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001c. briefing paper	Portugal - "Watch Out For" Topics (2 pages)	nd	P1/b(1)
002. reports	bios (2 pages)	07/02/1997	P1/b(1)

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FOLDER TITLE:

The Trip of the First Lady to Spain, Austria, and Portugal, July 5-20, 1997 (D. Shipley)
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RESTRICTION CODES

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Divider Title: **Speech at Salzburg Seminar**

July 4, 1997

MEMORANDUM FOR HILLARY RODHAM CLINTON

Subject: Salzburg Seminar, *Educating Youth: Challenges for the Future*
From: Brenda Costello and Rebecca May

The Salzburg Seminar

This is the 50th anniversary of the non-profit *Salzburg Seminar*, started in 1947 by Harvard students and faculty in order to inform young Europeans about the cultural and societal changes which took place in America during World War II. This first meeting was so successful that it has continued and expanded. Approximately 1,000 people from almost 100 countries attend the Core Sessions, Special Sessions, and other events each year at the *Seminar*.

The Salzburg Seminar is housed in the Schloss Leopoldskron, donated by Max Reinhardt's widow. Originally the Archbishop's summer residence, Reinhardt moved to Schloss Leopoldskron when he created the Salzburg Festival. This eighteenth-century castle was built by Archbishop Leopold Firmian and was occupied by the Nazis in World War II. During Sessions participants live and work here in the shadow of the Austrian Alps. The current president of *The Salzburg Seminar* is Olin Robinson, former president of Middlebury College in Vermont.

The ten to twenty week-long Core Sessions held each year address a variety of world issues. Topics of recent seminars include "World Trade: Protectionism Versus Globalization," "Eclipse of the Nation State?," "The Rise of Industrial East Asia and Its Implications for the Developing World," "Race and Ethnicity: Models for Diversity," and "Journalism in the Information Age." Sessions later this year include "Recent Developments in American Law and Legal Institutions," "Europe: Consolidation and Enlargement," "Non-Governmental Organizations: Leadership and Civil Society," and "Music for a New Millennium: The Classical Genre in Contemporary Society."

Core Sessions include between 50 and 60 participants, called Fellows, from around the world. These Fellows are primarily mid-career professionals, selected on a competitive basis from politics, business, academia, law, public administration, and the media. The diversity of the Fellows ensures a broad range of knowledge and perspectives to facilitate dialogue and develop future leaders. International faculty members lead the Sessions which typically include plenary lectures with discussion periods, working groups of ten to fifteen people and informal meetings. The tuition fee is \$4,000 for a week-long session; financial aid is available.

Special Sessions have a different format from the Core Sessions and are attended primarily by senior level professionals. Special Session topics in 1997 have included "Civic Journalism" and "Philanthropy: The Culture of Giving." Also scheduled for this

year are "Global Women's Leadership: Lessons from Success," (see below), and "H.R.H. The Prince of Wales's European Business and Environment Programme."

In addition to its Core and Special Sessions, the *Seminar* holds conferences on American studies and teaching English for university professors and practitioners through its *American Studies Center*. The *Salzburg Seminar's* Schloss Leopoldskron Conference Center also works with universities, governments, foundations, NGOs, and businesses to host meetings on current issues.

Educating Youth: Challenges for the Future

You will be addressing the 348th Core Session of *The Salzburg Seminar* entitled, *Educating Youth: Challenges for the Future*. You will be appearing on the third day of this seven-day event in Salzburg. The conference will focus on reforming school curriculum and adapting national education systems to the new political and social realities, particularly in South Africa, Latin America, and Eastern Europe.

Approximately fifty-five young students, teachers and individuals involved in educational policy, theory, and organization from 30 countries will participate. The faculty members for the conference are Ann Bryant, Executive Director of the National School Boards Association, Michael Mambo, Minister of Education for Zimbabwe, and Madeleine May Kunin, U.S. Ambassador to Switzerland (former Governor of Vermont and Secretary of Education).

Fellows from the United States include Dr. Janet Fortune, Assistant Professor at Berea College, Elizabeth Duffy, Financial and Administrative Officer of the Andrew W. Mellon Foundation, Dr. Kathryn Agard, Director of the Council of Michigan Foundations, Dr. Ann Muscat, Deputy Director of the California Museum of Science and Industry, Dr. Rafael Ramirez, Education Consultant from Menlo Park (California), Eric Mahmoud, President of Harvest Preparatory School, Bonita Howard of Georgia, Dr. Robert Prigo, Professor at Middlebury College, Dr. Kathleen Skubikowski, Assistant Professor at Middlebury College, Mariella Espinoza Herold, Modern Language Coordinator for the Tucson Unified School District, Robert Smith, Director of Programs at Freeport West, Inc., Dr. Lynn Rupp, Assistant Professor of Education at West Virginia Wesleyan College, and Dr. Gil Noam, Associate Professor at the Harvard Graduate School of Education.

The session will use case studies to compare international primary and secondary education methods to identify problems faced by educational systems and explore diverse methods of developing cognitive ability and decision-making skills. Among the complex issues which will be discussed are the challenges facing education systems in a technologically advanced world. This session of the *Seminar* has been made possible by a grant from the W.K. Kellogg Foundation.

Global Women's Leadership: Lessons from Success and Best Practices

In August *The Salzburg Seminar* will host a Special Session to examine women's leadership, co-sponsored by the *International Center for Research on Women (ICRW)*. Fifty-five participants from many sectors will meet to draw attention to women's leadership and create new goals for leadership in the changing world. Each of the participants will chair or sit on a panel, or make a presentation to the Session.



Salzburg Seminar

Session 348

Educating Youth: Challenges for the Future

July 12-19, 1997

FACULTY

Anne Bryant (Co-chair), Executive Director, National School Boards Association, Alexandria, Virginia, USA

Michael Mambo (Co-chair), Minister of Education, Harare, Zimbabwe

Thomas Brezina (guest lecturer), Children's Book Author, Austrian representative to UNICEF, Vienna, Austria

Jan Hawkins, Director, Education Development Center, Center for Children and Technology, New York, USA

Wendy Kopp, Founder and President, Teach for America, Inc., New York, New York, USA

Madeleine May Kunin, Ambassador of the United States to Switzerland; former U.S. Deputy Secretary of Education; former Governor of the State of Vermont, Bern, Switzerland

Jack Mawdsley, Vice President – Programs, W.K. Kellogg Foundation, Battle Creek, Michigan, USA

Clara Osinulu, Educator, Anthropologist, Vice-President of the International Federation of University Women, Specialist on Girls' Education, Lagos, Nigeria

Shu Yunxiang, (invited) Deputy Director, Research Institute of Education Sciences, Shanghai Institute of Education, Shanghai, China

Kerstin Thoursie, Head of the International Department, Swedish Ministry of Education and Science, Stockholm, Sweden

(We are currently seeking to identify a faculty member from Latin America to replace Paulo Friere)

SESSION RESOURCE PERSON

Boris Berenfeld, senior scientist and principal investigator, TERC, Cambridge, Massachusetts, USA

FOCUS

Society bears few greater responsibilities than the education of its youth. The educational process serves to prepare young people for their personal lives and careers, as well as to develop a responsible citizenry and a skilled workforce. With the recent political changes, in particular in South Africa, Latin America, and East Europe, the issue of youth and education has become of critical importance. Not only do school curricula need to be reconsidered, but in some cases national educational systems must be adapted to the new political and social realities.

This session will review the complex issues confronting societies that are either reforming their educational systems, or are seeking to meet the education challenges of a world increasingly driven by technological advances. Using a series of case studies, participants will examine diverse approaches toward primary and secondary education and explore ways in which cognitive skills and decision-making capacities can be developed and nurtured in young people. The session will reach across international and regional boundaries to analyze educational issues through comparative frameworks by bringing together a wide range of individuals concerned with educational policy, organization, theory, and practice.

LECTURE AND PANEL TOPICS:

Session Overview: *Anne Bryant*

Financing Education: *Michael Mambo*

Strategies for National Education Policies: *Madeleine May Kunin*

Children's Literature: *Thomas Brezina*

The Impact of Technology on Education: *Jan Hawkins*

Girl's Education: *Clara Osinulu*

Educational Reform in China: *Shu Yunxiang*

Perspectives on Teacher Training: *Wendy Kopp*

European Perspectives on Education and Training: *Kerstin Thoursie*

WORKING GROUP TOPICS:

A. TEACHER TRAINING/TEACHING TECHNIQUES

B. LEARNING STYLES/ASSESSMENT ISSUES/MULTIPLE INTELLIGENCES

C. CURRICULUM DEVELOPMENT AND THE IMPACT OF CULTURE ON
CURRICULUM/SCHOOLS/RESULTS

D. EDUCATIONAL POLICY AT THE NATIONAL AND LOCAL LEVEL/FUNDING OF EDUCATION

READINGS:

"A Call to Action for American Education in the 21st Century," US Department of Education, 1997.

Delors, Jacques. "Education for Tomorrow." *UNESCO Courier*, (April 1996).

Gardner, Howard. "In a Nutshell" and "A Rounded Version," Chapters 1 and 2 in *Multiple Intelligences*. New York: Basic Books, 1993.

Gustafsson, Lars et al. *Far Away, Close at Hand, The New Curricula and the Concept of Internationalism*. Stockholm: Swedish National Agency for Education, 1996.

Hawkins, Jan. "Technology in Education: Transitions." prepared for the 1996 National Education Summit, Palisades, New York.

"What Matters Most: Teaching for America's Future." Summary Report, National Commission on Teaching & America's Future. New York, 1996.

SESSION 348
EDUCATING YOUTH: CHALLENGES FOR THE FUTURE
JULY 12-19, 1997

	Saturday 12	Sunday 13	Monday 14	Tuesday 15	Wednesday 16	Thursday 17	Friday 18
09.00	FELLOWS	MAMBO <i>Financing Education</i>	KUNIN <i>Strategies for National Education Policies</i>	HAWKINS <i>The Impact of Technology on Education</i>	OSINULU <i>Girls' Education</i>	KOPP <i>Perspectives on Teacher Training</i>	THOURSIE <i>European perspectives on education and training</i>
10.00		Coffee/Tea	Coffee/Tea	Coffee/Tea	Coffee/Tea	Coffee/Tea	Coffee/Tea
10.00-10.30		Panel response & discussion	Discussion	Discussion	<i>Panel on Gender Equity in Education</i>	Discussion	Discussion
10.30	ARRIVE						
11.45							
12.30-13.30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
14.00		Working Groups C,D	Working Groups A,B	WALKING TOUR OF SALZBURG	SHU: <i>Educational Reform in China</i>	<i>Regional Education Issues in Latin America</i>	Working Group Presentations
15.30					Discussion	Discussion	
15.30-16.00	Coffee/Tea	16.00 Coffee/Tea	Coffee/Tea		Coffee/Tea	Coffee/Tea	Coffee/Tea
16.00	16.00 Introductory Meeting 17.45 Tour of the Schloss/Library	Working Groups A, B	Working Groups C,D 18.00 Staff parties		Working Groups A,B, C, D	Working Groups A, B,C,D	Session Summary BRYANT/MAMBO
	18.45 Dinner	18.30 Barbeque	19.00 Dinner	18.00-19.00 Buffet supper	18.30 Dinner	18.30 Dinner	19.15 Reception
20.00	BRYANT <i>Session Overview</i>	Informal Optional	BREZINA <i>Children's Literature</i>	20.00 Concert 21.00 Reception	Informal Optional	Informal Optional	20.00 Farewell Banquet followed by Party
21.30	Reception						

Educating Youth: Challenges for the Future

July 12-19, 1997

WORKING GROUP TOPICS

The Seminar will divide into four Working Groups on four afternoons of the session. Each group will investigate a sub-theme relating to the session's main focus: the challenges that exist for primary and secondary education as we enter the next millenium. Given the diversity of educational contexts from which session participants will be coming, each working group will be asked to examine its respective sub-theme from a variety of perspectives, bearing in mind differences that exist in rural and urban educational environments as well as in developing and industrialized countries. The working groups will be asked to report back to the full session on the final afternoon of the seminar.

Working Group A: Teacher Training/Teaching Techniques

This working group will devote its attention to issues relating specifically to teachers. Beginning with a look at teacher training, participants will compare different models for teacher training and recruitment, and will also look at differing approaches to the professional development of teachers. The group will then turn its attention to teaching techniques and will attempt to define what constitutes effective teaching. Questions to be dealt with will include: How can teachers continue to learn? How can the cooperation amongst teachers be facilitated so they can plan cooperatively and can enhance each others' teaching skills? How can we hold teachers accountable for attaining results in students' achievement and development, and help them be effective in attaining those results? What relationships exist between teachers and their pupils and between teachers, parents, and educational administrators? What current and future challenges exist for teachers in classrooms around the world?

Working Group B: Learning Styles/ Assessment Issues/Multiple Intelligences

This working group will focus on issues relating to the child and his/her learning process. Discussions will begin by analyzing learning styles, by exploring how children learn, and by comparing ways in which different learning styles can be balanced in the classroom. Questions to be raised include: How can the learning process be made active rather than passive? What motivates children to learn? How can critical thinking skills and problem solving skills be nurtured in children? A second focus of discussion will be on assessment issues, including the effectiveness or desirability of national standards for performance. Methods for measuring a pupil's progress and achievement will also be identified and analyzed. The third area of focus will be on theories of multiple intelligences, which shed new light on more traditional measurements of intelligence and focus on the talents of the individual child.

Working Group C: Curriculum Development and the Impact of Culture on Curriculum/Schools/Results

This working group will take a comparative look at curriculum development around the world, to identify both positive and negative trends in a variety of countries. What is being taught in classrooms around the globe? What are the educational goals of a society and who determines them? What sociological, cultural, and philosophical considerations enter into decisions concerning school curriculum? How are educational materials developed, selected, and used? What about textbooks and their selection, development, and production? How will new technologies affect curricula? What impact does culture have on curriculum, and in what ways do cultural factors influence attitudes and approaches to education?

Working Group D: Educational Policy at the National and Local Level/Funding of Education

This working group will take a critical look at education policy at the national as well as at the local level. Given the considerable differences in education policies and education funding sources and strategies around the world, this study group will have a strong comparative component. Since educational policy cannot be developed in a vacuum, the economic, political, and social contexts – which will differ widely from country to country -, and public attitudes surrounding the educational policymaking process will also be examined. The goals and expected outcomes of various national and local education policies will be compared and contrasted, as will the efficacy and viability of various funding mechanisms. The group will also grapple with models of educational reform and will discuss the advantages and disadvantages of “top down” and “bottom up” reform.

Session 348, "Educating Youth: Challenges for the Future", July 12-19, 1997:

1. *Mr. Dang Van Ung, Vice Rector, Vietnam National University, Hanoi, Cau Giay, Tu Liem, Hanoi, Vietnam*
2. *Mrs. Islah Elawad, University Lecturer and Social Worker, Home Number 125, Avenue Number 5, Omdurman, Nile City, Sudan*
3. *Mrs. Veronika de Palma, Coordinator of Education Area, Institute of Nutrition of Central America and Panam, Guatemala*
4. *Mr. Lee Changwoo, Associate Dean, Seoul National University, San 56-1 Headquarter, Kwanak-ku, Shinlim-dong, Seoul 151-742, Korea*
5. *Ms. Nada Korac, Associate Professor, University of Belgrade, Teacher's College, Narodnog fronta 43, 11000 Belgrade, Yugoslavia*
6. *Dr. Reda Abu Elwan, Assistant Professor, Suez Canal University, Faculty of Education, Curriculum Department, Ismailia, Egypt*
7. *Dr. Abraham Yogev, Associate Professor, Tel Aviv University, School of Education, Tel Aviv 69978, Israel*
8. *Mr. Tony Tohme, Educational Technologist, National Center for Educational Research and Development, P.O. Box 55264, Sin-El-Fil, Lebanon*
9. *Dr. D. Ganesan, Professor and Head, University of Madras, Department of Education, 28/1 V.V. Gardens, Second Street, St. Mary's Road, Chennai 600028, India*
10. *Ms. Joy Alexander, Lecturer in Education, School of Education, Belfast, U.K.*
11. *Mr. Tigran Balayan, Director, Ministry of Science and Education, Foreign Relations Department, Yerevan, Armenia*
12. *Mrs. Fatimou Siham Baban, Advisor, Ministry of Education, B.P. 4996, Nouakchott, Mauritania*
13. *Dr. Janet Fortune, Assistant Professor, Berea College, Berea, U.S.A.*
14. *Dr. Walgio Orwa, Associate Professor, Maseno University College, Department of Educational Communication, Technology and Curriculum Studies, Private Bag, Maseno, Kenya*
15. *Ms. Elizabeth Duffy, Financial and Administrative Officer, The Andrew W. Mellon Foundation, New York, U.S.A.*
16. *Mr. Todijin Shodiev, Chief Specialist, Office of the Prime Minister of the Republic of Tajikistan, Dushanbe, Tajikistan*
17. *Ms. Kamla Suntoo, Project Coordinator, Halley Movement, P.O. Box 250, Curepipe, Mauritius*

18. *Dr. Clifton Chadwick, Director, The Chadwick School, San Enrique 14450, Santiago, Chile*
19. *Mrs. Yelena Vinogradova, Civic Education Coordinator, Association of Young Leaders, 36 Auezov Str., r. 28, Almaty 480009, Kazakhstan*
20. *Mrs. Gladys Oyewole-Makele, Principal Consultant, Geimcy Educational Consultants, P.O. Box 2239, Sabo, Yaba, Lagos, Nigeria*
21. *Mr. Wilphredian Okumu-Bigambo, Lecturer, Moi University, Department of Communication Studies, P.O. Box 3900, Eldoret, Kenya*
22. *Mr. Jairous Manduvi-Moyo, Education Officer for Policy Planning, Ministry of Education, P.O. Box CY121, Causeway, Harare, Zimbabwe*
23. *Ms. Sally Rowney, Chief Education Specialist, Gauteng Department of Education, P.O. Box 7710, Johannesburg, South Africa*
24. *Ms. Mariella Espinoza Herold, Modern Language Coordinator, Tucson Unified School District, Tucson, AZ 85721, U.S.A.*
25. *Ms. Neeru Nanda, Joint Secretary, Indira Ghandi National Center for the Arts, Central Vista Mess, Jan Path, New Delhi 1, India*
26. *Mrs. Siyka Kovatcheva, Assistant Professor, Paissii Hilendarski University of Plodiv, 24 Tsar Assen Str., Plovdiv 4000, Bulgaria*
27. *Ms. Darja Butina, Editor, PIL, Nazorjeva 1, 1000 Ljubljana, Slovenia*
28. *Mrs. Rodica Stefan, Chief Officer, Ministry of Education, General Department for Education Development, Str. G-ral Berthelot 30, Bucharest 1, Romania*
29. *Dr. Vaidas Matonis, Head, Vilnius Pedagogical University, Department of Arts Education, Studentu 39, LT-2034 Vilnius, Lithuania*
30. *Mr. Muhammad Arif Khan, Additional Secretary of Education, Punjab Government, 90-C Model Town, Lahore, Pakistan*
31. *Mr. Robert Smith, Director of Programs, Freeport West, Inc., Minneapolis, MN 55409, U.S.A.*
32. *Ms. Samira Amin, Director General, Ministry of Education, Directorate General for Educational Planning, P.O. box 3, Muscat 113, Sultanate of Oman*
33. *Dr. Lynn Rupp, Assistant Professor of Education, West Virginia Wesleyan College, Buckhannon, U.S.A.*
34. *Dr. Gil Noam, Associate Professor, Harvard Graduate School of Education, Cambridge, Massachusetts*
35. *Ms. Beata Tomaszewska, District Teacher Advisor, In-Service Teacher Training Center, Zaklad Dokonaelneia Nauczycibli, Szosa Chelminska 3, 87-100 Torun, Poland*

36. Mr. Pavel Anatolyevich Shmakov, Director, Kazan University Academic College, Ul. Kremlevskaya 18, 420008 Kazan, Russia
37. Mr. Issam Diab, Chief Advisor for English Language Teaching, Ministry of Education, Curriculum and Research Directorate, Damascus, Syria
38. Dr. Kathryn Agard, Director, Council of Michigan Foundations, Grand Haven, MI 49417, U.S.A.
39. Dr. Ann Muscat, Deputy Director, California Museum of Science and Industry, Los Angeles, CA 90037
40. Dr. Rafael Ramirez, Education Consultant, Menalo Park, CA 94025, U.S.A.
41. Mr. Eric Mahmoud, President, Harvest Preparatory School, 1300 Olson Memorial Hwy, MN, U.S.A.
42. Ms. Bonita Howard, 3642 River Edge Court, Decatur, GA, U.S.A.
43. Mrs. Khawla Shakhshir-Sabri, Professor of Education, Birzeit University, Birzeit, West Bank, Palestinian Territories
44. Mr. Appiah Boateng, Municipal Youth Coordinator, National Youth Council, New Juaben Municipal Secretariat, P.O. Box 680, Koforidua, Ghana
45. Dr. Robert Prigo, Professor, Middlebury College, Middlebury, Vermont
46. Ms. Shahnaaz Suffla, Clinical Psychologist, University of the Western Cape, Center for Student Counseling, Private Bag X17, Belville, Cape Town 7535, South Africa
47. Dr. Kathleen Skubikowski, Assistant Professor, Middlebury College, Middlebury, Vermont
48. Mrs. Laura Palmero, Special Teacher, Av. La Plata 164-1° Piso-Dto 3, Buenos Aires, Argentina
49. Mr. Sulaymon Aliev, Department Head, Juraev State Teachers' University, Department of Psychology, Rudaki Street 121, Dushanbe 734003, Tajikistan
50. Mr. Immanuel Mifsud, Assistant Lecturer, Vincienne, Triq Temi Zammit, Hal Tarxien PLA 05, Malta
51. Ms. Anne Shrewsbury, Teacher of English, Papepetrou 33, Kalamaria 55131, Thessaloniki, Greece
52. Mr. Desmond Louw, Human Resources Officer, Self Help Association of Paraplegics, P.O. Box 39492, Booysens 2016, South Africa
53. Mr. Ridha Ferchiou, Chief of the Cabinet, Ministry of Education, Ave. Ouled Haffouz, 1030 Tunis, Tunisia
54. Professor Masake Notoji, University of Tokyo, Japan

55. Mrs. Olga Mäeots, Head, Library for Foreign Literature, Children's Department, Nikolo Jamskaya 1, Moscow 109189, Russia
56. Mr. Rashid, Ahmed, Lecturer, University of the Western Cape Department of Psychology, Private Bag N17, Bellville, Cape Town 7535, South Africa
57. Mrs. Mimoza Anastoska-Jankulovska, High School Teacher, Emue Gjorgi Numov, Partizanska BB, 97000 Bitola, Macedonia
58. Ms. Catherine Grant, Senior Research Associate, 51 Pine Street Concord, MA 01742, U.S.A.
59. Dr. Charles Norman, Associate Dean, The University of Tennessee Institute of Agriculture, P.O. Box 1071, Knoxville, TN 37901-1071, U.S.A.
- Hold one for USIS Ethiopia, one for Freeman (Malaya), one for Fulbright Spain (Rodriguez)

June 24, 1997

Warm greetings to all those gathered in Salzburg, Austria, for the 50th anniversary of the Salzburg Seminar in American Studies.

