to fund education at the national level, & establish guidelines for schools in terms of buildings & funding -
Certification - Property taxes is inequitable

3. ERA - It's still important if Women are to have Economic & Political Equality, i.e. Equal Pay, Equitable, accessible legal representation, Health care in relation to prevention & wellness & pre-natal.

Name:

Mary Warren

Address:

13619 110th Ave
Sun City, Az. 85351

Telephone:

602-977-2215

FAX:

E-Mail:

Location of At-the-Table:

Phoenix, Arizona

Date of At-the-Table:

February 15, 1996

Host of At-the-Table:

Fred DuVal

LEAGUE OF WOMEN VOTERS

7239 East Vista Drive
Scottsdale, Arizona 85250
(602) 423-5440

February 29, 1996

Frederick DuVal
Deputy Chief of Protocol
U.S. Department of State
Washington, D.C. 20520

Dear Mr. DuVal:

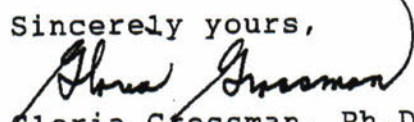
The League of Women Voters was pleased to have you join us for the Phoenix roundtable discussion on February 15th. As you could see, the women assembled represented a diverse group, brimming with ideas and opinions. They, and we, shared many concerns. We thank you for coming to listen and being willing to convey those concerns to the Clinton administration.

Having lived in Phoenix for so many years, you were well equipped to understand the genesis of some of the delights and frustrations they enunciated. A major concern was economic. Education, child care, health care, expanding opportunities for women, all these were also voiced. Some members of the invited group focused on English-Only legislation, others targeted population control, NAFTA, federal legislation. The list is long. As you can see from the written comments, environmental concerns were also expressed.

We regret that our time was so limited. Perhaps you can return and we can provide a less rushed session in which you have more time to delve into suggestions which appeared to be of interest to you. You appear to have opened a Pandora's box.

We appreciate being part of this effort to increase citizen participation. Our thanks to you, Suzanne Morrell and the White House Office for Women's Initiatives and Outreach for including the League of Women Voters in your efforts.

Sincerely yours,


Gloria Grossman, Ph.D.
Chairperson

cc: Joyce Forney, Sandy Kazeta

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. _____

2. _____

3. _____

Name: Sandy Kaszeta
Address: 12440 W. Meseto
Mesa, AZ 85202

Telephone: 602-897-6427
FAX: 602-835-8480
E-Mail: prcad @ primnet.com.

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Arizona could benefit from a one day educational forum, since we have the questionable honor of the highest teen pregnancy rate in the nation. If you, Mrs. Clinton or Mrs. Shalala could present the keynote address outlining the national statistics, to be followed with our state statistics & suggested model programs, you would serve this state very well.
2. Encourage use of the term "pregnant couples" rather than "pregnant girls." The trend might catch on & young men would recognize their complicity in the situation & perhaps cut the rate of "headbeat dads". Establishing tests for paternity might also be included.
3. Divide into 2 accounts social security funds, for married couples, such as and accepts the role of homemaker & the other breadwinner. These funds would remain with each individual, should divorce occur & this nation would show respect for the homemaker role & family choices.

Name:

Address:

Telephone:

FAX:

E-Mail:

Location of At-the-Table:

Date of At-the-Table:

Host of At-the-Table:

Phoenix, Arizona

February 15, 1996

Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. The minimum wage needs to be raised to a level where it becomes a "living wage" for the many women and others for whom these earnings are their only income.

2. Education needs your support. Children need to learn - English in any case, as well as sex education. They should be in an environment in school where they feel cared for and where they are helped to consider how to prepare for adulthood and an occupation. A White House conference might explore new school models meet these purposes.