We face a world in which all countries must increasingly work as partners to solve our national and international problems. And for the past five decades, the Salzburg Seminar has provided an international forum to promote a deeper appreciation of American culture, politics, and economics, and to increase global understanding.

What began as a summer project created by Harvard University faculty members and students to promote dialogue among the young people of America and war-torn Europe has now expanded to include participants from more than 140 countries, building strong bridges of friendship, cooperation, and hope around the world. I commend everyone involved for the role you are playing in fostering cross-cultural education.

Best wishes for a memorable anniversary and for much continued success.

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Divider Title: **Tab A**

Wednesday, May 29, 1996

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David S. Broder

Neutral High Ground

SALZBURG, Austria—Few things in this world could bring Susan Estrich, feminist lawyer and manager of Michael Dukakis's 1988 presidential campaign, and Ralph Reed, the head of the Christian Coalition, together as collaborators. But the Salzburg Seminar is like few things in this world.

As it approaches its 50th birthday next year, this unique venture in international education has developed into something its founders could hardly have imagined. In 1947, three young Harvard graduates persuaded the widow of Max Reinhardt, the famous theater director and co-founder of the Salzburg Festival, to let them use Schloss Leopoldskron, the 250-year-old Reinhardt villa on the outskirts of this city, as the site of a conference center for American and European intellectuals, cut off from each other by years of war.

The first U.S. participants were urged to bring a suitcase full of books and five pounds of flour for the sustenance of their European colleagues' brains and bodies.

Now the seminar can count 17,000 alumni in more than 125 countries. The seminar is still housed in Schloss Leopoldskron, with its Baroque stonework and magnificent paneled library. But its programs and publications are also on the Internet, and its reach goes far beyond the villa's walls. It is financed by foundation grants, subsidies from several governments and corporate and individual gifts.

The program that brought the odd couple of Estrich and Reed here recently—along with Karl Rove, a Republican campaign consultant from Texas, Thomas Mann, the Brookings Institution scholar of Congress and politics, and three journalists, Sam Fulwood of the Los Angeles Times, Theo Sommer of Die Zeit, the German weekly, and this reporter—was focused on the current U.S. election campaign and the forces shaping it.

We were the "faculty," and the "students" were 44 young or mid-career journalists, academics and political activists from 33 nations, including Armenia, Azerbaijan, Bangladesh, Tajikistan, Tunisia and Vietnam.

If they did nothing else, the seminar discussions proved that Oscar Hammerstein II was right when he wrote "The King and I" lyric in which Annal sings, "If you become a teacher, by your students you'll be taught." It was humbling enough to try to describe the current American political scene to a diverse and sharp-minded

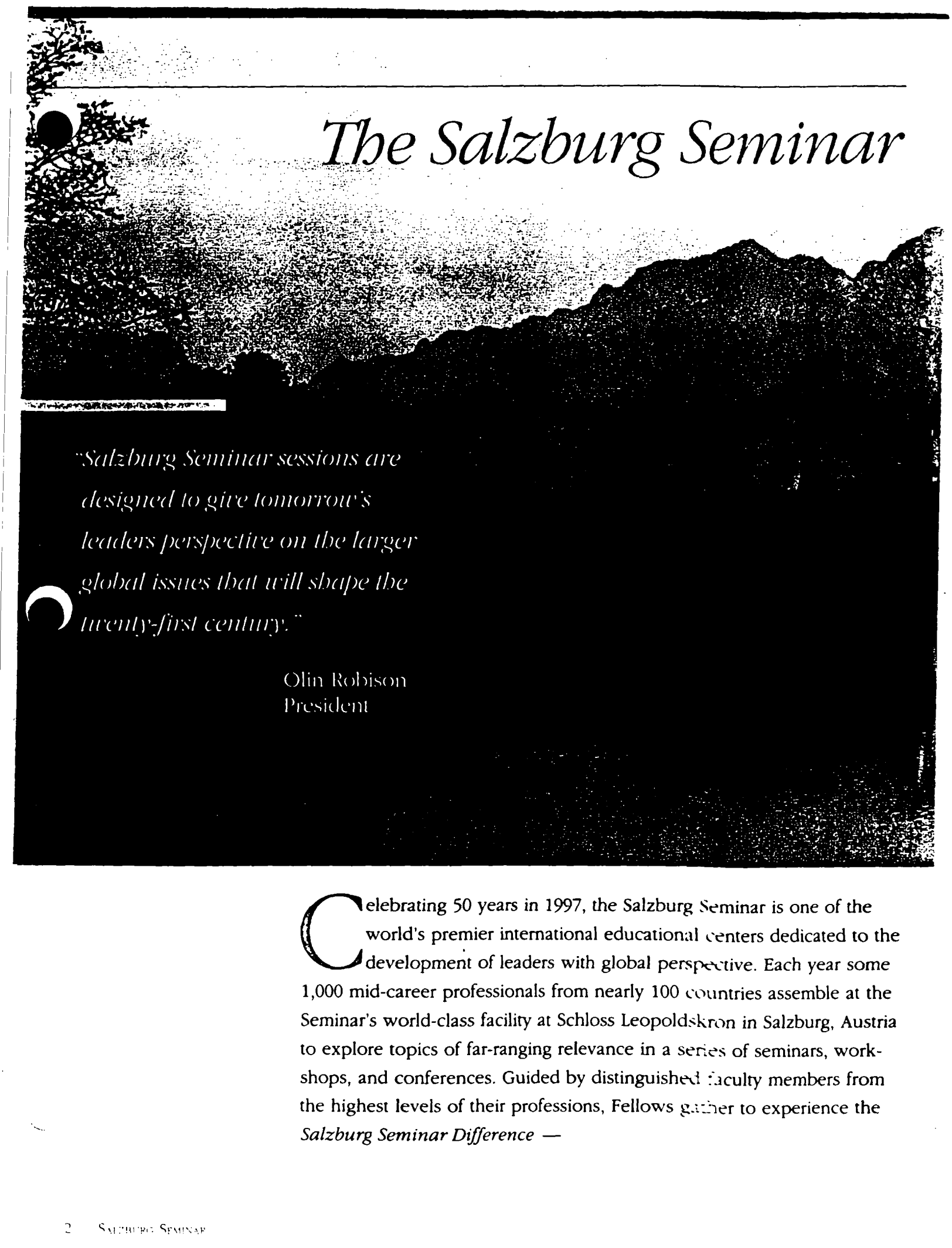
audience. Even tougher was the challenge of having our views tested by probing comments and questions from people reflecting perspectives of newly emerging former Soviet bloc countries, monarchies such as Saudi Arabia, unrepentant Communist regimes such as China and Vietnam, and democracies such as Germany, Israel, Italy and India, with very different constitutions and party systems from our own.

A Warsaw journalist made me sweat bullets with a series of polite but pointed queries about how much responsibility the American press bears for public cynicism about our politics and politicians. Tom Mann was pressed by a Belarus university lecturer to justify our attachment to the two-party system in a nation which all of us said was becoming more ethnically diverse with each passing decade. Ralph Reed was taken aback, if only for a moment, when a Tunisian told him that "fundamentalism in our part of the world has been a big source of trouble."

In such a setting, you are forced to re-examine the assumptions and myths you have stuffed into your head and allowed to lie there, undisturbed, for far too long. That happened to all of us, including, I think it is fair to say, Estrich and Reed.

Their disagreements were wide and deep at the beginning of the week and remained so at the end. But in a nation such as ours, where the formats of television and op-ed pages encourage people to demonize their opponents, they had never met on genuinely neutral ground. In Salzburg, Estrich learned Reed has a sense of humor that delighted in the irony of his being asked to speak in a palace built by the archbishop who drove the Protestants out of the country. And Reed learned to appreciate the candor of a feminist who confessed that fear of him was more useful to her than the promise of a second Clinton term in persuading certain wealthy Beverly Hills women to give money to the Democratic Party.

Oliver Robison, the former president of Middlebury College, who now heads the seminar, and Susanna Fox, the program director, tell me such unexpected discoveries happen all the time. A cloud hung over Salzburg's mountains almost the whole week we were here, but a great deal of foggy thinking was swept away. It seems a long way to come for enlightenment, but it is certainly worth the trip.

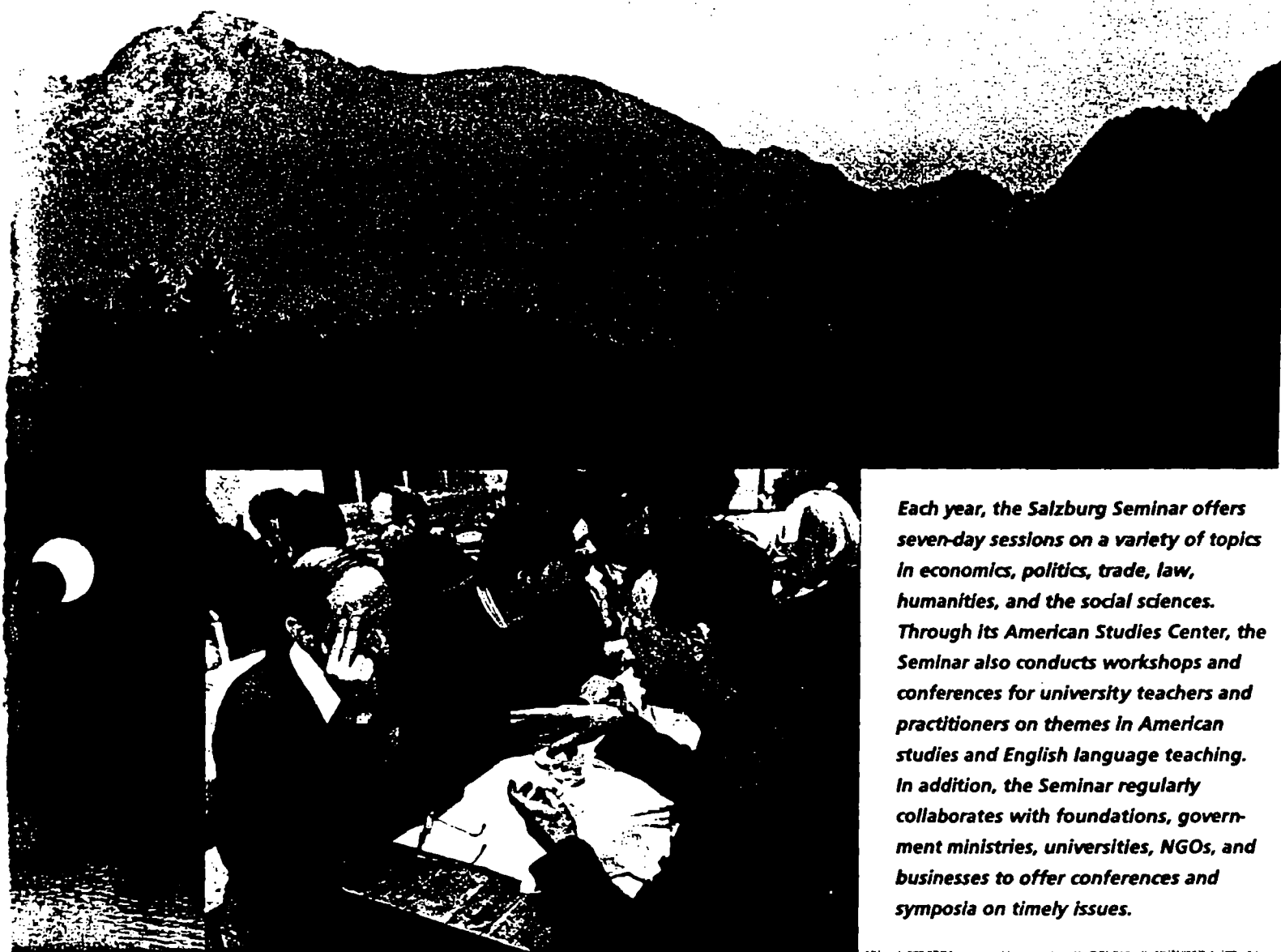


The Salzburg Seminar

"Salzburg Seminar sessions are designed to give tomorrow's leaders perspective on the larger global issues that will shape the twenty-first century."

Olin Robison
President

Celebrating 50 years in 1997, the Salzburg Seminar is one of the world's premier international educational centers dedicated to the development of leaders with global perspective. Each year some 1,000 mid-career professionals from nearly 100 countries assemble at the Seminar's world-class facility at Schloss Leopoldskron in Salzburg, Austria to explore topics of far-ranging relevance in a series of seminars, workshops, and conferences. Guided by distinguished faculty members from the highest levels of their professions, Fellows gather to experience the *Salzburg Seminar Difference* —

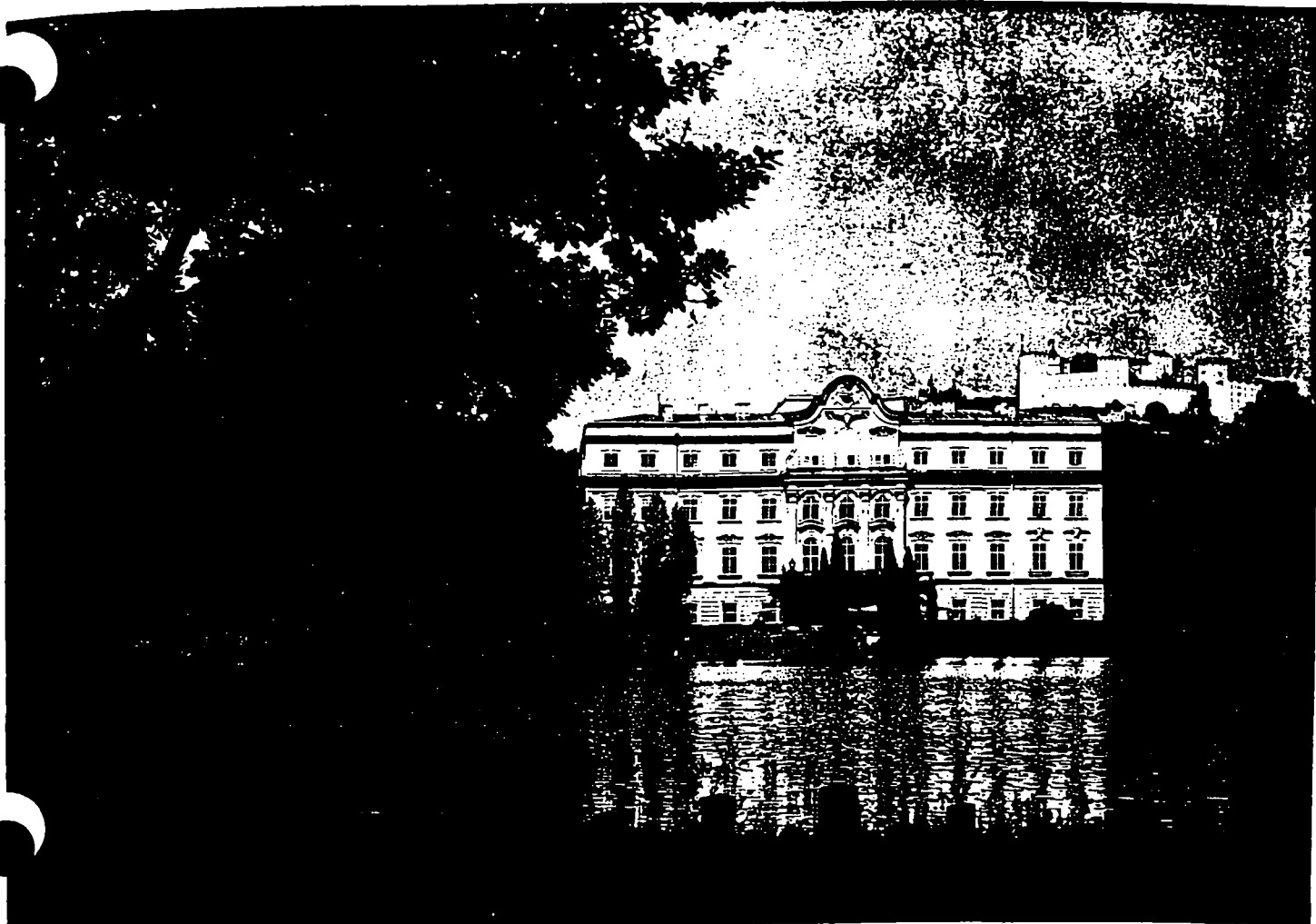


Each year, the Salzburg Seminar offers seven-day sessions on a variety of topics in economics, politics, trade, law, humanities, and the social sciences. Through its American Studies Center, the Seminar also conducts workshops and conferences for university teachers and practitioners on themes in American studies and English language teaching. In addition, the Seminar regularly collaborates with foundations, government ministries, universities, NGOs, and businesses to offer conferences and symposia on timely issues.

- Dedicated, aspiring individuals who will someday lead businesses, academic and research institutions, communities, and in some instances even countries, have been drawn to the Salzburg Seminar for fifty years. Fellows exchange ideas about pressing social, political, and economic issues, and lay the groundwork for diverse global networks. Rather than gauge its success by the eminence of session participants, the Seminar aims to make a difference early in the careers of these future leaders—to influence their lives today by the content of sessions and by the enduring relationships established while in Salzburg.
- Salzburg Seminar sessions embrace geographic diversity; they typically include up to sixty participants from thirty to forty countries. This gathering of nationalities gives rise to a rich blend of ethnic, cultural, and religious backgrounds and outlooks that dramatically affects the content, tone, and value of discussions at the Seminar.
- The Salzburg Seminar distinguishes itself from other conferences by making a deliberate effort to include at each session representatives from many sectors: politics, business, academia, law, public administration, and media. Individuals bring to Salzburg their special interest or expertise in the issues at hand; they carry away from the Seminar a heightened awareness, a broadened range of knowledge and perspective, and meaningful connections to people from different disciplines who share a similar commitment to improving our global community.

*"... the question we dealt with in
Leopoldskron in the early 1960s, is
now a very important issue for us ..."*





Schloss Leopoldskron, where past and present influence the future

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Divider Title: **Tab B**

Magazine: UNESCO Courier, April, 1996

EDUCATION FOR TOMORROW

In 1993, UNESCO set up an independent International Commission on Education for the 21st century, chaired by Mr. Jacques Delors. The Commission, whose members (see inside back cover) and advisors were drawn from the major world regions, has now completed its work. Here Mr. Delors presents for Courier readers a roundup of the main issues studied by the Commission and previews some of its conclusions.

On the eve of the twenty-first century, intense thought and discussion are being devoted to the future of human society. Whereas advances in knowledge, especially in science and technology, bring hope of progress for humankind in the future, events each day remind us how the contemporary world is liable to drift off course, how exposed it is to dangers, in some cases extreme dangers, and how vulnerable it is to conflicts.