3. Please find ways to reduce the number of guns in young people's hands.

Name: Susanne M. Shafer
Address: 3021 S. Fairway Drive
Tempe, AZ 85282

Telephone: (602) 838-0450
FAX: 602-838-0450
E-Mail: _____

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. while many ideas were expressed that might lead ultimately to stronger families and fewer teen pregnancies, the need still remains crucial for continued and adequately funded Title X of the Public Health Services Act. Past record and current make-up of state legislature indicate a deficit from lower funding will not be made up in Arizona
2. The discussion touched on foreign aid, and the group seemed generally supportive. I would like to add specifically that the need is great for continued international population and family planning aid. This includes our own programs under AID and support for UNFPA. It is ironic that having convinced the developing nations of the importance of these funds and programs, some in the U.S. wish to see them terminated. This is a particular concern for me
3. As I founded and chaired initially (for 5 years) the International program at Planned Parenthood of Central and Northern Arizona. Currently ~~this~~ this agency has a bi-national contract ~~and~~ with MEX FAM and three clinics in Sonora, Mexico. The U.S. funds involved; private donations

Name: Louisa B Gerking
Address: 418 E. Alameda Drive
Tempe, AZ 85282
Telephone: (602) 966-8817
FAX: _____
E-Mail: _____

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

Sent to Gloria

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. Community VALUES / ORGANIZATION:

- Re commitment to "our communities" (neighborhood, city, state & nation)
- Definition of common values - Family & children has primary value - valuing
- Re commitment to community service and community activism & voting
- Community Leadership

2. ECONOMIC SECURITY:

- Living wage for all - anyone who works full time is above the poverty line
- Child care / adult care / vocational & career education
- health care ~~services~~ basics for all

3. FAMILY SUPPORT: - Quality education / - Headstart models

- accessible, local, & variety of choice
- ~~parent~~ parent ed. series, parent ~~series~~ mentoring programs (child abuse prevention)
- ~~abuse~~ support
- Prevention Services
- ~~flex time~~
- Peer counseling - at all levels for all issues

Name:

LINDA FRIES

Address:

5657 E. KINGS AVE.
SCOTTSDALE, AZ 85254

Telephone:

602-992-1473

FAX:

602-992-1473

E-Mail:

Location of At-the-Table:

Phoenix, Arizona

Date of At-the-Table:

February 15, 1996

Host of At-the-Table:

Fred DuVal

Respect of cultural diversity

Education Forum

Intergovernmental programs - enhancing diversity & community

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. I am concerned about the congressional efforts to
curtail environmental safeguards.

Motorola has agreed to "clean up" the aquifer it
polluted. EPA has been monitoring this. Our water
supply has been affected .

2. Arizona is a difficult state for the poor. Children
are particular targets. Head Start is especially
vital. I have seen it work. Continue your efforts
to see that it and other "child-friendly" programs
are funded.

3. _____

Name: Gloria Grossman
Address: 6115 E. Harvard
Scottsdale, AZ 85257

Telephone: 602-945-5695
FAX: _____
E-Mail: _____

Location of At-the-Table: Phoenix, Arizona
Date of At-the-Table: February 15, 1996
Host of At-the-Table: Fred DuVal

TYD

THE REPORT FROM MY AT THE TABLE

Submitted by Gracia Hillman, Senior Coordinator, International Women's
Issues, Department of State

WHERE: Boston, Massachusetts

WHEN: Saturday, December 9

HOSTS: Pam McDermott, President, McDermott/O'Neill & Associates
Jennifer Wofford, Director, National Lawyers Guild, Mass. Chapter

PARTICIPANTS: See Attached list; Jennifer Wofford has list with mailing
addresses, phone numbers, etc.

TOPICS DISCUSSED: Summary of discussions

Dept. of Labor - Secretary Reich and the Working Women Count program get
high remarks

Services provided by taxes - President Clinton should talk about where valuable
and needed services come from (federal tax dollars.) And that these services
would cost much more in the private market than people pay in taxes or they
will have to pay significantly more in state taxes if states are to provide services.

Block grants - discussions centered around fairness; concern that under state
control, some will get and others won't.

Micro-enterprise - Center for Women in Enterprise, Boston (Chicago prototype)
held out as a good example of something that works for women, to help them
own a business.

Balancing responsibilities to family and work - the most distracting challenge
that working women face.

Immigration - a human rights discussion - Suggestions that discussion of U.S.
policies on immigration be framed in the context of the human rights of women.
Feelings are that economic downturn has caused nasty backlash against
immigrants. Feelings are that there is major/significant anti-immigrant backlash
in the U.S. today.

Welfare -

- President Clinton need to be the moral leader on discussions of welfare and
poverty, emphasis on moral; see notes below on Affirmative Action.