The increasing interdependence of peoples and nations, which is the hallmark of our time, is providing scope for unprecedented international co-operation. But the emergence of this global consciousness also reveals the extent of the disparities that beset our world, the complexity of its problems and the number of threats that are liable at any time to jeopardize the stock of human achievement.

Great demands are consequently being made on education, whose contribution to human progress is so vital. The idea is gaining ground that education is one of the most powerful tools with which to shape the future--or, to use more modest terms, to steer us into the future by taking advantage of constructive trends and trying to avoid pitfalls. What is education doing today to prepare the active citizens of tomorrow?

UNESCO has taken the initiative of bringing the light of its international experience to bear on this issue. Its Director-General, Mr. Federico Mayor, asked me to chair an International Commission on Education for the Twenty-first Century, mandated "to study and reflect on the challenges facing education in the coming years, and to formulate suggestions and recommendations in the form of a report that could serve as an agenda for action for policy-makers and officials at the highest levels".

The following question from the Commission's terms of reference formed our point of departure: "How can education play a dynamic and constructive role in preparing individuals and societies for the twenty-first century?" We were asking it some twenty years after another Commission, chaired by Mr. Edgar Faure, had published a report--which is still topical--under the significant title Learning to Be.

Four crucial issues

The Commission did its best to project its thinking on to a future dominated by globalization, to ask the right questions and to lay down some broad guidelines that can be applied both within national contexts and on a global scale. Here I shall examine four issues which I believe are crucial.

between education and culture (culture being seen as a factor in greater self-knowledge and knowledge of others); between education and citizenship and, more generally, the sense of belonging (so that our contemporaries and descendants do not feel isolated in the world of exceptionally rapid change which they see on their television screens); between education and social cohesion (which is weaker than it was fifty years ago in the countries of both North and South). And then, of course the connection between education, training, work and employment; the connection with development; and, lastly, the essential role which education must play in the progress of research.

If the proposals that emerged from the Commission's work were to have a real impact on education policies, three transversal problems also had to be tackled. These were: the effect of modern communication media on contemporary education systems; the future of the teaching profession; the systems to be set up and the funding to be found.

The pillars of education

The four main pillars that the Commission has presented and illustrated as the bases of education are: learning to know, learning to do, learning to be and learning to live together.

The first of these is learning to know. Bearing in mind the rapid changes brought about by scientific progress and new forms of economic and social activity, there is a need to combine a broad general education with the possibility of working in depth on a selected number of subjects. In a sense, such a general education is the passport to learning throughout life, insofar as it should teach people to enjoy learning and also lay the foundations that will enable them to carry on learning throughout their lives.

Learning to do is the second pillar. In addition to learning to practise a profession or trade, people need to develop the ability to face a variety of situations and to work in teams, a feature of educational methods that does not receive enough attention at present. These skills are more readily acquired if pupils and students have the opportunity to develop their abilities by becoming involved in work experience schemes or social work while they are still in education. Increased importance should thus be attached to all schemes in which education alternates with work.

Learning to be was the theme of the Edgar Faure Report published under UNESCO's auspices in 1972. The Report's recommendations are still extremely relevant, for in the twenty-first century everyone will need to exercise greater independence and judgment combined with a stronger sense of personal responsibility for the attainment of common goals.

Learning to live together, finally, by developing an understanding of others, of their history, their traditions and their spirituality. This would provide a basis for the creation of a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way. Some might say that this is utopian; and yet it is a necessary utopia, indeed a vital one if we are to escape from the dangerous cycle sustained by cynicism and complacency.

Learning throughout life

One major problem area in any reform concerns the policies to be adopted for young people after primary education. One might go so far as to say that secondary schools tend to be neglected in educational thinking. They are the target of considerable criticism and provoke a considerable amount of frustration.

One source of frustration is a demand for expansion and diversification of secondary education, leading to rapid growth in enrolments and congestion in teaching programmes. This gives rise to some classic problems of mass education which developing countries cannot easily solve either financially or in terms of organization. Furthermore, there is the discouraging problem of school leavers who face a shortage of opportunities, their distress increased by a widespread all-or-nothing obsession with access to higher education. Mass unemployment in many countries has exacerbated this malaise.

The only way out of this difficult situation seems to be a very broad diversification of types of study available. The latter should include both conventional education, which focuses more on abstraction and conceptualization, and approaches that combine school and job experience in a way that brings out other abilities and inclinations. In any event, there should be bridges between these approaches so that errors in choice of direction, which are far too widespread, can be corrected.

Furthermore, the prospect of being able to go back to education or training would alter the general climate by assuring each young person that his or her fate is not sealed between the ages of fourteen and twenty.

Higher education should be seen from the same angle.

In many countries, other types of higher education institutions exist side by side with universities. Some are highly selective, while others were set up to provide specifically targeted, quality professional and vocational training. This diversification obviously meets the needs of society and the economy, both at the national and regional levels.

Increasingly stringent selection in order to ease the pressures brought about by mass higher education in the wealthiest countries is neither politically nor socially acceptable. One of the main flaws in such an approach is that many young people are expelled from the educational process before they have been able to obtain a recognized diploma and find themselves in the desperate predicament of having neither a degree nor training appropriate for the job market.

There is a need to manage increasing university enrolment in tandem with reform of secondary education.

Universities would contribute to this process by diversifying what they offer: as scientific establishments and centres of learning leading to theoretical or applied research or teaching; as establishments offering professional qualifications, with courses and content tailored to the needs of the economy; as one of the main crossroads for learning throughout life; as leading partners in a form of international co-operation favouring exchanges of teachers and students and promoting the wider availability of first-class teaching through international professorships.

These proposals have a special significance in poor countries, where

without jeopardizing their future choices.

As far as the international community is concerned, as agent of the success of educational reforms, the Commission framed a number of suggestions concerning: a policy of strong encouragement for the education of girls and women; the allocation of a minimum percentage of development aid (a quarter of the total) to fund education; the development of debt-for-education swaps to offset the adverse effects on state education expenditure of adjustment policies and policies for reducing internal and external deficits; the widespread introduction of the new technologies of the "information society" in all countries, to prevent the growth of yet another gap between rich countries and poor countries; enlisting the outstanding potential of non-governmental organizations.

These few suggestions should be seen in the context of partnership rather than aid. After so many failures and so much waste, experience militates in favour of partnership. Globalization makes it inescapable.

Conclusion

The interdependence of nations provides scope for--and requires--international cooperation on a new scale and in all fields. The International Commission on Education for the Twenty-first Century is one of the ways of asserting the will to achieve this as the turn of the century draws near.

Without conducting a purely descriptive exercise or outlining a philosophy of education systems, its goal was not to construct "scenarios for the future" resulting in a set of precepts for educational policy-makers, but to provide decision-makers with facts to help them draw up educational policies and to spark off a debate that would go beyond the world of education and teachers, and involve parents, children, business leaders, trade unionists and associations engaged in giving education a more effective role.

PHOTO (BLACK & WHITE): Jacques Delors

PHOTO (BLACK & WHITE): A high school student in a Hanoi street (Viet Nam)

PHOTOS (COLOR): An Indian charitable organization, T.R.A.C.K.S. ("Training Resources and Care for Kids"), helps to care for orphaned and abandoned children who live on Howrah railway station in the outskirts of Calcutta. Above, morning lessons on platform 1. Right, afternoon recreation.

PHOTO (COLOR): French school pupils compare handiwork during an art lesson.

PHOTOS (COLOR): Thailand's Hill Areas Education Project (HAE), which helps children and adults in 600 villages of northern Thailand, was awarded a UNESCO prize for its innovative educational programme and its community-based approach in 1994. Top, an education centre in an Akha village. Above, students learn Thai at the same time as they study their own history and traditions in their mother tongue.

By Jacques Delors

Sakburg Seminar
Faculty

Technology in Education: Transitions

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New York

Pre-Summit Briefing Material prepared for the 1996 National Education Summit, Palisades Executive Conference Center, Palisades, NY. The preparation of this paper was supported by the IBM International Foundation. Special thanks to Robin Willner and Stan Litow. Also, thanks to the Education Technology Panel of the President's Council of Advisors for Science and Technology (PCAST) for sharing their research on these issues: David Shaw, Dr. Marianne Bakia, Sandor Lehoczky, and Caroline Costello, panel staff. Thanks also to Bob Palaich and Frank Newman of the Education Commission of the States. Particularly useful reports include a 1995 study by McKinsey & Co. on connectivity and its costs, and a 1994 study by the Office of Technology Assessment on teachers and technology. See suggested readings at the end of this document.

OVERVIEW

While computer technologies have been available to schools in substantial numbers for about fifteen years, we are now in a period of transition for technology in education. Rapid advances in telecommunications and multimedia technologies combine with national consensus about the need for higher standards of achievement in schools to present new challenges. Innovative projects and sites using technology to improve student achievement have developed around the country, but the majority of schools have yet to take thorough and effective advantage of technologies for education. Technology can no longer be treated as a separate issue for schools, or as the sole solution to difficult problems. It now must be thoughtfully used to realize overall goals for improvement. This is a time of transition in three ways:

- (1) Transition from primarily **stand-alone hardware** in schools to **connectivity** -- linking computers throughout schools with communications technologies and to resources around the world;
- (2) Transition from primarily **isolated skills-practice** to **integrating technologies as tools throughout the disciplines** to achieve higher standards of education and to enable more effective teaching;
- (3) Transition from **inadequate preparation of teachers** to **support for all teachers to learn how to use technologies effectively** throughout their everyday teaching and for self-directed staff development.

Choices made now will determine whether education successfully makes these transitions.

Until recently the incorporation of technologies into schooling has been marked by relatively slow acquisition of hardware and software and inadequate budgeting strategies; emphasis in the majority of schools on basic drill and computer skills rather than as tools for discipline-based learning for high standards; and little effort to help educators integrate the tools into teaching, learning, assessment, and management.

Educators have primarily focused on the question: "Should schools have computers?" -- rather than on the more productive one: "How are technologies best used in education to realize high achievement standards now being developed by states and to prepare students for the world they will enter when they leave school?" Education is the only "knowledge industry" still asking the question of *whether* modern technologies should be part of the enterprise of learning and work. It now is estimated that 60 percent of jobs by the year 2000 will require skills with information technologies. These jobs are expected to pay a 10-15 percent premium over jobs that do not require them. This is a dramatic rise from the 1984 estimate of 25 percent of jobs requiring such skills, and the 1993 figure of 47 percent. It has been argued persuasively that the match earlier in this century between the country's educational system and the needs of the manufacturing industry was the basis for much

While federal programs and corporate philanthropy have done much to "level the playing field," schools with high proportions of poor and minority students tend to have less equipment. For example, those schools with the lowest proportion of minority students (less than four percent) had an average of one computer for every 14 students, whereas those with the highest percentage (greater than 24 percent) had an average of one for 18. Likewise for poor students: by 1994, those schools with more than 80 percent Chapter 1 students had an average of 7.2 computers per 100 students, whereas those with relatively few poor students (less than 20 percent Chapter 1) had an average of 3.6 computers per 100 students.

Also sobering is the age and poor capacity of the current equipment throughout K-12 education. Five percent of computers in today's schools are old 8-bit machines. As of 1994, 85 percent of the installed base could not support multimedia applications or connectivity to outside resources. Few schools have programs to upgrade systematically their technologies; unlike businesses, most schools must treat computers as one-time hardware purchases because of their funding mechanisms.

Schools are just beginning to take advantage of telecommunications. As of 1995, it was estimated that while 85 percent of schools currently had local or wide area networking capability, most of this was for administrative purposes. Forty-five percent of classrooms had access to a local area network, but only one-third (35 percent) had access to a wide area network. Only 20 percent of schools allowed teachers access to local area networks in their workrooms, and only 14 percent of schools provided similar access to wide area networks. A mere seven percent of schools were connected to the high speed, high quality lines that are needed to take full advantage of two-way video and audio of modern telecommunications. Forty percent of schools reported that lack of or poor equipment was a major barrier to either the acquisition or the use of advanced telecommunications. Aging facilities in many districts offer a particular challenge in this respect.

However, a national survey of 917 schools recently released by the Department of Education suggests that there has been some rapid progress. The study found that about half of the schools are now connected to the Internet (as compared with 35 percent a year ago), and the number of classroom connections has risen to nine percent. Connectivity varies by wealth; 31 percent of low-income schools in the survey (more than 71 percent of students eligible for free or reduced-price lunch) were connected, compared with 62 percent of schools with fewer than 11 percent of students thus eligible. It also varies by school type; 65 percent of high schools were connected to the Internet (49 percent the previous year) compared with 46 percent of elementary schools (30 percent the previous year).

According to a 1995 report by McKinsey & Co., state and local governments supply 84 percent of K-12 public education monies overall. But state and local governments supply only about 60 percent of the spending for educational technologies. Federal monies, which comprise six percent of public school funds, provide 25 percent of schools' technology budgets. Business donations and other fundraising efforts, which make up ten percent of education monies, cover the remaining 15 percent of technology funds -- with business picking up ten percent of this tab.

significantly since 1989, and the trend continues. Controlling for income and education, Hispanic, African American, and Native American households have the lowest percentage of computers. Telephone access, necessary for telecommunications, also is limited by race/ethnicity and location, especially for Native Americans, rural Hispanics, and African Americans.

The Rand study found benefits for those who have access to telecommunications-based networks, including gaining more accurate information about "matters of political, professional, and organizational concern," as well as increased social and civic alliances. People with access also experience a decrease in status-linked barriers to participation in public life, including links to civic networks that facilitate "interpersonal relationships and the social integration of otherwise marginalized group" (see endnote 3). The study, in addition, identified outcomes related to possibly higher wages. One way to address the problem of access is to focus on the school as a possible point of community access.

The differences between homes and schools with respect to technology are likely to become increasingly problematic as more computational and communications power becomes available to children at home. This is particularly sobering with respect to equitable access and use for urban and rural children.

What is needed for transition?

Given recent initiatives from industry, activity underway in many states, and the President's recent proposal for an Educational Technology Initiative to connect all schools to the "information superhighway," the numbers cited may begin to change rapidly for schools. Many states now are involved in a variety of programs and activities to address the challenges of connectivity for education. But "having a line" is only one component of stable access to modern resources for learning.

First, considerable upgrading of computational hardware is needed in most schools to take advantage of connectivity and multimedia technology. In many cases, this means changing educational designs so that computational and communications resources are located in classrooms and libraries where they are most needed rather than corralled in computer "laboratories."

Second, a different budgeting process is needed. Technology purchases require a long-range, planned program of replacement and upgrading rather than a one-time purchase. Budgeting must also include costs of regular telecommunications access. Eighteen states thus far have some form of preferential rates for schools. The recent Telecommunications Act will be important in this regard.

Third, resource planning must take into account the other costs necessary to effective use of technologies. It is now estimated that hardware costs are only 55 percent of needed expenditures; software and technical support are another 30 percent, and training requires a minimum of 15 percent. Far too little has been invested in these latter categories thus far.

) school with students' homes and with a variety of multimedia resources for learning. Combined with a major effort to change the quality of education in this poor community, the technologies have played a key role in enhancing student achievement on traditional measures of success.

With support from IBM's Reinventing Education initiative, *Charlotte-Mecklenberg, NC* is another model for linking schools with homes and other institutions throughout the community. Network-based software enables parents to communicate with schools and to better understand and participate in their children's progress.

AT&T also is engaged in developing a comprehensive approach to and support for a national learning network plan.

As the standard for educational technology transforms from isolated computers to connected systems, more schools will be wired and linked to a growing array of resources, experts and community supports. Beyond mere wiring, it is critical to learn from ongoing models such as these on *how* best to take advantage of connectivity for enhancing learning.

(2) MOVING FROM ISOLATED SKILLS-PRACTICE TO INTEGRATED TOOLS THROUGHOUT THE DISCIPLINES

) The second transition concerns the incorporation of these learning resources throughout the curriculum. While there are good examples of technology-enhanced learning in schools around the country, far more schools are now using these technologies primarily as isolated supplements to traditional curricula.

What is the present situation?

The evidence about what computers are currently used for in K-12 schools is sobering. A 1994 national survey by Henry Jay Becker indicates that an individual student uses a computer in school on average for two hours per week, as reported by computer coordinators. (In the same survey, students themselves report markedly less use.) The 1995 Grunwold Associates study also finds that students with computers in their homes spent more time on homework each week than students without computers.

In elementary schools, the technologies are overwhelmingly used for basic skill exercise, isolated from the ongoing curriculum. In middle and high schools, the technologies still primarily are used for word processing and for learning computer skills. It is quite rare for these tools to be integrated into work in the disciplines; only 19 percent of high school English classes, six-seven percent of high school mathematics classes, and three percent of social studies classes integrate technologies into learning (see endnote 5).

investment in innovative design of technology-based materials for learning, especially to support the reform of education for higher standards. Cycles of research and development are needed that take more rapid advantage of technical advances so that they reach schools sooner than has been the norm.

In addition, the software industry for schools now operates in a very uncertain business environment. Though there are some efforts underway for change, twenty-two states have an adoption process that was developed for text materials and is inappropriate in many respects for the software industry (e.g., five-year purchase cycles). Many other states have antiquated procurement processes which create a poor business climate for the sort of innovation now needed in the educational software/content industry (endnote 8).

Third, as Nora Sabelli of the National Science Foundation points out, technology in education requires a "testbed" infrastructure to support continuing innovation. Complementing research and development for specific products, large-scale and ongoing "experimental" sites allow these new approaches continually to be tested and refined in districts or schools to understand and seed large-scale implementation. Education has chronically had great difficulty absorbing powerful innovations nationally, and this has proved true for the electronic technologies over the last decade. The National Science Foundation, the Department of Education, and the Department of Commerce, often in partnership with industry, have supported testbeds for telecommunications infrastructures (states, communities, districts) over the last several years that can provide guidance (endnote 9).

Fourth, and most critical, the professional preparation and development of teachers and other educators must change if we are to create schools that take advantage of technologies for higher standards. Teachers in preparation must themselves experience powerful uses of technologies for learning. They must be taught to use them well in their own teaching. The technologies are also likely to be key to the solution of chronic problems of providing effective professional development at scale. This is further discussed in the subsequent section.

Models

A number of models exist in schools around that country that demonstrate how technologies can be incorporated throughout the curriculum to enhance thinking and problem-solving. Many software titles and solutions currently on the market focus on these approaches. Schools and universities also have served as laboratories for new developments.

The *Jasper* project of Vanderbilt University combines video, computational and telecommunications technologies to create a vibrant elementary mathematics curriculum that involves students in the kind of mathematics problem-solving required by the standards. *Jasper* transforms the way mathematics is taught in the classrooms, taking advantage of the technologies to engage students in meaningful real-world mathematics. Students throughout seven southern states have worked with this curriculum — and with each other — to share their solutions and ideas about mathematics. These

those newly prepared for health professions or businesses to be similarly inadequately trained. Fortune magazine reported that in 1994 \$2 billion was spent by businesses training their employees to use new technologies; 90 percent of teachers report that they are self-taught (endnote 10).

In a recent national survey, 50 percent of teachers reported that they had very little experience with technologies, let alone confidence. Eighty-one percent of districts spend less than ten percent of their technology budgets on professional development. Even model districts spend less than 15 percent of their budgets on this critical element. Overall, there is slender training for a complex task. One survey found that only 21 percent of professional development was oriented to technology integration with very little follow-up after an initial workshop (26 percent of courses). More than half of the training was delivered as a half-day workshop with little or no follow-up in classrooms. The training tends to take the form of introduction to the mechanics of the equipment, rather than how to incorporate it to do teaching jobs more effectively. It tends to be exposure, rather than skill-building, and there is seldom incentive to devote the energy needed to use technologies innovatively.

Few schools currently have staff members (called computer coordinators) who are assigned to both teach and maintain the equipment. Only six percent of elementary schools and three percent of high schools have full-time computer coordinators. An analysis of how these individuals spend their time indicates that most is devoted to teaching students about computers, followed by hardware and software maintenance. Only an average of 3.6 hours per week is spent working with other teachers.

There has been little attempt to link reform in colleges of education with what is needed in K-12 schools. Technology has never been central to teacher education, and what exists generally focuses on teaching *about* the technology rather than teaching with it. A 1994 survey found very low use of technology in college courses around the country. Consequently, teachers are not experiencing effective uses in their own learning, nor do they commonly have the opportunity to learn from other skilled teachers in their field experiences.

What is needed for transition?

Teachers not only need intensive training to use technologies well, but they need training to create classrooms that allow students to achieve the new standards. Ideally, training in new practices and in use of tools to achieve them should be merged. Ideas about effective professional development are changing. The traditional one-shot, short workshop has generally proved ineffective for real change in practice. Effective approaches appear to have four components:

- (1) Intensive sessions where teachers are able to explore new ideas and materials over several sessions;
- (2) Follow-up consultation over an extended time period with mentors when teachers return to classrooms and try to implement new practices;

opportunities; (2) overall college support for change; and (3) close interaction with the K-12 community.

Models

A number of projects now underway illustrate effective approaches to professional development. *The Teacher Development Centers* of Apple Computer's ACOT program demonstrate the merger of intensive seminars on integrating technologies into curriculum with apprenticeship to expert K-12 teachers in technology-enhanced classrooms. The Centers also train leadership teams to create local programs in participants' home towns. These TDC's are now located in three sites around the country and are being developed in several other countries.

The *Labnet* project of the Technical Education Research Center (TERC) has used networking technologies as the central media for long-term online training and support for science teachers around the country. The project demonstrates an effective design that combines professional development for science education with a continuing and active professional community for ongoing discussion and support.

IBM's *Reinventing Education* initiative is engaged in designing new ways of using the Internet, developing electronic mentors, and designing new pre- and in-service models of professional training.

The *Private Universe* project of Harvard-Smithsonian Astrophysical Observatory illustrates how videotape can be used as the centerpiece for improved teaching. This project has developed a comprehensive series of videotapes that illustrate the process — over several months — of a number of teachers moving from traditional science instruction to hands-on problem-solving methods in their classrooms. Teachers are enthusiastic about these materials because they offer guidance and information about what change looks like in real classrooms of other professionals doing the same job.

The *ArtsEdge* project of the Kennedy Center in Washington, D.C. presents innovative design in providing a network-accessible database of information on arts education to teachers around the country. This project has been experimenting with the most effective and appealing ways to provide information and guidance to teachers to enhance instruction in the arts.

The *Image Processing* project of the University of Arizona provides intensive training for teachers to learn how to use advanced visualization tools in scientific and interdisciplinary projects. The design of this project is based on intensive summer experiences for teachers where they participate in the kinds of learning projects they will be asking of their students, with guided follow-up when they return to their own schools.

ENDNOTES

(1) McKinsey & Company (1995). Connecting K-12 schools to the information superhighway; Nora Sabelli (1995) (Senior program director for applications of advanced technologies, National Science Foundation); Ray Marshall, Plenary Address, Beyond national standards and goals: Excellence in mathematics and science education K-16, NSF 93-70, Washington DC, (1993).

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Divider Title: **Lunch Hosted by Governor**

GOVERNOR AND MAYOR'S LUNCHEON

Salzburg Province Governor Dr. Franz Schausberger and Salzburg Mayor Dr. Josef Dechant will jointly host a luncheon in the First Lady's at the "Residenz," or Bishop's Palace, a building decorated in late Baroque and Classicistic style used for state functions. Its rooms are lavishly appointed with murals, stucco, paintings, tapestries and statues. The young Mozart frequently performed for the Prince-Bishop in the Audience Hall. The program for the lunch includes: drinks in the Knight's Hall, welcoming remarks by Governor Schausberger, remarks by Mayor Dechant, response by the First Lady, recital by singer Sylvia McNair with piano accompaniment, and lunch in the Audience Hall. The lunch provides the occasion to underscore the ties between Salzburg province and the U.S., which include the Salzburg Seminar, Protestant Salzburg emigrants who went to the U.S. (primarily to the state of Georgia) in the 17th century, and Salzburg's role as the center of the "American sector" during the post-WWII four-power occupation of Austria until the 1955 Austrian State Treaty was concluded. (Photo Op?) (Participants TBD)

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Divider Title: **Women's Event**

ROUNDTABLE DISCUSSION

The First Lady will participate in a roundtable discussion, "Breaking New Ground," with up to Austrian 20 women (draft list of possible participants faxed to EUR/AGS - Feeney). Discussion will touch upon each individual's experiences and obstacles they have overcome in Austria and Europe generally. The First Lady may wish to comment on the situation in the United States and efforts by American women to "break new ground." The event, organized by the American Embassy, will be held at the Hotel Marie-Theresien- Schloessl.

Austrian Women Groundbreakers:
Candidates for Round Table with First Lady

- * - indicates candidates most-highly recommended
- * Governor Waltraud Klasnic, Styria
first woman elected provincial
governor in Austria
- * Dr. Heide Schmidt, Head of political party Liberal Forum
founded Liberal Forum party which split off
from Joerg Haider's Freedom Movement in 1993
- * Ms. Doraya Eberle, Social Activist
initiated a project to build houses in Balkans
and another to provide direct aid to refugees
- * Ms. Gertraud Knoll, Religious leader
head of protestant church
- * Dr. Maria Schaumayer, former head of National Bank
first woman to head a major Austrian bank
- * Magister Hannah Lessing, Secretary-General, Fund for Nazi Victims
heads highly-acclaimed fund for Holocaust
survivors
- * Dr. Helga Rabl-Stadler, Salzburg Festival President
first woman head of world-famous Salzburg Music
Festival
- Dr. Anna Haselbach, Vice-President of Upper House of Parliament
highest-ranking woman in Parliament
- Ms. Emmy Werner, Director of Vienna Volkstheater
only woman to head a major Vienna theater
- Dr. Lisbeth Lass, Judge at Constitutional Court
first woman to become a member of the
Constitutional Court
- Professor Erika Weinzirl, Historian
grande dame of Austrian contemporary
history
- Professor Brigitte Hamann, Historian and author
leading Hapsburg historian; author of
The Reluctant Empress and other best-sellers

-2-

Dr. Ingrid Nikolay-Leitner, Equality Commissioner
Heads commission in charge of equal
rights complaints

Ms. Rosa Logar, Houses for Battered Women
founder of organization for battered women

Ms. Elisabeth Spira, TV movie director
director of renowned TV documentaries

Ms. Johanna Dohnal, former Minister for Women's Affairs
pioneer of women's issues in Austria

Ms. Katharina Krawagna-Pfeifer, journalist
foremost print journalist at independent daily
"Der Standard"

e:\women

2ND STORY of Level 2 printed in FULL format.

Copyright 1997 Denver Publishing Company
Rocky Mountain News

June 13, 1997, Friday

SECTION: LOCAL; Ed. F; Pg. 4A

LENGTH: 654 words

HEADLINE: Hunt to take her foundation with her
As ambassador leaves Vienna job for Harvard, she'll move \$ 10 million
private organization

BYLINE: Dan Luzadder; Rocky Mountain News Capitol Bureau

BODY:

U.S. Ambassador Swanee Hunt, who is leaving her post in Austria this fall to head a new women's policy program at Harvard University, will be taking her prestigious Denver-based Hunt Alternatives Foundation with her.

The \$ 10 million private foundation, which over the past two years has donated more than \$ 2 million to grass-roots organizations in Denver and elsewhere, has been active since 1981.

Hunt, reached in Vienna, said the philanthropic organization will not close, but will take a different path in a different place.

"We prefer to think of it as moving," she said. "At this point, we are not sure what form the foundation will take. There are a number of possibilities. just not ready to lock into any one of those yet."

Leaders of local organizations, particularly small groups that have thrived as a result of the foundation's largess, said the loss will go deeper than dollars.

"In the funding community, Swanee did something more important than money," said Barbara O'Brien, director of the Colorado Children's Campaign.

"She made the work we do credible with the people that control the (philanthropic) purse strings," she said.

Hunt estimated the fund has made between 700 and 800 grants over 17 years but didn't know the total dollar amount.

Cynthia Kahn, who founded Summer Scholars Program in northeast Denver, a literacy program for elementary students, said the effort would not have gotten off the ground in 1993 without Hunt.

"We started with 20 kids in one school four years ago, and this year we are serving about 860 kids in 17 schools," Kahn said.

Hunt said she is most proud of the fund's influence on other philanthropic organizations by promoting smaller, less prominent projects and developing leaders from within minority communities.

Rocky Mountain News, June 13, 1997

One of her favorite charities is Colorado Outward Bound, which helps troubled children and adults become self-reliant.

She once visited a Leadville camp and the experience changed her life.

"I went up to that . . . camp with other funders, and no sooner had we pulled up in the car when someone said, 'Come on, Swanee, we want you up on the ropes course.' "

"I was going through some very difficult personal problems at the time, " she said, "and while the other funders stood there and stared up in awe, I climbed right up and went through the seven stations of the ropes course."

"I was sure I was risking life and limb. It was so much more of a powerful experience than walking around with pen and paper in hand."

She said many other programs have also touched her heart.

"After I became an ambassador, where people practically bow down to you, I mean really, it's just somewhere under being a goddess in Vienna . . . I was back, visiting (a program for high-risk children)," she said.

"And at the end of an hour I walked out of that school with tears in my eyes, thinking, 'I can't wait to end (the ambassadorship) so I can volunteer for this program.' "

Hunt moved to Denver in the mid-1970s. She was named ambassador to Vienna in 1993, and has worked closely in U.S. efforts at resolving multicultural conflicts in the former Yugoslavia.

C. HIC: Photo
Swanee Hunt.

LANGUAGE: English

LOAD-DATE: June 16, 1997

9TH STORY of Level 2 printed in FULL format.

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U.S. Newswire

May 08, 1997 13:00 Eastern Time

SECTION: NATIONAL DESK

LENGTH: 696 words

HEADLINE: Trees to Commemorate Sarajevo's Fallen Children

CONTACT: Dan Smith, 202-667-3300 ext. 208 or Chrystia Sonevytsky, 202-667-3300 ext. 231 both of American Forests

DATELINE: WASHINGTON, May 7

BODY:

A campaign to plant 1,600 trees in Sarajevo -- one for each child who perished during the siege -- was announced today in Washington by U.S. Ambassador to Austria Swanee Hunt.

Global ReLeaf Trees for Sarajevo, coordinated by the conservation group American Forests, will plant the trees on school grounds, in city parks and along the streets of Sarajevo. The announcement came at a tree-planting ceremony at the future site of the Embassy of Bosnia Herzegovina where Ambassador Hunt was joined by Deborah Gangloff, executive director of American Forests, Sven Alkalaj, the ambassador to the United States from Bosnia Herzegovina, and children from the Washington, D.C., area.

Early one-half of the trees to be planted have already been pledged by American Forests' Global ReLeaf tree-planting partners in Hungary, Germany, Poland, Romania and Ukraine. Most of the trees will be planted this autumn by Parks Sarajevo. The first tree will be planted in Sarajevo later this month by Ambassador Hunt.

Ambassador Hunt stressed, "I'd like to challenge organizations, businesses and individuals everywhere to contribute to this memorial tree planting which will also be an important part of the rebuilding of Sarajevo." She especially thanked the Global ReLeaf partner in Budapest, the Independent Ecological Center, which has pledged a contribution of one-quarter of the trees.

American Forests also pledged to match the Sarajevo memorial with the planting of 1,600 trees this fall at a Global ReLeaf restoration site on Long Island, N.Y. Any additional funds raised will establish a tree nursery in Bosnia to help employ Bosnian women and further replant the country. Contributions for "Global ReLeaf Trees for Sarajevo" can be sent to American Forests-Sarajevo, P.O. Box 2000, Washington, D.C., 20013.

"Trees are fitting tributes for this living memorial," said American Forests' Gangloff. "These trees will provide significant and measurable improvement in the quality of life in Sarajevo." Gangloff also announced support for the campaign from Scott Hamilton who won a gold medal for ice skating at the 1984 Olympics in Sarajevo.

Hunt has served as U.S. Ambassador to Austria since 1993. In 1994, the

U.S. Newswire, May 08, 1997

embassy hosted 14 days of negotiations between two of the three major warring Bosnian powers. Hunt then traveled throughout the Balkans to meet with war
ims. She was the keynote speaker at a Sarajevo conference for 500 women
rs who pledged mutual support to rebuild their country. President Clinton
tribute to her efforts by announcing a \$5 million grant to create the
Bosnian Women's Initiative, a relief campaign.

Note:

This document was transmitted by U.S. Newswire on May 7, 1997. It has been repeated to this database.

LANGUAGE: ENGLISH

LOAD-DATE: May 8, 1997

14TH STORY of Level 2 printed in FULL format.

Copyright 1996 The Dallas Morning News
THE DALLAS MORNING NEWS

December 15, 1996, Sunday, HOME FINAL EDITION

SECTION: HIGH PROFILE; Pg. 1E

LENGTH: 3030 words

HEADLINE: SWANEE HUNT;
A woman of independent means puts her diplomatic skills to work

BYLINE: David Tarrant

DATELINE: TUZLA, Bosnia-Herzegovina

BODY:

TUZLA, Bosnia-Herzegovina - In the bleary light of the refugee center, a glimmer of recognition passes between the old woman and Swanee Hunt. But it seems unlikely they could have crossed paths, these two women standing a few feet from each other and worlds apart.

Ms. Hunt, 46, U.S. ambassador to Austria, youngest daughter of legendary oil tycoon H.L. Hunt, charter member of the powerful and privileged, is momentarily stumped.

The old woman wears a bright, floral-print kerchief on her head.

But her face is drawn into a mask of grim desperation. She stares at the sador for a long moment.

"Now, I remember."

In State Department language, the old woman is a displaced person.

A year after the end of the war, Bosnia is hemorrhaging displaced persons.

Among the most heart-rending are the widows and children of Srebrenica. About 8,000 Muslim men are believed to have been slaughtered in July 1995, after Serbs overran the town in northern Bosnia, a designated U.N.-protected haven. The women and children were expelled to Tuzla.

A year later, about 6,000 of the women gathered for a memorial service at the Tuzla Sports Center. Among them was the old woman.

She remembered Ms. Hunt speaking to the gathering, telling them that the world would not forget them.

Now, the old woman says she still knows nothing of the fate of her brother and two nephews in Srebrenica.

"I dream about them every night. I dream about how they're tortured," she says, her words coming out in sobs. "It is impossible to forget."

THE DALLAS MORNING NEWS, December 15, 1996

Ms. Hunt, whose buoyant personality usually rises to the occasion, appears subdued. The White House and State Department will not let the matter rest, she But the old woman seems to want something more.

The ambassador instinctively puts her arms around her and, for several minutes, they hold each other in a tight embrace.

To a casual observer, Swanee Hunt might seem one of the displaced here. What, she has been asked many times, is the ambassador to Austria doing in Bosnia, a country about 200 miles south of Vienna?

For that matter, what is a Dallas heiress, raised in silver-spoon comfort, doing in refugee camps? How did the daughter of an arch-conservative billionaire become an ardent Democrat and backer of sweeping social change?

For one thing, the ambassador, who calls herself a "steel magnolia," is no wallflower. She holds a bachelor's degree in philosophy, two master's degrees - in psychology and religion - and a doctorate in theology. She is a passionate photographer, pianist, singer and composer of music.

She is a mother of three, who manages one of the world's larger U.S. embassies while juggling social duties and a travel schedule that has her crisscrossing Austria and Eastern Europe. Somehow, according to close friends and associates, she holds together this diverse and demanding life with grace and charm.

But one terrible afternoon in 1994, it all fell apart. Ms. Hunt was in the middle of firing an embassy employee. She was interrupted by an urgent State Department phone call. Then, her secretary passed along a note that her mother was being rushed to the emergency room after an attempted suicide.

Lillian, Ms. Hunt's 14-year-old daughter from her first marriage, has battled depression most of her life. At the time, she was living in Denver with her father.

A flood of emotions - guilt, anguish and stress - rushed over Ms. Hunt. She instinctively dropped to the floor of her office in the "duck and cover" position. "I actually curled up under my desk.

I didn't have to stay there long, maybe 10 minutes."

But she relates the experience in the context of what the women of Bosnia went through every day of the 3 1/2-year war. "I understand what they mean when they say, 'We have survived, and we are stronger,'" says Ms. Hunt, while riding in a military Humvee after visiting a refugee center in Tuzla.

"The experience for me was that it created a perspective on life, that we really need to understand the depths that some people have to live in and somehow crawl out of."

American wild card

At first, Swanee Hunt's appointment as ambassador to Austria in 1993 was viewed by some State Department veterans as payoff to one of the top contributors to the 1992 Clinton presidential campaign.

THE DALLAS MORNING NEWS, December 15, 1996

After three years as one of the Clinton administration's most energetic and effective envoys, the ambassador has silenced the cynics.

"I think it's fair to say that Swanee Hunt has brought to that post a dynamic that hasn't been there in a while," says a senior State Department official.

Early on, she launched the Vienna Women's Initiative to encourage women in the new democracies of Eastern Europe. But her portfolio quickly included neighboring Bosnia. In 1994, her embassy hosted 14 days of negotiations between two of the three major warring parties in Bosnia - the Croats and the Muslims. She began traveling throughout the Balkans meeting with women refugees who were victims of "ethnic cleansing" campaigns.

After the war, Ms. Hunt organized a global relief campaign for the women of Bosnia. She keynoted a conference in Sarajevo for 500 women leaders, who crossed ethnic lines and pledged mutual support to rebuild their country. President Clinton, paying special tribute to her efforts, announced in July a \$5 million grant to create the Bosnian Women's Initiative.

Her highly personal style (she once sang Morning Has Broken at a children's therapy center in Sarajevo) and maverick ways have raised eyebrows among some midlevel bureaucrats. But her stock at the White House has never been higher, and she counts Secretary of State nominee Madeleine Albright among her mentors.

"The ambassador's extremely active role in women's rights and benefits could present her with other opportunities within the Clinton administration," a senior State Department official says.

In Austria, where diplomacy is followed as passionately as Mozart and skiing, Hunt's unconventional style has proved popular. The Austrian magazine *Profil* marveled at the way the American ambassador introduces herself with a simple "Hi, I'm Swanee." They also note that the ambassador speaks fluent German.

Recently, an Austrian television station followed Ms. Hunt around her Colorado ranch, filming her riding horses and sitting on a bale of hay strumming a guitar.

At the ambassador's Vienna residence, where Nikita Khrushchev once met John F. Kennedy, the dining room is decorated with pop artist Peter Max silkscreens. A shaggy buffalo head hangs on the wall of the study. Guests are entertained by the Protocols, a women's singing group that Ms. Hunt formed and leads in song. Austrian media have compared Ms. Hunt to the Carrington clan of the Dynasty television series. In fact, she maintains a relatively modest lifestyle. At home in her adopted city of Denver, she drives a Ford Taurus and owns an ordinary-sized home in a multiethnic downtown neighborhood.

If anything, Ms. Hunt has more in common with the wildcatters of her father's generation. The ambassador realized early on that she could set her own agenda to a great extent, and she's done just that.

"While a seasoned diplomat may tend to stay within the boundaries of custom, as a political ambassador, Swanee Hunt has been able to be more of a wild card. That's enabled us to meet our foreign policy goals in ways never before imagined," says Valerie Gillen, director of special programs at the U.S.

Embassy to Austria.

Ms. Hunt relishes the image of a wild card. "That's a good analogy, because you're playing poker, and you draw this wild card, it changes your hand completely," she says.

"I never, ever, ever in my life imagined being an ambassador, which is maybe why, once I became one, I didn't fit the mold very well."

Swanee's song

The ambassador is relaxing on a soft couch during a visit to her mother, Ruth Ray Hunt, at her Mount Vernon estate in Dallas. An orange-striped scarf is tucked neatly into Swanee's creamy yellow jacket. Her wavy, cinnamon-colored hair frames a cheerful face. Her appearance is at once elegant and professional. She is soft-spoken with traces of a Texas twang, but animated.

Swanee Grace Hunt was born May 1, 1950, and grew up at Mount Vernon, the sprawling Hunt estate at White Rock Lake. Her memories resemble those of an ambassador's child.

"We had company every night at Mount Vernon," Ms. Hunt says. It could be a four-star general one night and Pat Boone the next, "all kinds of people. It was like growing up in an embassy."

She and her sister, Helen, often provided entertainment for company. "Helen and I would put on our costumes and dance and sing," she says. "I loved it and Helen hated it."

Years later, the two sisters teamed up to start the Hunt Alternatives Fund, a Denver-based foundation addressing issues of poverty. Ms. Hunt also founded a women's organization in her adopted city of Denver, modeled after one in Dallas started by Helen.

Her philanthropic work doesn't jibe with her father's reputation. The billionaire oil tycoon preferred far-right-wing causes to charities.

All of the Hunt children have had to deal with the complicated legacy of their father. With a third-grade education and a gambler's instincts, Haroldson Lafayette Hunt became fabulously wealthy during the East Texas oil boom of the '20s, '30s and '40s.

He also fathered three separate families.

In 1914, H.L. Hunt married Lyda Bunker, and the couple had seven children (one did not survive infancy). Eleven years later, he started a second family with Frania Tye of Louisiana; they had four children. Beginning in 1943, he had four more children with Ruth Ray, a Hunt Oil secretary, whom he eventually married in 1957. For many years, the families knew nothing about each other.

Until she was 8, Swanee lived in a middle-class neighborhood in Dallas. Even after her family moved to Mount Vernon, Swanee's lifestyle didn't change considerably. One of the richest men in the country, her father was also one of the thriftiest, even carrying his lunch to work in a brown paper sack.

THE DALLAS MORNING NEWS, December 15, 1996

Religion played a big part in her upbringing. Her family was fundamentalist Christian, and Swanee spent 16 hours a week at First Baptist Church, singing in choir and attending Bible school.

Her interest in social work was sparked as a teenager teaching Bible studies in inner-city neighborhoods in South Oak Cliff and West Dallas. "So I developed a real interest in what creates these class differences."