Welfare, cont'd

- Concerned about the effects of welfare policy on immigrants (fairness and human rights concerns.)
- Fear that poverty is driving voter anxiety/frustration
- President/Administration should put faces of people on welfare discussions; not charts of numbers

Language - President should reinstate use of powerful language of "covenant", "community" and "caring." There is significant concern that people don't "hear" what the Administration is doing/accomplishing; it is sounded out by rhetoric against the President's programs. Emphasis on using everyday, kitchen table language for the overwhelming majority not engaged in intricacies of public policy. President should redefine the debate on where (federal dollars) money is spent with respect to jobs. People want to know that government "can do" (produce, accomplish with tax dollars.)

Jobs - Small businesses need subsidies to create and keep jobs in the U.S. President should acknowledge and discuss (talk about) the overwhelming economic insecurity that many Americans feel today. Again an urging that President Clinton frame the discussion.

Affirmative Action - All believed that President Clinton provided critical and timely leadership that turned the tide on this debate.

Economy - see Jobs above; and all understood that there has been a permanent change in the U.S. economy and that President Clinton needs to deliver the message to the American people just who the U.S. is competing with (those present believe it is the EU.) If this message has already been (is being) delivered, the American people didn't/don't hear it (see Language above.)

Choice - The rights of women are being denied; appropriations process must not be used to legislate - women don't hear the President saying this (remember this At The Table was held mid-December.) Want President to veto legislation prohibiting late term abortion.

Democratic National Party - has been saddled with responsibility to fix what the Capitalistic System has done to people (specific comment from Betsy Dunn, a Democratic State Committee woman and activist on reproductive rights.)

MOST IMPORTANT CONCLUSION:

Constant attention needs to be paid to the language used by President and others when discussing Administration's goals, programs and accomplishments as the American public isn't hearing them clearly (emphasis on Kitchen Table Language.)

PLEASE check off your name
or Add your Name to this list:

"AT THE TABLE" with GRACIA HILLMAN

WHITE HOUSE ROUNDTABLE ON WOMEN'S CONCERNS

BOSTON, MASSACHUSETTS - DECEMBER 9, 1995

Participants:

- Kelly Bates, Director, Women's Statewide Legislative Network
- ✓ Aurora Cammarata, Tishman Construction Co.
- ✓ Amy Enfield, board of directors, Mass. Choice/NARAL
- ✓ Carol Fackler, Vice President, Mass. Women's Political Caucus
- Ruth Fitch, attorney, Palmer & Dodge
- ✓ Joanne Hilferty, Director, Morgan Memorial Goodwill
- ✓ Arline Isaacson, Chair, Mass. Gay & Lesbian Political Caucus
- ✓ Lesley King, American Ireland Fund
- Averil Lashley, President, Lashley and Co.
- Mary Loftus, Romac International
- ✓ Pamela McDermott, President, McDermott/O'Neill & Associates
- ✓ Della Marie Morrison, President, Coalition for Basic Human Needs
- ✓ Christina Oliver, Interior Design
- ✓ Grace Ross, staff, Women's Alliance of Framingham
- Laurie Sheridan, Mass. Coalition on Occupational Safety & Health
- ✓ Beth Stickney, attorney, International Institute of Boston
- ✓ Norma Swenson, founding member, Boston Women's Health Book Collective
- ✓ Jennifer Wofford, Director, National Lawyers Guild, Mass. Chapter
- ✓ Ellen Zucker, National Board member, National Organization for Women
- Joyce Simon, Consultant, Refugee & Immigrant Issues
- Betsy Dunn, Democratic State Committee, (Reproductive Rights).
- Maureen A. Turley, Bo & Comm. City of Boston
Women's Commission,



NATIONAL LAWYERS GUILD
Massachusetts Chapter
14 Beacon Street, Suite 407, Boston, MA 02108
(617) 227-7335

FAX

TO: GRACIA HILLMAN
c/o Park Plaza Hotel

Date: 12/8/95
Pages: 2

FROM: JENNIFER WOFFORD

Hello. Attached please find the list of participants for tomorrow's At the Table event. We will be meeting at Boston City Hall, Eagle Room, 5th Floor, from 2:00-3:30 p.m. Pam and I will be there at 1:30/1:40. If you do not have packets for the participants, please call me at 522-1560 and I will copy the packet Carrie sent me from the Women's Office. All of us in Boston are very much looking forward to our time with Gracia tomorrow.

Thanks very much,

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

February 6, 1996

MEMORANDUM

TO : Betsy Myers
Carrie Wofford
FROM: Gracia Hillman *juh*
RE : At The Table

entered
One of the Boston
women, Della Marie
Morrison - I believe, asked
if I would make certain
this got to President Clinton.

Enclosed are my reports from the At The Table discussions I did in Philadelphia and Boston in December. Sorry that they are so late coming to you but with the furloughs and snow, I am still "catching up" on stuff.

juh

Anyway, both events were great. It truly helped to have on the ground coordinators and hosts to set things up. Lynn and Emma in Philadelphia, and Pam and Jennifer in Boston were terrific.

Tips for the future:

Participant sheets - I will get the sign in sheet before I leave the event. You will note that I never got the participant list from Philadelphia; I'm sure you can because one exists.

Diversity - The group in Boston was quite dynamic. The 17 or so participants trudged through 3 or 4 inches of snow still falling on a Saturday afternoon two weeks before Christmas and were on time. However, there were no African or Asian American women, and no Hispanic women that I could make note of. Philadelphia on the other hand had about 50 percent participation of African American women. I think diversity of participants is a must.

I am not traveling as much these days but I will let you know when I do as I am glad to continue doing these.

February 6, 1996

enclosed

MEMORANDUM

TO : Betsy Myers
Carrie Wofford

FROM: Gracia Hillman *GH*

RE : At The Table

Enclosed are my reports from the At The Table discussions I did in Philadelphia and Boston in December. Sorry that they are so late coming to you but with the furloughs and snow, I am still "catching up" on stuff.

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I am not traveling as much these days but I will let you know when I do as I am glad to continue doing these.

*ashley -
i'll call
lynn yeakel
for the
list from
philly
- Carrie*

THE WHITE HOUSE
WASHINGTON

THE REPORT FROM MY AT THE TABLE:

(Please return to White House Office for Women's Initiatives and Outreach
ASAP following roundtable: Fax: 202-456-7311.)

Presidential Appointee Host: Beverly Coney
Department/Agency: State
Address: 2201 C Street, NW, Suite 6311, Office of White House Liaison
Phone: 202-647-4820 Washington, DC 20520
Fax: 202-647-5837
E-Mail: _____

Location of Roundtable: Hamilton, IL
Date of Roundtable: 12/27/95

Local Contact: Held at my mother's house over Christmas holiday
Address of Local Contact: _____
Phone of Local Contact: _____
Fax of Local Contact: _____
E-Mail of Local Contact: _____

Number of Participants at Roundtable: 6 plus me
(See attached At the Table Roundtable Sign-In Sheet. Please send back along with this form
and please make sure that all the participants have signed the sheet.)

Brief Description of Participants (i.e. working women, mothers, ethnicity, age):

This was a family gathering of sisters, mother, cousins, aunt.
Most of them are working mothers.

Main Topics Discussed: Health care, child care, welfare reform

Most Important Conclusion: President Clinton needs to be more stringent
on welfare mothers who abuse the system. Health care needs to be
reformed to cover costs of medical treatments (hospital care) more
thoroughly, but they did not like the universal health care idea much.

MISCELLANEOUS: (e.g. newspaper clips, other thoughts)

Send completed forms to The White House Office for Women's Initiatives and Outreach,
708 Jackson Place, Washington, D.C. 20503 Fax: 202-456-7311

THE WHITE HOUSE
WASHINGTON

At the Table

Roundtable Sign-In Sheet

(To the Presidential Appointee: Please return this sheet with your other materials to the White House ASAP following roundtable: Fax: 202-456-7311.)