Her questioning mind sometimes got her in hot water. "I used to ask questions of my Sunday school teacher which would be very disturbing to her. I'd ask: How can you talk about a loving God if that God is sending to hell people in Africa who have never heard of him?' Or, How can you talk about God having a purpose, with 3-year-olds dying of leukemia?' "

Her independent streak eventually led her to leave Dallas. At 20, after two years at Southern Methodist University, she left home and married her high school sweetheart. Mark Meeks was an idealistic ministry student, who encouraged her growing interest in liberal social issues. Swanee finished her studies at Texas Christian University in Fort Worth, where Mark attended Southwestern Baptist Seminary. After graduation, the couple moved to Germany, where Mark was pastor of an English-language church.

For Swanee, it offered a chance to get out from under her father's shadow. "There were some real difficulties about being raised in a fishbowl with a really controversial father."

She earned a master's degree in psychology and studied German, "which would turn out to be the best training for the embassy," she says. After four years, she moved to Denver, where Mark became pastor of a socially active church.

She spent the next eight years earning a doctorate in theology, influenced by social activists such as psychiatrist and author Robert Coles and theologian Reinhold Niebuhr.

"I'm not very interested in theology on a purely abstract level, but in how it motivates and shapes people," Ms. Hunt says.

Philanthropy counts

In her 20s, Ms. Hunt considered giving up all claims to wealth.

Her model was St. Francis of Assisi, who left behind his father's riches for a life of poverty and purity. Instead, she decided to use her wealth to do good.

"There are a lot of ways to change the world without money.

Mahatma Gandhi taught us that. But it's also possible to take money and try to use it to leverage change."

In 1982, she co-founded the Hunt Alternatives Fund with her sister, Helen Hunt Hendrix. Last year, the fund spent \$ 1.2 million on grants to a variety of projects dealing with poverty and discrimination.

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In 1985, Ms. Hunt started the Women's Foundation of Colorado, modeled after the Dallas Women's Foundation. In the midst of all this activity, her personal life also underwent great changes. She and her first husband divorced. She met and married Charles Ansbacher, the symphony conductor in Colorado Springs.

Ms. Hunt commits half her annual income to the Hunt Alternatives Fund. "It is a decision I made 15 years ago. I have a lot of variables in my life, and I decided that that wouldn't be one of them."

Ms. Hunt derives much of her income from her interest in the oil and real estate conglomerate managed by her brother, Ray. Her mother, Ruth, and sisters, June and Helen, also have interests.

Forbes recently estimated the wealth of this branch of the Hunt family at \$ 2 billion.

She won't reveal the size of her annual donation, but it is estimated in the millions. Her income fluctuates with the price of oil.

"You have to put this into context. I live very, very comfortably. I don't want to claim any sacrificial giving."

Left of center

Swanee Hunt says she had never been involved in national politics until watching Pat Buchanan's "hate-mongering" speech to the Republican convention in Houston in 1992. "After that, I called up the Democratic National Committee and said, 'Put me to work.'"

She hosted a symposium on women's issues that raised \$ 1 million for the Democrats. She also contributed \$ 250,000 of her own money to the campaign.

Her politics are at odds with brother Ray, president of Hunt Oil Co., Dallas civic leader and a staunch Republican. "We go to every election and cancel each other's vote," she says, laughing.

But she also calls her brother "my best teacher. When it comes to making management decisions, I frequently think, Now, what would Ray do in this situation?"

For his part, Ray Hunt says he "stands in awe of Swanee's ability to juggle all the things she juggles."

His younger sister inherited "the very best of both of her parents. My sister Swanee has my mother's care and compassion and my father's drive."

Despite their political differences, his father would admire Swanee's passionate commitment, Ray Hunt says.

"I'd think he'd be very proud of her."

Trying times

THE DALLAS MORNING NEWS, December 15, 1996

When Swanee Hunt was offered the ambassador's job, her friends wondered how it might affect her commitment to social work. Ms. Hunt worried about becoming " 's very staid, stuffy personality. I was really afraid I was going to lose f in this job."

In reality, Ms. Hunt's decision hinged on her daughter, Lillian, whose struggle with mental illness is explored in a three-page article in November's Good Housekeeping.

While wrestling with her decision, Ms. Hunt took a walk with an old friend. "If I get to Austria, and it's really tough with Lillian, remind me that it was really tough here in Denver," she told her friend. "This is not about where we are. This is about a life situation we have to deal with wherever we are."

At one point, Lillian went back to Denver to live with her father, Ms. Hunt's first husband. During that time, Lillian was in and out of hospitals, and Ms. Hunt made daily transatlantic calls and frequent trips between Vienna and Denver. Now, Lillian is back in Vienna, and her condition has improved.

"She's extremely happy she came back to Vienna. She's puttogether a whole life here. She has friends. She loves the culture.

She goes to the opera, the plays. She goes out with friends walking. She's a lot more independent."

Cultural exchange

Vienna's cultural life has also proved fertile for her husband.

Charles Ansbacher, conductor laureate of the Colorado Springs Symphony, has toured throughout Central Europe. The Sarajevo Philharmonic, with which he has performed a half-dozen times, recently named him its principal guest conductor.

Ms. Hunt met her second husband when they both served on an education advisory group in 1985. They were married three months later and have an 8-year-old son, Teddy. A stepson, Henry Ansbacher, is a board member of the Hunt Alternatives Fund.

Ms. Hunt also practices the diplomacy of art.

A collection of her photographs, titled "Witness," was exhibited in galleries in Europe. Her musical composition, called The Witness Cantata, was performed in Vienna. Based on the last words of Christ, the cantata invokes author and Holocaust survivor Elie Wiesel and Russian poet Anna Akhmatova. "The common theme is suffering," she says.

Questions of the kind she once asked in Sunday school about suffering and injustice still haunt her. A few months ago, she took a short break in Colorado. The peace and quiet of her ranch were jarring after the hellish experiences of Bosnia.

"It was 5 a.m., just me and the roosters and the cattle and the pine needles. I started thinking about how you integrate these experiences. I find that you don't. You don't integrate these experiences. They just coexist," Ms. Hunt says.

THE DALLAS MORNING NEWS, December 15, 1996

Heiress, social activist, ambassador, mother, wife - these roles somehow coexist in a life of nonstop action. But Ms. Hunt says she's not ready to tally it all up.

It's very tempting to look at the opportunities I have and say I'll be satisfied if I can somehow accomplish all of these things.

"I can't judge my life according to the results. All I can do is judge my life according to the effort. And that's what keeps me going."

GRAPHIC: PHOTO(S): (1. - 5. PHOTOGRAPHY BY ASSOCIATED PRESS, Special to The Dallas Morning News) 1. Ambassador Swanee Hunt takes a moment at a United Nations operations base in Tuzla. 2. The daughter of Dallas billionaire H.L. Hunt greets one of the Muslim women at a refugee center outside Tuzla. 3. Swanee Hunt, who started the Bosnian Women's Initiative, is helped out of a Humvee at a Bosnian refugee center. 4. Swanee Hunt visits a refugee center in Dragonja, outside of Tuzla, Bosnia. 5. Swanee Hunt stands in front of a painting at the ambassador's residence in Vienna.

LANGUAGE: ENGLISH

LOAD-DATE: December 15, 1996

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Divider Title: **BACKGROUND ON PORTUGAL**

Portugal

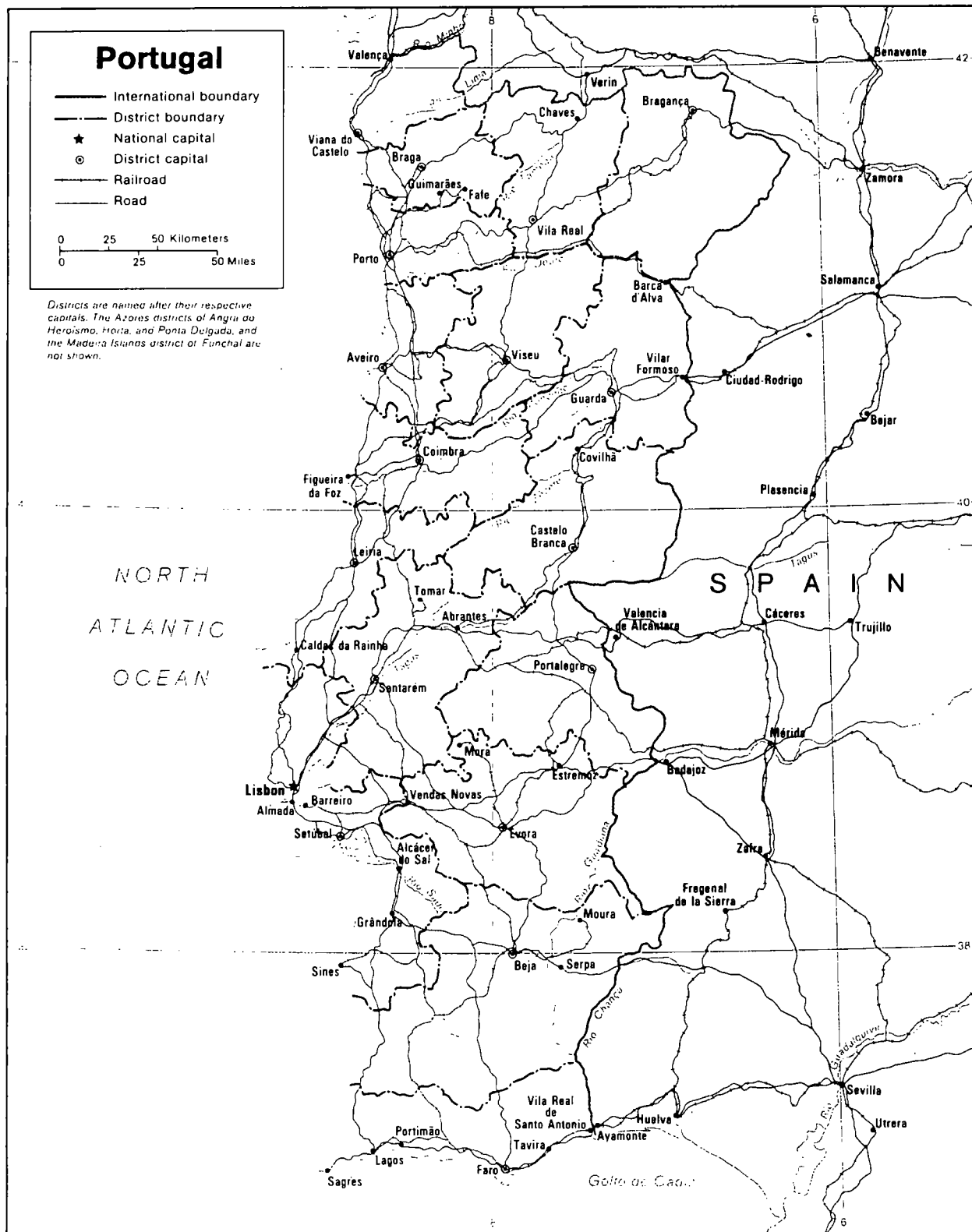
— International boundary
- - - District boundary
★ National capital
⊙ District capital
- - - - - Railroad
— Road

0 25 50 Kilometers
0 25 50 Miles

Portugal

— International boundary
- - - District boundary
★ National capital
⊙ District capital
-+ -+ Railroad
— Road

0 25 50 Kilometers
0 25 50 Miles





U.S. Department of State

Background Notes: Portugal, June 1997

Released by the Bureau of European and Canadian Affairs

Official Name: Republic of Portugal

PROFILE

Geography

Area: 94,276 sq. km.(36,390 sq. mi.), including the Azores and Madeira Islands; about the size of Indiana.

Cities: *Capital*--Lisbon (pop. 1.9 million). *Other major city*--Oporto (pop. 1.7 million).

Terrain: Mountainous in the north; rolling plains central south. Climate: Maritime temperate.

People

Nationality: *Noun and adjective*--Portuguese (sing. and pl.). Population (1995): 9.9 million.

Population density: 105/sq. km. (272/sq. mi.).

Annual growth rate: 0.0%.

Ethnic groups: Homogeneous Mediterranean stock with small black African minority.

Religion: Roman Catholic 97%.

Language: Portuguese.

Education (1995): *Years compulsory*--nine. Completing nine years--23%. *Literacy*--87.4%.

Health: *Infant mortality rate*--9.1/1,000. *Life expectancy*--74.7 years.

Work force (1996): 4.6 million: *Government, commerce, and services*--56%. *Industry*--32%.

Agriculture--12%.

Government

Type: Parliamentary democracy.

Constitution: Effective April 25, 1976. Revised October 30, 1982, June 1, 1989, and November 25, 1992

Branches: *Executive*--President (chief of state), Council of State (presidential advisory body), Prime Minister (head of government), Council of Ministers. *Legislative*--unicameral Assembly of the Republic (230 deputies). *Judicial*--Supreme Court, district courts, appeals courts, Constitutional Tribunal.

Major political parties: Socialist Party (PS), Social Democratic Party (PSD), Popular Party (CDS/PP), Portuguese Communist Party (PCP).

Suffrage: Universal at age 18.

Subdivisions: 18 districts, two autonomous regions, and one dependency.

Economy

GDP (1996): \$107.2 billion.

Annual growth rate (1996): 2.8%.

Per capita GDP (1996): \$10,824.

Avg. inflation rate (1996): 3.1%

Natural resources: Fish, cork, tungsten, iron, copper, tin, and uranium ores.

Agriculture (5% of GDP): Forestry, fisheries.

Industry (36% of GDP): *Types*--textiles, clothing, footwear, wood and cork, paper, chemicals, manufacturing, food and beverages.

Services (59% of GDP): Commerce, government, housing, banking, and finance.

Trade (1996): *Exports*--\$25.8 billion: clothing, footwear, machinery, vehicles, cork and paper products, and food products. *Imports*--\$34.2 billion: machinery, vehicles, agriculture products, chemicals. *Partners*--European Union (30%), United States, Portuguese-speaking African countries, European Free Trade Association (EFTA), Middle East.

Official exchange rate (June 1997): US\$1=170 escudos.

U.S.-PORTUGUESE RELATIONS

The United States encourages a stable and democratic Portugal that is closely associated with the industrial democracies of Western Europe and NATO; it has supported Portugal's successful entry into the West European economic and defense mainstream. Portugal's commitment to democratic values is demonstrated by the country's transition from authoritarian rule to constitutional democracy following a nearly bloodless 1974 coup and its excellent human rights record.

Bilateral ties date from the earliest years of the United States. On February 21, 1791, President George Washington opened formal diplomatic relations, naming Col. David Humphreys as U.S. minister. Portugal's history of looking toward the Atlantic rather than continental Europe and the U.S. position as an Atlantic power have fostered close contact between the two nations. Emigration and sizable Portuguese communities in the United States contribute to a strong cultural bond.

The U.S. and Portugal enjoy an even trade balance, with \$2 billion in direct bilateral trade in 1996. While total Portuguese trade has increased dramatically over the last 10 years, the U.S. percentage of it--both exports and imports--has declined. The Portuguese Government is seeking to increase exports of textiles and footwear to the United States and is encouraging greater bilateral investment.

U.S.-Portuguese defense cooperation continues to be excellent. The Agreement on Cooperation and Defense, signed June 1, 1995, provides for continued U.S. access to the Lajes Air Base in the Azores as well as cooperation in non-military endeavors. The air base provides valuable service, as illustrated most recently by Operation Joint Endeavor in Bosnia and the follow-on mission, Operation Joint Guard. The United States provides equipment and training to the Portuguese military.

From 1975 through 1992, U.S. economic assistance to Portugal, managed by the U.S. Agency for International Development (USAID), was \$1.3 billion, including refugee and disaster assistance, agriculture, schools and rural education, health, low-income housing and housing guaranties, basic sanitation, consultants and training, balance-of-payment loans, PL 480 loans, and Economic Support Funds (ESF) cash transfers. The economically underdeveloped Azores Islands group was a major recipient of targeted USAID assistance. All forms of economic assistance ended by 1993. Portugal continues to participate in U.S. military training programs.

Principal U.S. Embassy Officials

Ambassador--Elizabeth Frawley Bagley

Deputy Chief of Mission--Gregory Mattson

Political/Economic Affairs--Julien LeBourgeois

Consular Affairs--Leslie Rowe

Administrative Affairs--R. Chris Nottingham

Public Affairs--Alfred Head

Commercial Affairs--Daniel Thompson

Agricultural Affairs--Franklin Lee

Defense and Air Attache--Col. David Bell
Army Attache--Maj. Kelly Langdorf
Navy Attache--Commander J. R. Mathers
Office of Defense Cooperation--Col. Jesse Perez
Consul, Ponta Delgada--Bernice Powell

The U.S. Embassy is at Avenida das Forcas Armadas, 1600 Lisbon, Portugal (telephone 351-1-727-3300). The embassy homepage is located at www.usia.gov/posts/lisbon.html.

The Ponta Delgada consulate is at Avenida Infante D. Henrique, Ponta Delgada, Sao Miguel, Azores 9502 (tel. 096-22216).

The consular agent in Funchal, Madeira is Antonio Drummond Borges (tel. 091-47429).

ECONOMIC CONDITIONS

Portugal's economy is based on traditional industries such as textiles, clothing, footwear, cork and wood products, beverages (wine), porcelain and earthenware, and glass and glassware. AutoEuropa, a \$2.5-billion joint venture between Ford and VW, has consolidated Portugal's position in the European automobile industry. In 1996, AutoEuropa generated sales of \$2.36 billion (2.2% of GDP) and produced 119,000 Ford "Galaxy" and VW "Sharan" vans at its state-of-the-art plant in Setubal (98% of which were for export to European markets). Major foreign investments by Siemens and Texas Instruments/SamSung have strengthened Portugal's position in electronics. Portugal also is a major European tourist destination. In 1995, 22.9 million visitors arrived in Portugal from Spain, the United Kingdom, Germany, France, and the United States.

Portugal traditionally runs a large merchandise trade deficit, which is made possible by large net receipts from tourism, remittances from Portuguese workers abroad, and net transfers from the European Union (EU). Net EU transfers in 1996 were \$4.3 billion or 4% of GDP and were used mainly to co-fund public investment in transport, telecommunications, education, and training. During 1994-96, the country's current account was broadly in balance, and foreign direct investment averaged close to \$1 billion per year. Portugal's public external debt is about \$13 billion (12% of GDP), versus foreign exchange reserves (including gold) of more than \$21 billion (20% of GDP), the highest relative to GDP of any EU country.

Portugal's privatization program has reduced the weight of the state-owned sector in the economy from 20% in 1989 to 10% in 1996 and yielded \$12.2 billion in receipts to the government. The partial privatization of EDP (the state-owned electric company) and Transgas (the state-owned natural gas company), together with sale of a third tranche of Portugal Telecom (the 51% state-owned telephone monopoly), are expected to raise some \$3.5 billion in receipts for the government in 1997.

Portugal has made significant progress in raising its standard of living closer to that of its EU partners. GDP per capita on a purchasing power parity basis rose from 51% of the EC average in 1985 to 68% of the EU average in 1996.

Unemployment remains a problem, but at 7.2% in 1996 is still low compared to the EU average of 10.8%, and is expected to decline as the economy continues to strengthen in 1997. Real wages are flexible, but high social costs and severance raise fixed labor costs and slow the recovery in employment. Wage settlements have declined in recent years.

GOVERNMENT

Portugal's April 25, 1976 constitution reflected the country's 1974-76 move from authoritarian rule to provisional military government to a parliamentary democracy with some initial communist and left-wing influence. The 1976 constitution, which defined Portugal as a "Republic. . .engaged in the

formation of a classless society," was revised in 1982 and in 1989.

The 1982 revision placed the military under strict civilian control, trimmed the powers of the president, and abolished the Revolutionary Council (a non-elected committee with legislative veto powers). The 1989 revision eliminated much of the remaining Marxist rhetoric of the original document, abolished the communist-inspired "agrarian reform," and laid the groundwork for further privatization of nationalized firms and the government-owned communications media.

The constitution provides for progressive administrative decentralization and calls for future reorganization on a regional basis. The Azores and Madeira Islands have constitutionally mandated autonomous status. A regional autonomy statute promulgated in 1980 established the Government of the Autonomous Region of the Azores; the Government of the Autonomous Region of Madeira operates under a provisional autonomy statute in effect since 1976. Apart from the Azores and Madeira, the country is divided into 18 districts, each headed by a governor appointed by the Minister of Internal Administration. Macau, a dependency which will revert to Chinese sovereignty in 1999, is headed by a presidentially nominated governor general. The four main organs of the national government are the presidency, the prime minister and Council of Ministers (the government), the Assembly of the Republic (parliament), and the courts.

The president, elected to a five-year term by direct, universal suffrage, also is commander in chief of the armed forces. Presidential powers include appointing the prime minister and Council of Ministers, in which the president must be guided by the assembly election results; dismissing the prime minister; dissolving the assembly to call early elections; vetoing legislation, which may be overridden by the assembly; and declaring a state of war or siege.