Presidential Appointee Host: Beverly Coney

Location of At the Table: Hamilton, IL

Date of At the Table: 12/27/95

Participants at the Roundtable

Name: Beverly Coney
Address: 2146 Lily Pond Drive
Phone: ~~Falls Church, VA 22043~~ home phone: 703-536-2337
Fax: work: 202-647-5837 work phone: 202-647-4820
E-Mail:

Name: Dena Mast
Address: 1409 Northstar Street
Phone: Quincy, IL 62301
Fax: 217-222-6910
E-Mail: n/a

Name: Catherine Coney
Address: 350 N. 9th Street
Phone: Hamilton, IL 62341
Fax: 217-847-2801
E-Mail: n/a

Name: Nancy Boatman
Address: Rt. 1, Box 382
Phone: Wayland, MO 634 72
Fax: 816-754-6143
E-Mail: n/a

-continued-

Sign-In Sheet

Page 2

Name: Tammie Boatman
Address: Rt. 1, Box 99-A
Phone: Alexandria, MO 63430
Fax: 816-754-6388
E-Mail: n/a

Name: Michelle Boatman
Address: 3702 Woods Edge Road
Phone: Columbia, MO 65203 phone: 573-445-8542
Fax: n/a
E-Mail: n/a

Name: Tina Trull
Address: 5118 Welbeck Court
Phone: Garland, TX 75043
Fax: unlisted
E-Mail: 214-828-7875 (work)
n/a

Name:
Address:
Phone:
Fax:
E-Mail:

Name:
Address:
Phone:
Fax:
E-Mail:

Name:
Address:
Phone:
Fax:
E-Mail:

Name:
Address:
Phone:
Fax:
E-Mail:

(Continue on another page if necessary.)

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. I am a factory worker at B.T.L. (British Tire & Rubber) Sealing system Corp, Tarkenton, Iowa. I make weather strips that go around car, truck & van windows, trunks, doors etc. One of my main concerns is that the cost of living keeps going up but they (the companies) are cutting our wages. I am 24 years old & married. My husband also works in a factory. We find it very hard to live on what we both make. - But the time you make a car payment, pay utilities and insurance & groceries, its hard to save. I don't know how we can afford to start a family!

2. The other complaint I have is on insurance. These insurance companies are robbing us. A person has to pay for insurance at unit, which is taken out of your check directly - monthly. A person 16 years of age pays the same as someone twice his or her age. That has been in a number of accidents, had traffic violations or whatever and that's not fair.

3. The third complaint I have is the welfare issue. I have no children for the main reason it costs so much. But this is wrong. My age & much younger who have two or three children they don't even want or want to take care of who live better than I do, because they have everything given to them free. All they do is sit home & spend out money on cigarettes and junk food.

NAME: _____

ADDRESS: Tammie Postman
RR1 Box 99-A Alexandria, MO. 63430

PHONE: (316) 754-6388

FAX: _____

E-MAIL: _____

Location of At the Table: Hamilton, ILL.

Date of At the Table: 12-27-95

Host of At the Table: Beverly Coney

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. on College Loan - I think ALL people should get one - The people that get "Free" College Education should pay money back - If it takes rest of there life - If middle class family can't get "free" ride - why should poor family's get free tuition - they should pay back even if it takes a long time. People on welfare should pay back - no matter how long it takes.
2. Minimum Wage needs changed - People can't live on it - a single person can't even live on it.
3. Welfare needs a lot of changes - need way to not give money to women - need a card to buy with - that way men won't stay for money, maybe a lot less baby's born.

NAME: Nancy Boatman

ADDRESS: Box 382
Wayland, Mo. 63472

PHONE: 816-754-6143

FAX: _____

E-MAIL: _____

Location of At the Table: Hamilton, ILL.

Date of At the Table: 12-27-95

Host of At the Table: Beverly Conry

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. I want you to know how much I appreciate all you do. You work many long, hard days and have to spend a lot of time traveling. Your job is one that seems like you are very underpaid, considering that you devote your time, energy and soul to leading our nation. I know many people pray for you daily. Thank you for all you do and for all the thankless jobs you do everyday.

2. I would also like you to know that people are killing off future teachers and leaders of our nation through abortion. I saw a bumper sticker that really put things in perspective. It mentioned something like - "It is a good thing Mary, Mother of Jesus was PRO-LIFE." The sad thing is that no one knows what ~~that~~ aborted child may have become. If I had only I wish it would be that I could somehow convince you and our nation that we are killing important children every day through abortion.

3. Education is the key to the development of our society. Our current education system has produced a number of great leaders and citizens, yet at the same time America still faces an extremely high illiteracy rate. I credit the administration for the tactics already employed; however, we have several at-risk schools without strong community support. There is a need for a more diligent task force to not only study the problem, but to do something about it.

NAME: Michelle Boatman

ADDRESS: 3702 Woods Edge Rd.
Columbia, MD 21033

PHONE: 1-573-445-8542

FAX: _____

E-MAIL: _____

Location of At the Table: Hamilton, IL

Date of At the Table: 12/27/95

Host of At the Table: Beverly Coney

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. I am in favor of your work on reforming the current welfare system. I feel that many of the "third generation" welfare recipients have made living off "aid" a way of life with no desire to better their situations. We need to get these people off the couch and working just like the millions of Americans who go to work 40+ hours a week and have their tax money support those who choose NOT to work.

2. I would like to see HUD work on policies in public housing. My main complaints which are based on the public housing in my community are: ① Most of the people who commit and are convicted of drug related offenses as well as burglaries live in public housing free of charge or pay little rent. I feel that these people should NOT be allowed to continue to live in public housing. Kick them out and allow families on the continual waiting list have the housing. The repeat offenders receive free legal representation, return to their free housing and eat their free food provided thru food stamps. There is no reason for them to change their way of life on "Easy Street".

② My other concern about housing is occupancy. Many people living in public housing are not married and are probably registered only under the females name. I know of situations where friends also move in and live for months at a time. Let's work to

NAME: Dena Mast

ADDRESS: 1409 Northstar
Quincy IL 62301

PHONE: (217) 222-6910

FAX:

E-MAIL:

Location of At the Table: Hamilton, IL

Date of At the Table: 12-27-95

Host of At the Table: Beverly A. Coney

tighten the rules for who occupies Public Housing so it can be used for those who it was originally intended for.

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1.

I think you are doing a great job!

I hope to see you again this year to
get a handshake and a hug as I did

at Hannibal, Mo and Burlington Iowa in '92.

2. Limit this APC to single Mothers. Set a "Salary"
(as they call it) to one amount no matter

how many children there is. I think this would
help them to using birth control. They
have to take more responsibility for their life
style.

3. don't cut Medicare. Make sure the
really poor people are better taken care of
and I get some of these greeters off the
program. This could be done if the local
authorities in charge would do a better job
in checking out the people who apply for help.

NAME: Catherine Coney

ADDRESS: 350 North Ninth
Hamilton, IL 62341

PHONE: 217 847 2801

FAX:

E-MAIL:

Location of At the Table: ~~12-27-96~~ Hamilton, IL

Date of At the Table: 12-27-96

Host of At the Table: Beverly A. Coney

MAY 31-1996 14:51 FROM THE SOUTHLAND CORPORATION TO 9-12026475837-22031 P.002

05/24/98 17:20 202 647 5837

002

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. IS there any way to simplify managed health care? too many steps to go through.

2. I fully support the plan (reform) you recently introduced. It's definitely making an impact here in Dallas. It works!

3. Pro-choice should always remain in tact. It is an individual choice, not the government.

Keep up the good work!
For nine years!!

NAME: Wina TrullADDRESS: 5118 Welbeck CourtGarland, TX 75043PHONE: 214-302-0934FAX: 214-302-0934

E-MAIL: _____

Location of At the Table: Hamilton, ILDate of At the Table: 11/27/95Host of At the Table: Dee Arly Coney

✓
+40

THE REPORT FROM MY AT THE TABLE:

The home of: Carolyn and Pat Curley
48 Harvard Place
Orchard Park, New York 14127

December 27, 1995
7:00 pm

Hosted by: Jennifer Curley
(w). Special Assistant to the Chief of Protocol
Dept of State, room 1238
Washington, D.C. 20520
(202) 647-4031
fax (202) 647-3980

(h). 1816 New Hampshire Ave.
Apt 509
Washington, D.C. 20009
h. (202) 483-0450

TOPICS:

Defend the Brady Bill
Economy -- especially jobs (no job security)
Balance the budget (they didn't care if it meant no tax cut)
Affirmative Action -- need to reform -- outlived it's usefulness in present form
Education
Health Care -- health insurance must be easier
Anti-lobbyists, pro-campaign finance reform
Need welfare reform -- people take advantage of system, system encourages
people to stay on welfare

MOST IMPORTANT CONCLUSIONS:

Issues are not black and white.
Everything in moderation.
As a society we must be more responsible.