The Council of State, an advisory body to the president, is composed of the incumbents of six senior civilian offices, any former presidents elected under the 1976 constitution, five members chosen by the assembly, and five chosen by the president himself.

The government is headed by the presidentially appointed prime minister, who names the Council of Ministers. A new government is required to define the broad outline of its policy in a program and present it to the assembly for a mandatory period of debate. Failure of the assembly to reject the program by a majority of deputies confirms the government in office.

The Assembly of the Republic is a unicameral body composed of up to 235 deputies. Elected by universal suffrage according to a system of proportional representation, deputies serve terms of office of four years, unless the president dissolves the assembly and calls for new elections.

The national Supreme Court is the court of last appeal. Military, administrative, and fiscal courts are designated as separate court categories. A nine-member Constitutional Tribunal reviews the constitutionality of legislation.

CURRENT ADMINISTRATION

The Socialist Party, under Antonio Guterres, won the October 1995 parliamentary elections, falling four seats short of an absolute majority. Socialist Jorge Sampaio won the February 1996 presidential elections with nearly 54% of the vote. Sampaio's election marked the first time since the 1974 revolution that a single party held the prime ministership, the presidency, and a majority of the municipalities. Local elections will be held in December 1997.

Prime Minister Guterres has continued the privatization and modernization policies begun by his predecessor. Guterres has been a vigorous proponent of the effort to include Portugal in the first round of countries to join the European single currency (EMU) in 1999. In international relations, Guterres has pursued strong ties with the U.S. and greater Portuguese integration with the European Union while continuing to raise Portugal's profile through an activist foreign policy. One of his first decisions as Prime Minister was to send 900 troops to participate in the IFOR peacekeeping mission

in Bosnia. Portugal later contributed 320 troops to SFOR, the follow-on Bosnia operation. In January 1997, Portugal began a two-year term as an elected non-permanent member of the UN Security Council.

Principal Government Officials

President of the Portuguese Republic--Jorge Sampaio

Prime Minister--Antonio Guterres

Ambassador to the United States--Fernando Andresen Guimaraes

Ambassador to the United Nations--Antonio Monteiro

Portugal maintains an embassy in the United States at 2125 Kalorama Road NW, Washington, DC 20008 (tel. 202-328-8610); consulates general in New York City, Boston, and San Francisco; consulates in Providence, RI, Newark, NJ, and New Bedford, MA; and honorary consulates in Honolulu, Los Angeles, Houston, New Orleans, Chicago, Philadelphia, Miami, Puerto Rico, and Waterbury, CT. The Portuguese National Tourist Office in the United States is located at 548 Fifth Avenue, New York, NY 10036 (tel: 212-354-4403).

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. briefing paper	Portugal - Political and Economic Overview (1 page)	nd	P1/b(1)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Speechwriting (Noa Meyer Subject Files)
OA/Box Number: 13008

FOLDER TITLE:

The Trip of the First Lady to Spain, Austria, and Portugal, July 5-20, 1997 (D. Shipley)
[Binder] [3]

2012-0869-S

kc973

RESTRICTION CODES

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

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

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b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001b. briefing paper	US - Portuguese Relations (1 page)	nd	P1/b(1)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Speechwriting (Noa Meyer Subject Files)
OA/Box Number: 13008

FOLDER TITLE:

The Trip of the First Lady to Spain, Austria, and Portugal, July 5-20, 1997 (D. Shipley)
[Binder] [3]

2012-0869-S

kc973

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

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Embassy of the United States of America

July 1, 1997
Lisbon, Portugal

WOMEN IN PORTUGAL: AN OVERVIEW

Gradual Change. A typical Portuguese family today will have three generations of women living side by side, each reflecting the role of women in the era in which they were raised. The eldest grew up in a rural area with little or no formal education and remains dependent on the male head of the household. The middle generation received a minimal education and left the countryside for a blue collar job in the city. Her income is important to the family, but the close family unit is still the focus of her life. The youngest was born and raised in the city and has broad career choices. By most measures, the youngest generation's values, lifestyle, and concerns are indistinguishable from those of young people in any Western European country.

Women gained the right to vote in 1931 but were required to have a high school or university degree, a regulation that effectively disqualified the vast majority. Men were only required to pass a literacy test. It was not until 1969 that Portuguese women were allowed to obtain a passport or leave the country without their husbands' permission. While the Constitution of 1976 guaranteed women full equality and eliminated distinctions between the sexes such as those above, some social barriers to advancement still remain.

Domestic Violence. Violence against women remains a largely hidden problem in Portugal. Officials believe the 4,300 men charged with physically abusing their partners in 1994 represent only a fraction of the actual number of incidences of domestic violence. There are very few shelters available for abused women, though more are planned. The Portuguese Association for Victim Support (APAV) is a recently-formed NGO established to provide legal support to victims of domestic battery.

In the Workplace. Portugal has the second-highest rate of female employment in the EU. Close to 70% of working women in Portugal are also mothers of children under the age of 16. Women earn an average of only 76% of what their male counterparts earn and still bear the primary burden for household responsibilities and childcare. Nevertheless, the trend is positive, with more women moving into professional occupations traditionally dominated by men. The fact that the illiteracy rate for women remains twice as high as that for men (7% vs 3.5%) is mainly a reflection of the older generation's lack of education. 67% of university degrees are now earned by women.

Government. Many more women are entering government service at the working level but few occupy leadership positions. Women hold 27 out of 230 seats in the National Assembly (parliament) and only 5 of the 305 mayorships. The ministers of health, the environment, and employment are women.

In 1995, the government created the Commission for Equality and the Rights of Women under the direction of the High Commissioner for the Promotion of Equality and of the Family. The goal of the commission is to "provide the same opportunities, rights, and dignities for women and men." The commission conducts research, publishes studies, promotes workshops and seminars, and maintains a documentation center and a library. It also has an Office of Judicial Issues that provides advice and counseling service to the general public (around 3,000 sessions per year) and assists the government in drafting legislation.



Embassy of the United States of America

July 2, 1997

Lisbon, Portugal

CHILDREN IN PORTUGAL - AN OVERVIEW

Conditions for children have improved dramatically over the last forty years, particularly since the 1974 Revolution. The clearest example of this is the drop in infant mortality, which was reduced from 94.1 to 6.9 per thousand live births between 1950 and 1996. (The current rate of infant mortality is still the second-highest in the EU). Portugal has one of the lowest per capita incomes in the EU and most other Portuguese socio-economic indicators also compare negatively with the rest of the EU. However, such comparisons must be placed in the context of Portugal's rapid evolution since the 1970s and the fact that children are undoubtedly better off on average than they were ten years ago.

Child Labor. Prime Minister Antonio Guterres' government has become increasingly involved in dealing with the problem of child labor. Prior to the 1970s, children as young as seven were employed as farm laborers and workers in small businesses. Children under the legal working age of sixteen can still be found working in small factories, particularly in the north of the country. The government declines to estimate the number of illegally-employed children, but unofficial estimates range from 17,000 to 40,000. In part to reduce child labor, the government mandated nine years of compulsory schooling ending at age fifteen, a move which took effect this year. Portuguese authorities have also become much more aggressive in raiding businesses suspected of using underage labor.

In the Family. During the Salazar era, children had duties to their parents rather than rights guaranteed by the state. Parents had the power to physically punish their children until 1977. The status of children began to change as a result of the mass migration of Portuguese labor to other European countries in the 1960s and the social upheavals of 1974. The ability to work abroad reduced pressure to have multiple children to tend family farms, and the adoption of

modern contraceptive measures reduced Portugal's population growth rate from 3.2% in 1960 to 0% in 1996. Fewer children and increasing incomes mean that families have more to spend on adequate health care and education.

Health. As noted above, Portugal still has a relatively high level of infant mortality, particularly in the Azores and in the rural north. On the island of Madeira, infant mortality increased from 10.8 to 11.9 per thousand live births between 1995 and 1996. However, the number of children born in health centers as opposed to in the home increased from a mere 18% in 1960 to 98.8% in 1994. Nutrition has improved substantially as more and more children attend school for at least their earliest years. Alcohol and drug abuse are a problem for older children, and as many as one-third of sixteen-year-olds smoke cigarettes.

What the Government is Doing. The government formed an interministerial working group in January of 1997 to assess the conditions of Portuguese children and to report on the effectiveness of current government programs related to children's welfare. More is also being done to study the conditions of children of those who have not shared in Portugal's economic improvement, such as African immigrants, Gypsies, and rural laborers. The quasi-independent Institute for the Support of Children and the University of Minho's Institute for the Study of Children contribute to such studies.

51ST STORY of Level 1 printed in FULL format.

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Deutsche Presse-Agentur

December 10, 1996, Tuesday, BC Cycle
00:05 Central European Time

SECTION: International News

LENGTH: 1080 words

HEADLINE: Tens of thousands of children work secretly in southern Europe

BYLINE: By Sinikka Tarvainen

DATELINE: Madrid

BODY:

Children toiling in shoe and textile factories, cutting stone in quarries, harvesting wheat or tomatoes, herding cows and goats, helping fishermen on boats, waiting at tables in restaurants, selling their bodies on dark city streets.

Such images, often associated with the developing world, seem far from home in prosperous western Europe. But in Europe's poorer southern regions, hundreds of thousands of children have to earn their living by working illegally.

In Spain, the trade union UGT estimates that 250,000 to 400,000 children under age 16 are working. Other estimates put the figure at half a million.

Even nine-year-olds have been found working secretly in fruit warehouses. Children work for outside employers or for their families.

In Portugal, trade unions and religious organizations estimated some 200,000 children under 14 to be working in 1991, though official estimates put the figure at only 30,000 to 35,000 children under 15 in 1993. The problem is believed to be relatively worse in Portugal (some 10 million inhabitants) than in Spain (40 million).

In Italy, tens of thousands of children are believed to be working in the Naples area, especially in the leather industries, according to a report by the International Labour Organization (ILO).

Compared to the tens of millions of children working in developing countries, the European figures are small, but that does not make the problem less real.

Many children are made to work by their unemployed parents who live in poverty. Often these children have failed at school, according to a study carried out by several institutions in Spain.

Children are exploited by unscrupulous entrepreneurs who do not want to pay proper salaries and grant their workers the usual rights, the study found.

In Portugal, 15-year-olds can be found working in stone quarries on half the salary of an adult, press reports say. Children work mainly in shoe and

Deutsche Presse-Agentur, December 10, 1996

textile factories in the poorer industrial north of the country.

Some companies hide the problem by making the children go away when
ctors come or by arranging for them to work at home.

But even when cases of exploitation are discovered, the modern European
state does not really know how to deal with them. "When the state intervenes in
extreme cases, it puts the children in institutions," Maria Jesus Martinez of
the Spanish branch of the Catholic organization Caritas explained to the daily
La Vanguardia.

When the children turn 18, they are left to their fate, which often leads to
crime or prostitution, Martinez says.

Portugal is taking new measures to fight the problem which has aroused
criticism abroad. From 1997, the age limit for light work will be raised from 15
to 16 years, and the Socialist government has drafted legislation which will
increase fines for exploiters of child labour.

The situation of a boy who helps his parents by sometimes serving clients in
the family restaurant is not, of course, comparable with that of children
spending days and nights alone in the fields herding cows, as happened in one
case discovered in Spain.

In Spain, some 5,000 children work as prostitutes, estimates Prodeni, an
organization dedicated to the defence of children's rights. Most of these
children, some of whom are as young as 12, have run away from home and become
entrapped by criminals in charge of prostitution networks.

Despite the disparity of their situations, most of the children could suffer
p anent harm of some sort. Having to work as a child leads to low social
standing later on and to psychological problems, Spanish experts say. dpa st
jbp zm

LANGUAGE: ENGLISH

LOAD-DATE: December 10, 1996

*Embassy of the United States of America*

July 3, 1997
Lisbon, Portugal

EDUCATION IN PORTUGAL

Education is an area in which Portugal lags far behind its EU partners, though many more Portuguese receive an education now than did prior to the 1974 Revolution. Illiteracy dropped from 40.3% in 1960 to approximately 7% in 1996; and where only 22% of the population had received a primary education in 1960, that number climbed to 43.8% by 1991. After the 1996-1997 school year, all students in the system will be required to complete nine years of compulsory education. Education reform was a major plank of Prime Minister Antonio Guterres' 1995 campaign platform.

Pre-school Education. Pre-school education was not viewed with particular importance until quite recently. Increasing the number of nurseries and day schools was identified as a priority by the government in 1996. In September 1997, the Ministry of Education and the Ministry of Social Affairs will begin to coordinate the efforts of public pre-schools, traditional nurseries, and even private homes with as few as four or five children being cared for by a trained parent. Since small, private day care centers run by a neighborhood parent are often the only alternative for lower-income parents, the government hopes to ensure as uniform a level of quality as possible. The pre-school network is also intended to reach children of minority groups sometimes left in the care of slightly older children who must themselves skip school to care for their siblings.

Primary and Secondary School Education. At the primary and secondary school levels, Portuguese authorities face continuing problems such as poor facilities and outmoded teaching methods. Many schools must split classes into morning and afternoon shifts to accommodate the large number of students. The Ministry of Education estimates that as many as 100,000 children drop out of school each year without completing the mandated nine years of compulsory education. Of those who complete secondary school, about one-third pass with poor grades.

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University Level Education. Universities in Portugal enjoy a good reputation, especially the public universities in Coimbra, Lisbon, and Porto. Entrance exams are highly competitive for public universities. The number of Portuguese between the ages of 17 and 26 pursuing university degrees is small, but rose from only 3.8% to 8.6% of that age group between 1981 and 1991. Minister of Education Marcelo Grilo was the target of heated criticism by university students for his proposal to charge a small tuition fee at public universities, ending a tradition of 100% state-financed education. Some have criticized Portuguese universities for remaining focused on the humanities and not turning out sufficient students with technical or business expertise. Several private universities, which are increasing in number, have come under fire recently for setting lax standards for the attainment of degrees.

Education

BACKGROUND NOTES ON PORTUGUESE GOVERNMENT PRE-SCHOOL INITIATIVES

In its 1995 parliamentary election campaign, the Socialist Party wrote into its platform an ambitious initiative to increase the availability of pre-school education to Portuguese children between the ages of three and five, and to improve the quality of teaching in the public and private pre-school systems.

On June 6, that platform moved one step closer to reality with the signing of an one-year protocol between the Ministries of Education and of Solidarity and Social Security with three major players in the pre-school area: the church-based network of charitable organizations called the "Misericordias;" the Union of Mutual Social Support; and the Union of Private Institutes of Social Solidarity - IPSS). The protocol was reached after intensive dialogue and consultations among these entities and with the direct participation of parents organizations, and signals the launching of a unprecedented cooperative venture among the private and public pre-school sectors.

Up until now, the public pre-schools had focused principally on the pedagogical needs of children, but did not provide a program for the broader needs of working families, i.e. before- and after-hours day care and meals. The private networks (IPSS's), on the other hand, provided day care for families but generally neglected the pedagogical component. This protocol brings the two systems together under new pedagogical and administrative standards and closer Ministry of Education oversight to improve the quality of pre-school programs and to increase their availability to Portuguese families country-wide.

Currently an estimated 57% of Portuguese pre-school age children attend some type of pre-school or day care center. The goal of the project is by the year 2000 for 90% of five-year olds, 75% of four-year olds and 60% of three-year olds to have affordable access and to attend a public or private pre-school.

In the public pre-schools the Ministry of Education will cover all costs for the students enrolled. In the private pre-schools, the Ministry of Education will be responsible for providing and overseeing the pedagogic component of the programs, including teacher training, both at the university level and in-service. The non-pedagogic component in the private system (i.e. lunches, early morning and late afternoon child care, infrastructure, staff) will be supported by contributions from the Ministry of Social Security and from the municipalities. Parents will pay for the private pre-schools on a means basis. Any family earning a minimum income will not be required to pay for their children to attend the private pre-schools.

The government of Portugal will invest heavily in improving the physical plants and equipment of the public pre-schools; building new schools in areas that are under-served; and hiring and training additional teachers. They are embarking on a nation-wide public information/media campaign to educate parents about the importance of quality pre-school education for their children.

-2-

The GOP will emphasize that pre-school is the first step in a child's primary education, and that the pre-school years can be decisive for the personal, emotional, social and intellectual development of the child and for his or her future success in school and in life. The challenge is to convince parents that it is better to enroll their children in a pre-school than to leave them home with relatives who may not have the experience of education to give them the kind of pedagogical and social environment recommended for this age group.

usls katlpresch.609

A Look into Portuguese Culture

Portugal's culture reflects its rich historical heritage -- a blend of Western European, Mediterranean, and North African values. The legacy of Portugal's maritime excellence is demonstrated by their cultural influence on five continents. The Portuguese people are warm and friendly to visitors who possess a curiosity and interest to learn.

The Portuguese are sensitive about maintaining their identity distinct from that of Spain. Preserving their language and culture is a symbol of this pride. The population is predominately Catholic, which is illustrated by the religious holidays and festivals held throughout the year. Family ties in Portugal are strong. It is not uncommon for several generations to live under one roof.

Portuguese culture has contributed to the arts, sporting events, and gastronomy. Fado, considered the "blues" of Portugal, is a typical Portuguese art where a singer accompanied by guitars expresses passionate stories. Bull-fighting is a popular spectator sport in Portugal. Unlike Spanish bull-fighting, the Portuguese do not kill the bull, or inflict any serious wounds. Portuguese cuisine is known for its dishes featuring salt-cod and sardines from local fishing grounds. World-famous port wine produced in the Douro vineyards of northern Portugal is another Portuguese treasure.

Withdrawal/Redaction Marker

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001c. briefing paper	Portugal - "Watch Out For" Topics (2 pages)	nd	P1/b(1)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Speechwriting (Noa Meyer Subject Files)
OA/Box Number: 13008

FOLDER TITLE:

The Trip of the First Lady to Spain, Austria, and Portugal, July 5-20, 1997 (D. Shipley)
[Binder] [3]

2012-0869-S
kc973

RESTRICTION CODES

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

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

C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

CHINA
July 2, 1997

Q: What is your comment on the reported statement by PRC President Jiang that China will now turn its attention from Hong Kong to reuniting Macao and then Taiwan with the mainland?

A: China has long had the goal of reuniting all Chinese territories, namely Hong Kong, Macao and Taiwan. Our position on Hong Kong is clear: we expect China to adhere to the one country, two systems principle. Macao, currently a Portugese colony, will revert to China in 1999. We have long regarded the question of Taiwan as a matter for the two sides to resolve. Our strong interest is that the resolution be peaceful.

[The President's Office]

105TH CONGRESS
1ST SESSION

H. R. 1880

To amend the Immigration and Nationality Act to modify the qualifications for a country to be designated as a visa waiver pilot program country.

IN THE HOUSE OF REPRESENTATIVES

JUNE 12, 1997

Mr. FRANK of Massachusetts (for himself, Mr. POMBO, and Mr. KENNEDY of Rhode Island) introduced the following bill; which was referred to the Committee on the Judiciary

A BILL

To amend the Immigration and Nationality Act to modify the qualifications for a country to be designated as a visa waiver pilot program country.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. QUALIFICATIONS FOR DESIGNATION AS PILOT**
4 **PROGRAM COUNTRY.**

5 Section 217(c)(2) of the Immigration and Nationality
6 Act (8 U.S.C. 1187(c)(2)) is amended to read as follows:

7 “(2) QUALIFICATIONS.—Except as provided in
8 subsection (g), a country may not be designated as

1 a pilot program country unless the following require-
2 ments are met:

3 “(A) LOW NONIMMIGRANT VISA REFUSAL
4 RATE.—Either—

5 “(i) the average number of refusals of
6 nonimmigrant visitor visas for nationals of
7 that country during—

8 “(I) the two previous full fiscal
9 years was less than 2.0 percent of the
10 total number of nonimmigrant visitor
11 visas for nationals of that country
12 which were granted or refused during
13 those years; and

14 “(II) either of such two previous
15 full fiscal years was less than 2.5 per-
16 cent of the total number of non-
17 immigrant visitor visas for nationals
18 of that country which were granted or
19 refused during that year; or

20 “(ii) such refusal rate for nationals of
21 that country during—

22 “(I) the previous full fiscal year
23 was less than 3.5 percent; and

24 “(II) the two previous full fiscal
25 years was at least 50 percent less

3

1 than such refusal rate during fiscal
2 year 1994.

3 “(B) MACHINE READABLE PASSPORT PRO-
4 GRAM.—The government of the country certifies
5 that it has or is in the process of developing a
6 program to issue machine-readable passports to
7 its citizens.

8 “(C) LAW ENFORCEMENT INTERESTS.—
9 The Attorney General determines that the
10 United States law enforcement interests would
11 not be compromised by the designation of the
12 country.”.

○

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Divider Title: **Bios**

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. reports	bios (2 pages)	07/02/1997	P1/b(1)

COLLECTION:

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First Lady's Office
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267TH STORY of Level 1 printed in FULL format.