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. I recently returned from studying in Luxembourg at an American University. I was introduced to the European concept of socialized health care and I realize that this idea ~~contrasts~~ contradicts America's democracy. Yet, the idea of health care by economics that our country seems to have fallen into is devastating to all Americans, particularly those who can not afford health insurance. We need to reconsider our policies in favor of the common good.
2. I also wanted to bring up the fact that less and less Americans are taking advantage of their right to vote. When asked why, many individuals express the fact that they are unaware or uneducated concerning the issues and platforms of the candidates. I agree with this in that I often find myself unsure of particular candidate's views and thus tend towards the woman as the democrat. Candidates spend too much time washing the
3. ~~the~~ opponent and less time addressing real issues. As voters we find ourselves not voting for the best candidate but voting against another. I think that you should spend more media time informing us. We want to know what you are doing for us and for our issues.

NAME: Shannon Curley

ADDRESS: 48 Harvard Pl. Orchard Park, NY
14127

PHONE: (716)-662-3231

FAX: _____

E-MAIL: _____

Location of At the Table: Orchard Park, NY

Date of At the Table: 12/27/95

Host of At the Table: Jennifer Curley

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. First of all, I think you are doing a great job. The problems of our country seem almost insurmountable but you have been tackling them. I especially applaud you for your stand on the budget debate. Let balancing the budget in seven years destroy the quality of life and the way of life of our poor children and elderly, then the price is too high. I also applaud you for the "At the Table" series. However one round table discussion cannot accomplish much. Can we not have a second session focused on solutions or better yet have regular (perhaps quarterly) meetings.
2. There are many more benefits to be gained from "At the Table". It occurred to me after the discussion that women have their own way of handling problems. Jennifer Curley, our leader said it when she said she was a "consensus builder". It is not unique to women, but many women are good at it. I am 60 years old and for 20 of those 60 years, I have been in an administrative position. I have always felt (and been made to feel) that I was a poor administrator that I wanted everybody to like me. I now realize with the confidence of my 60 years, that much of what I was doing was consensus building and it is a perfectly legitimate way to lead. I think many of the women at our "At the Table" - not many - but all want to find solutions to our society's problems. Perhaps "At the Table" groups are a vehicle, a way to harness that power and put it to use for the betterment of all.

NAME: Morie Ruppenhuff - Tally

ADDRESS: 64 Harvard Place
Orchard Park NY 14127

PHONE: 716-662-8945

FAX: 716-888-3804

E-MAIL: _____

Location of At the Table: Carmel Lynn & Pat Curley 78 Harvard Pl. Orchard Park NY 14127

Date of At the Table: December 27, 1995

Host of At the Table: Jennifer Curley

Jennifer Curley,
Protocol

Rm 1238

Dept. of State

Wash DC 20520

WHAT I WANT THE PRESIDENT TO KNOW

Dear President Clinton:

1. The Brady Bill was very important legislation and Congress should not be allowed to weaken it in any way. Assault weapons are unnecessary fire power for civilians. If anything this legislation should be strengthened to include more automated weapons.
2. The Family leave Bill was important legislation essential for the strengthening and welfare of American families.
3. We need health care reform which protects all Americans from ^{bankruptcy due to} catastrophic illness. Insurance companies and HMOs cannot not be allowed to dictate the levels of acceptable health care. Treatment types, medication and hospital stays should be prescribed by a patient's doctor not determined by economics.
4. The Federal government must protect a woman's right to choose when she will have a baby. There is no more fundamental decision for a woman but it is tied to her religious beliefs and health. The government has no right to ~~infer~~ interfere.
5. We need to strictly enforce immigration laws. A set number of legal immigrants should be allowed into the US each year. These immigrants should come from all around the world. Illegal immigrants and any babies they have in the U.S. should be deported.

NAME: Jill C. Barrile

ADDRESS: 6073 Dover Rd.