Copyright 1996 Reuters, Limited
Reuters North American Wire

January 14, 1996, Sunday, BC cycle

LENGTH: 522 words

HEADLINE: Sampaio staged comeback to win Portugal presidency

BYLINE: By David Brough

DATELINE: LISBON, Portugal

BODY:

Socialist Jorge Sampaio, who won the Portuguese presidency Sunday, has staged a remarkable political comeback after leading his party to defeat in 1991 general elections.

The affable 56-year-old lawyer and ex-mayor of Lisbon, who according to a friend is "too nice a guy to be in politics," had criss-crossed Portugal and often held several rallies a day in a tireless quest for votes.

The polls said he beat long-time rival, former conservative prime minister Anibal Cavaco Silva by a landslide.

The avuncular Sampaio, who will take office on March 9, will probably adopt a "father of the nation" style similar to that of outgoing fellow Socialist Mario Soares, 71.

The hugely popular Soares is winding up the maximum two five-year terms as president allowed by the Constitution.

Once considered a left-winger, Sampaio is now solidly in favor of the European Union and says unemployment will be his main concern. He is an expert negotiator, but has been accused of indecisiveness and lacks the forceful style of Cavaco Silva.

The ginger-haired and bespectacled Sampaio was the first candidate to declare his presidential bid last February and consistently topped opinion polls.

He had fought an uphill battle to restore his reputation after Socialist Democrat Cavaco Silva humiliated him when they were rival party leaders in 1991.

As Socialist leader Sampaio was defeated in parliamentary elections that year and lost the party leadership to Antonio Guterres, who led the center-left party to victory over the Social Democrats in parliamentary elections last October.

Sampaio was already mayor of Lisbon and he regained political respectability by putting his energies into being an efficient and respected leader of the capital.

Although the Portuguese president has a largely ceremonial role, he can veto legislation and his power to dissolve parliament can make him a key figure during political upheaval.

Reuters North American Wire, January 14, 1996

Sampaio was active in the clandestine left-wing opposition to the Salazar dictatorship in the 1960s and early 1970s. In 1960 he was briefly arrested by Salazar's secret police.

After the 1974 revolution which established democracy in Portugal, Sampaio remained aloof from the main political parties. He finally joined the Socialists in 1978 and became a member of the European Human Rights Commission a year later.

But he fell out with Soares, the founder of the Socialist Party, and did not enter parliament until 1985.

The personality clash was resolved a few months later when Soares was elected president and stepped down as party leader. From then on Sampaio's rise was meteoric.

He became leader of the Socialist parliamentary group in 1987 and secretary-general of the party two years later.

Jorge Fernando Branco de Sampaio was born into a liberal middle class family in Lisbon on Sept. 18, 1939.

He entered Lisbon University to study law in 1956 and his political career began two years later when he campaigned for Humberto Delgado, the opposition candidate in Portugal's 1958 presidential election.

Sampaio lives in Lisbon with his second wife Maria Jose Rita and their two children.

PAGE: ENGLISH

LOAD-DATE: January 15, 1996

4TH STORY of Level 1 printed in FULL format.

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Federal Document Clearing House Congressional Testimony

June 24, 1994, Friday

SECTION: CAPITOL HILL HEARING TESTIMONY

LENGTH: 1206 words

HEADLINE: TESTIMONY JUNE 24, 1994 ELIZABETH BAGLEY AMBASSADOR - DESIGNATE TO
PORTUGAL SENATE FOREIGN RELATIONS NOMINATIONS HEARING

BODY:

STATEMENT BY ELIZABETH FRAWLEY BAGLEY

AMBASSADOR-DESIGNATE TO PORTUGAL

BEFORE THE SENATE FOREIGN RELATIONS COMMITTEE

JUNE 24, 1994

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE,

I AM HONORED THAT PRESIDENT CLINTON HAS NOMINATED ME TO SERVE AS AMBASSADOR TO THE REPUBLIC OF PORTUGAL AND IT IS A DISTINCT PRIVILEGE TO BE THERE TODAY TO SEEK YOUR SUPPORT FOR MY NOMINATION.

I AM GRATEFUL TO SENATE MAJORITY LEADER MITCHELL AND SENATOR HELMS FOR THEIR KIND INTRODUCTIONS. IF I MAY, I WOULD LIKE TO INTRODUCE TO THE COMMITTEE MEMBERS OF MY FAMILY WHO ARE HERE WITH ME TODAY, MY HUSBAND AND PRINCIPAL MEMBER IN THIS MISSION, SMITH BAGLEY, AND MY FATHER, JUDGE JOHN FRAWLEY, MY MOTHER, ROSE MARY, MY BROTHER, FATHER BRIAN FRAWLEY, MY SISTER, ELLEN, AND OUR 4 1/2 YEAR OLD DAUGHTER, VAUGHAN. MY 12 MONTH-OLD SON, CONOR, IS AT HOME TODAY.

MR. CHAIRMAN, IN ACCEPTING THE PRESIDENT'S CALL TO REPRESENT HEW IN LISBON, I DID SO WITH A DEEP SENSE OF HUMILITY -- COUPLED WITH THE CONFIDENCE THAT MY EXPERIENCE IN THE FIELDS OF FOREIGN AFFAIRS AND INTERNATIONAL LAW WILL, IF I AM CON D, ALLOW ME TO JUSTIFY HIS AND SECRETARY CHRISTOPHER'S CONFIDENCE IN ME.

I AM CURRENTLY AN ATTORNEY AND ADJUNCT PROFESSOR OF LAW AT GEORGETOWN UNIVERSITY, WHERE I RECEIVED MY DEGREE IN INTERNATIONAL LAW. DURING THE CARTER ADMINISTRATION, I SERVED FOR FOUR YEARS IN THE STATE DEPARTMENT'S BUREAU OF LEGISLATIVE AFFAIRS, WHERE I LEARNED FIRST-HAND THE VALUABLE CONTRIBUTION CONGRESS AND THIS COMMITTEE IN PARTICULAR -- CAN MAKE TO OUR -- NATION'S FOREIGN POLICY. I ALSO SERVED AS SPECIAL ASSISTANT TO AMBASSADOR SOL LINOWITZ ON THE CAMP DAVID ACCORDS NEGOTIATIONS OVER PALESTINIAN AUTONOMY, AND AS A MEMBER OF THE U.S. DELEGATION TO THE MADRID REVIEW MEETING OF THE CONFERENCE ON SECURITY AND COOPERATION IN EUROPE (CSCE).

IN ADDITION, I HAVE SERVED ON THE BOARDS OF SEVERAL INTERNATIONAL ORGANIZATIONS, INCLUDING THE NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS. I HAVE TRAVELED EXTENSIVELY AS A MEMBER OF INTERNATIONAL DELEGATIONS TO SOME 18 COUNTRIES AND HAVE BEEN AN OFFICIAL OBSERVER OF ELECTIONS IN THE PHILIPPINES, PAKISTAN, NICARAGUA, CZECHOSLOVAKIA AND PARAGUAY. I AM FLUENT IN FRENCH AND SPANISH, AND AM CURRENTLY COMPLETING THE FOREIGN SERVICE CONVERSION

FDCH Congressional Testimony, June 24, 1994

COURSE FROM SPANISH TO PORTUGUESE.

IF CONFIRMED, I WILL DRAW ON MY EXPERTISE AS A LAWYER AND FOREIGN POLICY
OR TO CULTIVATE AND MANAGE THE EXCELLENT RELATIONSHIP THE UNITED STATES
ENJOYS WITH PORTUGAL.

WITH THE SUPPORT OF THIS COMMITTEE, I HOPE TO BE ABLE TO COMMIT MY ENERGIES
TO ADVANCING OUR BILATERAL RELATIONS WITH THE REPUBLIC OF PORTUGAL. THIS
RELATIONSHIP IS ONE OF PARTNERSHIP BETWEEN TWO ALLIES WHO SHARE A STRONG
ATLANTICIST ORIENTATION. PORTUGAL IS A STALWART MEMBER OF NATO AND AN ACTIVE
PARTICIPANT IN INTERNATIONAL FORA. PORTUGAL'S RELATIONS WITH THE UNITED STATES
CAN BE CHARACTERIZED AS WARM AND "MATURE." THEY ARE BASED ON MUTUAL BENEFIT
WITHIN THE CONTEXT OF THE NORTH ATLANTIC ALLIANCE.

IF CONFIRMED, I INTEND TO PURSUE THE DEVELOPMENT OF THIS MATURE
RELATIONSHIP. WE ARE APPROACHING THE END OF NEGOTIATIONS OVER THE CHARTER ON
COOPERATION AND DEFENSE FOR CONTINUED ACCESS TO THE AIR BASE IN THE AZORES. I
LOOK FORWARD TO THE ESTABLISHMENT UNDER THE CHARTER OF AN ACTIVE BINATIONAL
COMMISSION WHICH WILL MANAGE AND NURTURE THIS RELATIONSHIP.

I AM COMMITTED TO IMPROVING THOSE ALREADY STRONG POLITICAL AND CULTURAL TIES
WHICH EXIST BETWEEN THE UNITED STATES AND PORTUGAL. IN ADDITION, I WILL TAKE
EVERY OPPORTUNITY TO IMPROVE THOSE MECHANISMS WHICH EXIST FOR BILATERAL TRADE
AND BUSINESS, FOR THE BENEFIT OF BOTH OUR ECONOMIES.

I AM ALSO EAGER TO EMBRACE PORTUGUESE SOCIETY. THE PORTUGUESE, THE GREAT
EXPLORERS OF THE AGE OF DISCOVERY, WERE TRULY POSSESSED OF A WORLD VIEW. THEIR
SEA ROAD TO THE RICHES OF THE EAST SPANNED HALF THE GLOBE. 500 YEARS AGO, THEIR
VENCE STRETCHED FROM THE COASTS OF AFRICA AND INDIA TO THE SHORES OF CHINA
JAPAN. I AM EXCITED BY THE PROSPECT OF RESIDING IN A COUNTRY SO STEEPED IN
HISTORY AND SO EXPERT IN THE PRACTICE OF INTERNATIONAL COMMERCE.

SHOULD I GAIN THE CONFIRMATION OF THE SENATE, I LOOK FORWARD TO TAKING UP MY
RESPONSIBILITIES AS AMBASSADOR AND WOULD BE DELIGHTED TO WELCOME ANY OR ALL OF
YOU TO LISBON. THANK YOU AND I WOULD BE HAPPY TO RESPOND TO ANY QUESTIONS YOU
MAY HAVE.

LANGUAGE: ENGLISH

LOAD-DATE: June 25, 1994

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Divider Title: **Cultural Sites**

WHERE EUROPE AND THE ATLANTIC MEET

Iberian Peninsula from Spain's arid plains and burning sun, Portugal springs perhaps Europe's greatest surprise on the unwary traveler. Its landscape unfolds in astonishing variety to reveal a mountainous, green interior and a sweeping coastline. Portugal provides many things you might expect if you're familiar with Spain, including fine food and wine, spectacularly sited castles, medieval hilltop villages, and excellent beaches. But the similarities are far outweighed by the myriad differences, by the country's delightful distinctions. Portugal seems to revel in its often contrary identity. Despite its proximity, the language is a world apart from Spanish; and though, like Spain, Portugal has a Mediterranean air, it is firmly Atlantic facing. Even the people seem undecided as to their origins, looking markedly Celtic in the north and rather Moorish in the south. But most important for the visitor, Portugal sees far less tourism than Spain, and it's still possible to travel into the heart of the provinces and be among few, if any, visitors.

High economic growth (in excess of that of most of its European partners) and heavy foreign investment have benefited large sectors of the population. Many people are employed in the tourism industry, which now accounts for about 10% of the country's gross national product. Accordingly, the resort areas and cities are now anything but undiscovered: The Algarve coast, for example, is one of Europe's most visited regions. Lisbon, too, has rapidly acquired the trappings of a forward-looking commercial capital. Many of its turn-of-the-century buildings are being replaced by skyscrapers, and renovation and modernization have touched every part of the capital. Much of the architecture and culture that once made Portugal unique now stand side by side with contemporary styles and lifestyles, an all-too-familiar development in late-20th-century Europe. Away from Lisbon and the busy Algarve, however, there are still country

toric towns, and hidden valleys that have barely changed over the past few hundred years.

Blessed with a salubrious climate and abundant game and fish, this part of the Iberian Peninsula once supported a flourishing prehistoric population. Few traces of the culture remain, however, save the sculpted-stone boar fertility symbols found in Trás-os-Montes and the huge Colossus of Pedralva, a mysterious seated figure in granite, on display in the Museu Martins Sarmento in Guimarães. The later arrival of Celtic peoples in northern Portugal (700 BC–600 BC) is recorded in a series of *citânias* (fortified hill settlements), which appear throughout the Minho; the most impressive example is at Briteiros, between Braga and Guimarães. Phoenicians traded at the site of present-day Lisbon, and the Carthaginians and Greeks set up trading posts on Portugal's southern shore, but it wasn't until the Roman annexation of the peninsula after the Second Punic War (218–202 BC) that the region came under any kind of unified control.

There was resistance to the Roman advance, particularly in central Portugal, where the heroic chieftain Viriatus of the Lusitanian tribe held the legions at bay for several decades, until his eventual defeat in 139 BC. Despite the subsequent colonization of much of the country, little of the Roman period survives in modern Portugal. Roads, aqueducts, and elegant bridges (like those at Chaves and Ponte de Lima) were built, and cities founded, though the only substantial remains are at Évora, where there's a fine temple from the 2nd century, and at the preserved Roman town of Conimbriga, near Coimbra. A less obvious Roman relic is the system of vast agricultural estates—*latifundia*—established in the Alentejo. Here the Romans introduced the crops that are now mainstays of the Portuguese economy: wheat, barley, olives, and grapes.

The Moorish invasion of the Iberian Peninsula in 711 had a lasting effect on the country, particularly in the south, where

place-names and people's features still reflect those times. The Moors established a capital at Silves in the Algarve (derived from the Moorish, *al-Gharb*, meaning "west of the land beyond"), planted great orchards on irrigated land, and spread a Moorish Arab culture of great significance, although they allowed freedom of worship.

Arab rule stood firm until the 12th century, when Christian forces under Dom (King) Afonso Henriques moved south from their stronghold at Guimarães in the Minho to take successive Moorish towns and castles at Leiria, Santarém, and Sintra. The ramparts and battlements of these fortresses are all visible today, a reminder of both the Moorish genius for siting defenses and of the Christian effort involved in overcoming them. The most significant victory was at Lisbon in 1147, with the storming of the Moorish fortress on the site of the present-day Castelo de São Jorge. A Burgundian by descent, Afonso Henriques was by then being called the first king of all Portugal, and he ordered the building of Lisbon's proud Sé (cathedral) in celebration of the victory. Many other churches in Portugal mark the path of the reconquest (as the Moors were pushed south), particularly the numerous Romanesque chapels that cover the landscape between the Rio Minho and Rio Douro.

Southern Alentejo and the Algarve remained in Arab hands until the mid-13th century, by which time the fledgling kingdom of Portugal extended to its current borders. The country reached its final shape in 1260, when Afonso III—who retook Faro and the western Algarve from the Moors—moved the capital from Coimbra to Lisbon.

The early kings of Portugal, from the dynastic House of Burgundy, moved quickly to establish their independent country. Recognition was gained from the neighboring Castilian rulers, although fortresses were built along the Spanish frontier as a precaution. Those at Beja and Estremoz are evocative examples. A *Cortes* (parliament) was assembled, and a university founded, initially in Lisbon in 1290 but transferred to Coimbra in 1308. (The grand university buildings that you see in

tury, when the scholastic foundation was declared permanent, but the evident sense of pride in the city goes back to the university's origins; it remained the only university in Portugal until this century.)

The House of Burgundy was succeeded by the House of Aviz, whose first king, Dom João I, roundly defeated the Castilian army at the Battle of Aljubarrota (1385) to end any lingering Castilian thoughts of dominion over Portugal. It was a significant victory, which secured the independence of Portugal for nearly two centuries and allowed Portuguese kings to turn their attention to the maritime ventures that were to guarantee them fabulous colonial wealth. João I marked the victory by building the extraordinarily beautiful abbey of Santa Maria da Vitoria at Batalha in Estremadura, not far from the battlefield. Triumphant in tone, the abbey celebrates not only the Portuguese release from Castilian interference, but also an important historic link with England. The Treaty of Windsor, signed a year after the battle, confirmed the Anglo-Portuguese alliance, and in 1387 João I married Philippa of Lancaster, daughter of John of Gaunt. Philippa and João are buried side by side in the abbey's chapel, as are their children, one of whom was Prince Henry the Navigator, the man who did the most to influence Portugal's rapid 15th-century expansion.

Based at Sagres, on the western tip of the Algarve, Prince Henry surrounded himself with seamen, mapmakers, and astrologers. Under the protection of the mighty *fortaleza* (fortress), which still stands, these men were the first to establish the principles of navigation on the high seas. The caravelle, a ship capable of navigating in a crosswind, was developed, and famous maritime discoveries were soon under way: Madeira and the Azores were discovered in 1419 and 1427, respectively, and by 1460 (when Henry died) the west coast of Africa was known to Portuguese seamen. There were no limits to the inquisitiveness or to the bravery of the Portuguese sailors. Bartolomeu Dias rounded the southern tip of Africa in 1487, naming it the Cape of Good Hope; just 10 years later, Vasco da Gama reached India; and in 1500 Pedro Álvares Cabral sailed to Brazil. By the mid-16th century, the Portuguese empire had spread

Source: Fodor's Portugal (1997)

in the Far East and a Portuguese monopoly in force throughout the Indian Ocean.

The wealth gained from this aggressive expansionism knew no bounds. Portugal was at the height of her influence, with Lisbon the richest city in Europe, and under Dom Manuel I (1495–1521), the Crown intervened to take a fifth of the maritime trading profits. With the proceeds, Manuel began to adorn Portugal with buildings and monuments worthy of an imperial power, and the late-Gothic architecture that evolved has since come to be called Manueline style. If there's any doubt about the brimming confidence of that era, one look at the Manueline buildings of Portugal will dispel it immediately. The interior decoration of the Igreja de Jesus (Church of Jesus), begun in 1494 in Serúbal, near Lisbon, is generally considered to be the earliest appearance of the Manueline style in Portugal. It was soon overshadowed by exuberant works in the capital itself, at Belém, where the Mosteiro dos Jerónimos (Jerónimos Monastery) and the Torre de Belém (Belém Tower) are two of the most visited surviving examples in the country. The abbey of Batalha was transformed by its Manueline renovations, in particular the portal of the Capelas Imperfeitas (Unfinished Chapels), which is among the most impressive of all Manueline works. A tour of any of these buildings is a requisite to understanding the untrammelled power and influence of 16th-century Portugal, but also perhaps to recognizing the strong national identity that the Portuguese retain today. The pride in these buildings, which goes beyond mere architectural prowess, is most evident in Tomar's Convento de Cristo, whose supreme Manueline ornamentation (windows of the Chapter House) stands as the most eloquent reminder of the Portuguese age of discovery.

The buildings have survived, but the glories of the Portuguese empire were relatively short-lived. Arts and literature flourished for a while with the emergence of the 16th-century dramatist Gil Vicente and the publication in 1572 of the great poet Luís de Camões's epic *Lusiads*, which told of the proud era of discovery. But the disastrous crusade in Morocco by the young Dom Sebastião in 1578, where the king perished alongside most of the country's nobility, allowed Phillip II of Spain

died in the same year Portugal fell to Spain, and it's said his last words were, "I am dying at the same time as my country."

Spanish Rule and Portuguese Renaissance

Spanish rule lasted 60 years (1580–1640), during which time many of Portugal's overseas possessions were lost, but in 1640 the Portuguese took back their throne when a nobleman from the powerful Portuguese House of Bragança was installed as Dom João IV. The Bragança dynasty was to last until the first years of the 20th century, but for the most part there was a hollow ring to its pretensions as a power. Fueled by the gold and diamonds extracted from Brazil, there was extravagant spending on irrationally grand projects, like the massive monastery at Mafra (which employed 50,000 workmen), the university library at Coimbra, and the excessive decoration of the Capela de São João Baptista (Chapel of St. John the Baptist) in Lisbon. However, with the domestic economy still weak, and society strictly feudal, it took the appalling devastation of the 1755 earthquake, which destroyed Lisbon, to breathe new life into commerce and industry.

The king's chief minister at the time, the Marquês de Pombal, ordered that the capital's dead be buried and the living fed. He then immediately set about creating a new, planned Lisbon that took heed of the most advanced architectural and social ideas of the age, resulting in an elegant but restrained style of building later known as Pombaline. To walk through downtown Lisbon today is to walk through shades of the 18th century, starting in the elegant, colonnaded riverside square, the Praça do Comércio, and through the gridded Baixa (Lower) District, expressly designed by Pombal to house the trades and commercial concerns he was keen to promote. Lisbon's glory is its 18th-century buildings and its sense of measured space, an early example of town planning that's repeated elsewhere in Portugal, most notably in the gridded streets of Vila Real de Santo António, the easternmost town of the Algarve.