Lake View, NY 14085

PHONE: (716) 627-7926

FAX: (716) 851-1778

E-MAIL: barrilic@staff.sunyerie.edu

Location of At the Table: Carolyn + Pat Curley's Orchard Park, NY

Date of At the Table: 12-27-95

Host of At the Table: Jennifer Curley

Protocol
1238 Dept of State
Washington DC 20520

AT THE TABLE

Dear President Clinton:

I appreciated the opportunity to sit at the roundtable hosted by Jennifer Curley, Special Assistant to the Chief of Protocol. She did an outstanding job hosting the event and directing the discussion. As a result, I also appreciate the opportunity to be able to comment on certain issues:

1. Welfare - I believe it should be cut, but not devastated. There should be more flexibility in welfare programs, not just black and white rules, but rather flexible gray areas based on a sliding scale: i.e. day care for working mothers and family health care. Please do not have just a cutoff point at which a woman is no longer eligible. Rather, have a sliding scale so women will be encouraged to work and become independent. As a welfare recipient earns more, increase her personal "contribution" to a program such as day care or medical coverage, rather than totally cutting her from the program. This will encourage her to continue working and not punish her for earning "too much money". Also, able-bodied welfare recipients who do not find jobs should be required to provide some type of public service as a condition for receipt of benefits.

2. Employment - Corporate America is totally engrossed in downsizing. As a stockholder, downsizing is excellent as it improves bottom line, thereby increasing stock prices and dividends. However, the American people are frightened. There is no job security. Productivity is affected, as the employee is always looking over his shoulder or shopping for his next job in anticipation of layoff, rather than concentrating on his current position. There is no employee impetus "to do better". Perhaps as this downsizing occurs, corporate America should be encouraged or perhaps mandated to re-educate or retrain the released employee to prepare him for a future position. The cost of this mandate or encouragement could be at least partially covered through tax incentives given to the corporations. There should also be tax incentives for companies who hire from government run retraining programs. In addition, many companies are releasing employees, only to replace them with contract workers. Those companies providing contract workers to corporations should be required to provide group health insurance plans which the long-term contract worker can join if he desires.

3. Choice - Allow women CHOICE regarding abortion. Prevent legislation stopping abortion rights.

4. Balanced Budget - Please sign a balanced budget NOW. The emphasis should be on balancing, not on tax reduction - no family credits and no capital gains tax cuts. What is wanted is a balanced budget based on realistic figures within a reasonable time frame. Concentrate on cuts in programs and cutbacks in government spending and hiring.

5. Social Security and Medicare - Both are important programs.

a) SOCIAL SECURITY - Although congress is currently considering increasing the amount of income a senior citizen 65 and older can earn before affecting his/her social security benefits, it is too little, too late. Allow more leniency in earned income. A gradual ascendance to a \$20,000 allowance in earned income over the next few years is not enough. Why hurt the middle class again, who still feel they must work in order to live satisfactorily. Think about those who have investment income of over \$100,000 annually. They are not being touched at all. They get the benefit of full social security benefits plus all of their investment income. Allow seniors the privilege of working and earning if that is what they want, without affecting their social security benefits. They have legitimately earned social security by contributing all those years.

b) MEDICARE - Medicare may need fixing, but it need not be devastated. As the primary caregiver to my mother in her final years I became aware of some of the medicare abuses by the medical profession. However, allowing cost increases to force the majority of older people into managed care, thereby removing them and their family from decision making - replaced by a probability table calculated by a profit making organization, is not the answer. Consider some type of check system on claims. Consider legislation regarding the prevention of so many lawsuits. This would lower the cost of health care and avoid excess testing, done more as a protection against lawsuits than for actual diagnosis. Since the general public is now contributing a considerable amount towards their own medical coverage, how about mandating government workers and lawmakers to contribute likewise to their insurance? This would certainly be a tax savings. Under any circumstance, don't allow medicare to die on the vine.

Thank you for allowing me to voice my opinions and for the time spent reading this letter.

Sincerely,

Nancy Hulsen

Nancy Hulsen

Address: 113 Meadowbrook Rd.
Orchard Park, N.Y. 14127

Phone: (716) 662-9477

Fax: (716) 662-7358

Location of At the Table: 48 Harvard Place
Orchard Park, N.Y. 14127

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