These developments proved to be mere diversions from the economic, social, and moral poverty of the Portuguese crown. Napoleon's invasions during the Peninsular

monarchy was finally overthrown in 1910. A republic was proclaimed, but the rot of instability had set in, and during the next 16 years 44 different governments attempted to rescue Portugal from its malaise. A coup d'état followed in 1926, and from 1928 onward the country was governed by the right-wing dictatorship of António Salazar, who—first as minister of finance, then as prime minister—was strongly influenced by the contemporary Italian and Spanish fascist movements led by Mussolini and Franco, respectively. The dictatorship was to last until 1974.

Portugal: A New Cultural Face

In the 20th century, industrialization passed Portugal by, the economy remained agricultural, the political system was unreformed, and the lot of the people did not improve. The country preserved its age-old traditions and customs within an almost feudal social structure, causing it to fall behind developing nations. Portugal was ready for change. In 1968 its government appointed Dr. Marcelo Caetano to replace then-dictator António de Oliveira Salazar, who had just suffered a severe stroke. Long-brewing discontent in the African colonies of Angola and Mozambique led to the revolution that occurred six years later, on April 25, 1974, in which Caetano was ousted in a virtually bloodless coup (fewer than 20 people were killed) led by General António de Spínola. It was the move that the Portuguese people had long awaited, and huge demonstrations in support of the left-wing, officer-led Movimento das Forças Armadas (Armed Forces Movement) left no doubt that Portugal had entered a new era. The remaining colonies were granted independence. Initially it was a relatively peaceful operation in Mozambique and Guinea-Bissau, but in Angola and East Timor it was fraught with conflict. Land on the huge estates of the Alentejo was redistributed, and in the name of democracy, free elections produced a popular Socialist government.

Today Portugal is a stable country, its people keen to share in the prosperity offered by the developments within the European Union, of which it held the presidency in 1992. In 1994 the capital came of age when Lisbon was selected as European City of Culture. The government

has shifted steadily to the right since the heady days of revolution; the Social Democrats have been the largest party in government since 1985. Visitors may find the obvious stability surprising, given the relatively short time since the revolution, and indeed it speaks well for the inherent qualities of the Portuguese people. Moreover, since 1975 more than 700,000 refugees from former Portuguese colonies in Africa and Indonesia have been absorbed into the country—a remarkable integration in that short period, given that the refugees now represent more than 7% of the total population.

The refugees have bestowed a welcome new face on Portugal; in Lisbon, for example, African music and dance is extremely popular, and dozens of places serve authentic Brazilian, Mozambican, Angolan, and Goan food. And in the final chapter of Portugal's colonial adventures, because the country has agreed to take in as many citizens of Macau as wish to leave before the handover of that territory to China in 1999, there are sure to be more Chinese and Macanese restaurants opening up. There's a buoyancy in other cultural matters, too, with Lisbon, Porto, Coimbra, and other major towns providing visitors with plenty of opportunity to see the best in contemporary Portuguese art, music, and dance. Excellent modern-art museums in both Porto and Lisbon are high on many itineraries: the painter Maria-Helena Vieira da Silva is the most famous name Portugal has produced this century, though others have also been influential, including pioneer modernist Almada Negreiros, and Amadeu de Sousa Cardoso (who has a separate gallery for his works in Amarante). Contemporary writers whose works are translated into English include José Cardoso Pires, António Lobo Antunes, and José Saramago, and architects strive to recreate that imperial Portuguese sense of confidence in their buildings—Lisbon's vast, colorful Amoreiras shopping and residential complex and the new Cultural Center in Belém are as bold as such projects come.

Political stability and artistic confidence couldn't have been maintained without improvements in the economy, and there have been great strides forward since 1974. Membership in the European Union has undoubtedly helped in reviving the econ-

for the modernization of agriculture; massive aid and loans from the United States have also played a part. One effect of this regeneration is that Portugal has become more expensive over the last few years, though you're unlikely to find costs prohibitive. The government, of course, faces its own problems, not least a marked disparity in economic development between the north and south of the country. In addition, there are relatively high illiteracy and infant mortality rates; inflation causes concern; and agriculture is stubbornly inefficient, despite modernization.

The challenges to the government and people of Portugal during the remainder of the 1990s are clear, and there are few countries in Europe better equipped to deal with them, since a young democracy often has an uncommon will to succeed. But there's a challenge to the visitor, too. Take time to get off the beaten track, and you'll be rewarded—more than anywhere else in western Europe—with glimpses of a traditional life and culture that has been shaped by the memories of empire and tempered by the experience of revolution.

WHAT'S WHERE

The major surprise for most visitors to Portugal is its topography: It's a far greener land than Spain, with a riot of flowers, trees, and shrubs that provide color and shade throughout the country. There's also an enormous variety of landscapes in this relatively small European nation. A long rectangle slightly larger than the state of Indiana, it's just 560 kilometers (350 miles) from north to south and 220 kilometers (138 miles) at its widest east-west point. It's bordered on the north and east by Spain and on the south and west by the Atlantic Ocean and is temperate year-round, especially along the coasts. Portugal rarely suffers the extreme heat of other southern European countries.

With a total population of about 1 million, Lisbon is one of Europe's smallest capital cities, and to many visitors, it immediately becomes one of the most likeable. In parts of the city, the centuries seem to collide: Out of 17th-century build-

ings trip designer-clad youths; the fish market at Cais do Sodré resonates with traditional sights and smells; and just a few minutes' walk from Lisbon's 18th-century aqueduct sits Portugal's modernistic Amoreiras Shopping Center.

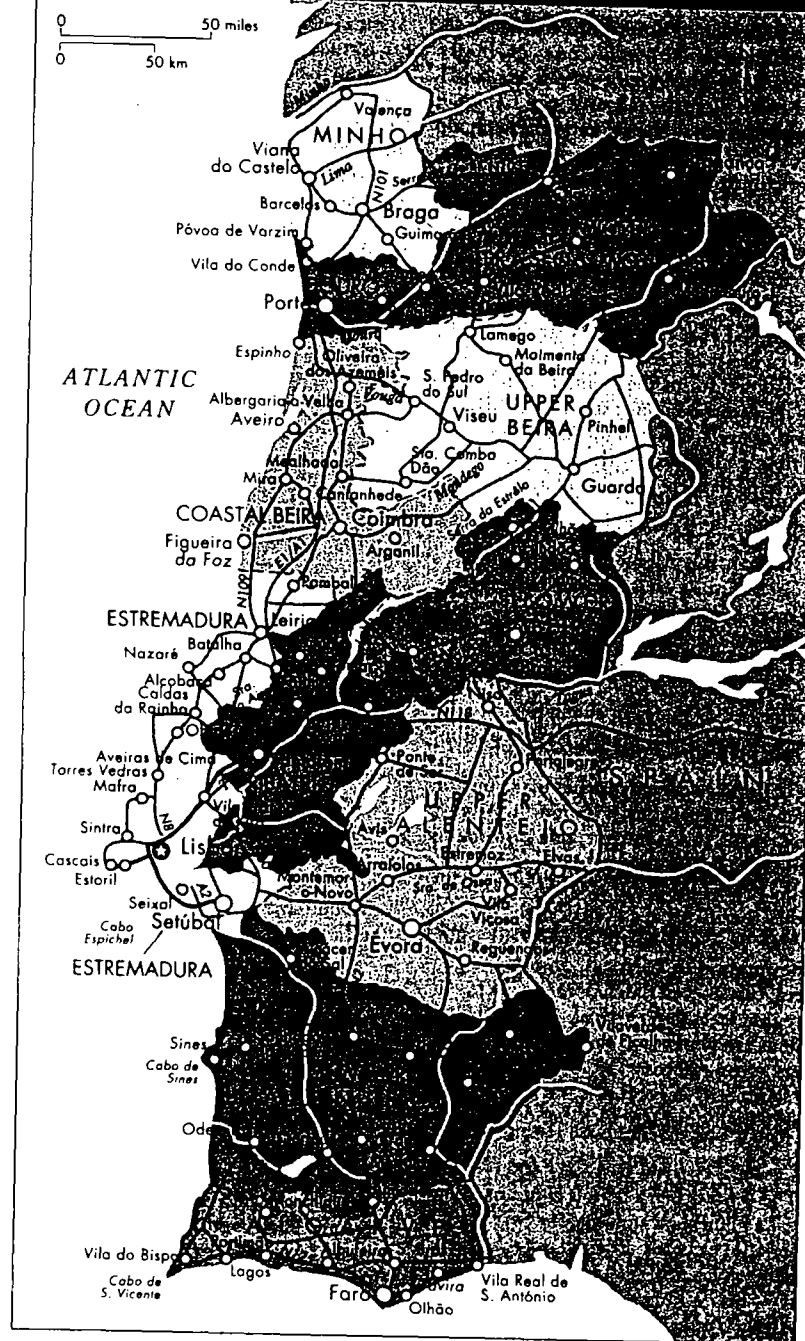
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The palaces, gardens, and luxury *quintas* (country manor houses) of Sintra are justly celebrated. At Cascais and Estoril life revolves around the sea, and visitors can take part in time-honored pastimes: a stroll along the shore, a seafood meal, a game of tennis, a flutter at the casino. To the north, around Guincho's rocky promontory and the Praia das Maças coast, the Atlantic Ocean is often windswept and rough, but there's good sailboarding and surfing, as well as excellent views for coastal drives.

The best of the sand beaches lie to the south of the Rio Tejo, on the Setúbal Peninsula, a scenic area known for its rural traditions, festivals, and agriculture. Visitors can laze around at Sesimbra Beach, sample some of the county's best wines, explore the attractive, dramatic mountain scenery of the Serra da Arrábida (Arrábida Mountains), and indulge themselves by lodging in one of two ancient castles, now converted into *pousadas* (luxury inns). One is in the large port of Setúbal, where architectural history was made in the late-15th century with the building of the first church in the Manueline style.

The provinces of the Estremadura and the Ribatejo extend north and east of Lisbon, following a line drawn by the wide valley of the Rio Tejo (River Tagus). The populous Estremadura's rolling hills and glorious coastline contain some of the country's most famous towns and monuments. Summers are long, hot, and bright, particularly in the seaside resorts, which stretch south as far as the Estoril Coast, west of Lisbon. There's a unique microclimate at work here, which ensures that the winters are milder than in the capital; in summer, the resorts of Estoril and Cascais enjoy a permanent breeze that offsets the high temperatures that plague Lisbon itself. Out of the capital, and across the Rio Tejo, you're soon in the Ribatejo (literally translated as the "banks of the

Regional Borders of Portugal



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#3

VISIT OF FLOTUS LISBON, PORTUGAL

JERONIMOS MONASTERY

Commissioned by King Manuel and designed by the architect Boytac in the early 16th century, the Monastery was built to commemorate Vasco da Gama's discovery of the passage to India. Located near the Restelo harbor in Belem, the site of various sailing departures, it is considered the epitome of the Portuguese Manueline-style architecture. It was built on the site of a small chapel dedicated to St. Mary by Henry the Navigator. It also houses Lisbon's Naval Museum.

The interior cloister is divided into three naves and is highlighted by a series of pillars, each designed by a different craftsman using individual motifs. Surrounding the cloister are doorways leading to the small cells in which the monks lived. Among the Portuguese notables entombed in the church are Luis de Camoes, the national poet of Portugal and author of "The Lusiadas", and Vasco da Gama.

○ Talking point:

Jerónimos is a truly spectacular architectural monument. I am delighted to have had the opportunity to visit the Manueline Monastery and study this unique Portuguese architectural style.

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#4

VISIT OF FLOTUS LISBON, PORTUGAL

MONUMENT TO THE DISCOVERIES

The Monument to the Discoveries was erected in 1960 near the point where Vasco da Gama left to sail around Africa to India. It commemorates the 500th anniversary of the death of Henry the Navigator, who founded the school that instructed many of the famous discoverers. Henry appears on the prow with his mother Philippa of Lancaster, Luis Camoes, Vasco da Gama, and various crusaders, monks, navigators, and cartographers who played a role in the discoveries. At the rear of the monument is a sword with the cross of Aviz on the hilt-- the royal symbol of military strength and religious faith.

○ Talking point:

It is a pleasure to visit the Monument to the Discoveries. It signifies the spirit, adventure, and courage of the Portuguese people which forever marked their place in world history.

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#5

VISIT OF FLOTUS LISBON, PORTUGAL

TORRE DE BELEM

This 16th century tower was built by Francisco Arruda for King Manuel I «the Fortunate» (1495-1521). The tower combines the exotic maritime embellishment of the Manueline style with intricate Moorish decoration.

Formerly surrounded by water on all sides, it also served as a state prison, but was originally built to commemorate Portuguese exploration, most of the Portuguese discoveries having taken place during King Manuel's realm. Its shape evokes the caravels and the great ships which set sail from that location to new and unknown destinations around the world.

On the keep terrace, facing the sea, is a statue of Our Lady of Safe Homecoming. On the ground floor one can see an opening through which prisoners were thrown into the often waterlogged dungeons below.

○ Talking point:

The Torre de Belem, as well as all of the other monuments to the Discoveries, is a fitting tribute to their heroic voyages and to the intrepid Portuguese spirit. I am pleased to have had the opportunity to visit this site.

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#6

VISIT OF FLOTUS LISBON, PORTUGAL

COACH MUSEUM

Established by Queen Amelie of Orleans during the reign of her husband the Portuguese King Dom Carlos I (1889-1908), this museum is housed in the former royal riding school built for King Dom Jose I (1750-1757) in the royal gardens of the Belem Palace. The museum opened to the public in 1905. It houses a priceless heavy collection of elaborate gilded coaches, four-wheelers, litters, harnesses, and bull-fighting gear, most of which dated from the early eighteenth and nineteenth centuries. The oldest coach is the magnificent painted four-wheeler that Philip II of Spain brought to Portugal in the late 16th century.

Other examples include the three huge ambassadorial coaches at the back of the hall that were built in Rome in 1716 for the Marquis de Fontes, Portugal's ambassador extraordinary to the Vatican at the time of Pope Clement XI. The decoration on these Italian baroque masterpieces contains allegorical illustrations of the Portuguese discoveries and conquests. Joao V's coach is adorned with sculptures and beautiful paintwork by Antoine Quillard.

○ Talking point:

I am grateful for having had the opportunity to visit the Coach Museum. It provides a wonderful historical perspective on many of the Portuguese royalty and their lifestyle.

VISIT OF FLOTUS LISBON, PORTUGAL

TILE MUSEUM

This museum, housed in several monastic buildings, traces the history of *azulejos* (glazed tiles) from the Hispano-Moorish tiles to those of today. The 15th and 16th century *azulejos* which were imported from Seville incorporate strong Arabic influences. More recent examples are marked by the Italian majolica style. Each room illustrates the continuing history of *azulejos* up to modern creations, including those adorning some of Lisbon's underground stations.

○ Talking Point:

I have been continually amazed by Portugal's unique artistic architectural, and historical tradition. This museum has introduced me to yet another beautiful example of the Portuguese contribution to the European artistic heritage.

VISIT OF FLOTUS LISBON, PORTUGAL

ABBAY OF ALCOBAÇA

Founded by Dom Afonso Henriques in 1147 to celebrate the liberation of Santarem from the Moors, Alcobaça houses the largest church in Portugal, modeled on the famous Cistercian abbey of Citeaux in France. The kitchen alone has great cellars and a gargantuan conical chimney, supported by eight trunk-like iron columns. A stream still runs straight through the room: it was used not merely for cooking and washing but also to provide a constant supply of fish, which plopped out into a stone basin. The immense monastery, where 999 monks used to live and work, has been deserted since 1834, but still radiates power, magnificence, and opulence.

The Story of Dom Pedro and Dona Ines de Castro - The abbey's most precious treasures are the fourteenth-century tombs of Dom Pedro and Dona Ines de Castro, inscribed with the motto "Ate o fim do Mundo" (Until the End of the world). Pedro's love for Ines de Castro was frustrated by his father, Afonso V who forbade their marriage, seeing the Galician noblewoman as a potential source of Spanish influence over the Portuguese throne. The couple, defying Afonso, married secretly at Braganca in remote Tras-os-Montes. Afonso, however, was persuaded by advisers to order his daughter-in-law's murder. When Pedro succeeded to the throne in 1357 he brought the murderers to justice, personally ripping out their hearts and gorging his love-crazed blood appetite upon them. He also exhumed the crowned corpse of his lover, forcing the entire royal circle to acknowledge her as queen by kissing her decomposing hand.

○ Talking points:

I am very happy to have had the opportunity to tour this magnificent abbey today and experience yet another part of Portugal's history and culture. Also, I won't soon forget the fascinating and morbid story of Dom Pedro and Dona Ines de Castro.

LYING NORTH OF THE RIO TEJO (River Tagus) estuary and spread over a string of seven hills, Lisbon offers a variety of faces to anyone with the energy to negotiate its switchback streets. In the oldest parts of the city, tiny, stepped alleys are lined with pastel-color houses, across which drying laundry is strung; here and there you come across a *miradouro*, a natural vantage point with spectacular views of the city and river. In the grand 18th-century center, wide boulevards are bordered by black-and-white mosaic cobblestone sidewalks. There's a legacy of fine art-nouveau buildings, too, and everywhere—on church walls, around fountains, and in restaurants and bars—you'll see the striking blue-and-white *azulejos* (painted and glazed ceramic tiles) for which the country is famous.

Lisbon's earliest history is a little unclear, but historians believe the city was probably founded by the Phoenicians. It was not until 205 BC, however, when the Romans linked it by road to the great Spanish cities of the Iberian Peninsula, that Lisbon prospered. The Visigoths followed in the 5th century and built the earliest fortifications on the site of the Castelo de São Jorge, but it was with the arrival of the Moors in the 8th century that Lisbon came into its own. The city became a flourishing trading center during the 300 years of Moorish rule, and the Alfama—the oldest district of Lisbon—retains its intricate Arab-influenced layout. In 1147 the Moorish period ended when the Christian army, led by Dom Afonso Henriques, took the city after a siege that lasted 17 weeks. To give thanks for the end of Moorish rule, Henriques planned a great cathedral, and the building was dedicated three years later. Just over a century later, the rise of Lisbon was complete when the royal seat of power was transferred here from Coimbra, and Lisbon was declared capital of Portugal.

The next great period in the city's history—"the Discoveries"—came in the 16th century, after the voyages of discovery led by the great Portuguese navigators to India, Africa, and Brazil. The wealth realized by these expeditions was phenomenal: Gold, jewels, ivory, porcelain, and spices helped finance grand new buildings and impressive commercial activity. Late-Portuguese Gothic architecture—called Manueline (after the king Dom Manuel I)—assumed a rich, individualistic style, characterized by elaborate sculptural details, often with a maritime motif. Torre de Belém and the Mosteiro dos Jerónimos (Belém's tower and monastery) are supreme examples of this period.

With independence from Spain in 1640 and assumption of the throne by successive dukes of the House of Bragança, Lisbon became ever more prosperous, only to suffer calamity on November 1, 1755, when the city was hit by the last of a series of earthquakes. Two-thirds of Lisbon was destroyed, and tremors were felt as far north as Scotland; 40,000 people in Lisbon died, and entire sections of the city were swept away by a tidal wave.

Under the direction of the prime minister, the Marquês de Pombal, Lisbon was rebuilt quickly and ruthlessly. The old medieval quarters were leveled and replaced with broad boulevards; the city's commercial center, the Baixa, was laid out in a grid; and the great Praça do Comércio, the riverfront square, was planned. Essentially this is how downtown Lisbon appears to visitors today. Its 18th-century character largely consists of an elegant layout that remains as pleasing and efficient in modern times as it was intended to be 250 years ago.

Of course, there are parts of Lisbon that lack charm, particularly the modern city that extends beyond the center in a series of often dreary suburbs. Even some of the elegant downtown sections are losing their appeal, as restorations and renovations replace turn-of-the-century art-nouveau buildings with shiny new office blocks. But the beauty of much of the city should compensate.

Despite the traditional sights and experiences, in recent years all talk in Lisbon has been of development and progress. Money has poured in from the European Union, which has financed many new projects in the city. Moreover, for the first time in many years, Lisbon has moved into the international limelight following its stint as European City of Culture in 1994. Since it was announced that the city would host the 1998 World Exposition (the last this century), much of the capital has been subject to intense redevelopment. There will be gleaming new museums and public buildings, an Expo site, improved transportation links (including an extension to the metro) and landmark projects, like the completion of a new bridge across the Rio Tejo.

Although there's no doubt that Lisbon is now a thoroughly modern city, it's the traditional means of getting around that still appeal. Because the center city is small enough to cover on foot, you can quickly get a feel for the different historical areas. Nevertheless, visitors are often surprised to find that because of the hills, places appearing close

to one another on a map are on different levels and actually quite far apart. But the local transportation system, an entertainment in itself, will complement your walking tours. It consists of marvelous old trams, buses, and a subway system, plus turn-of-the-century funicular railways and elevators to take you up the steep hills. And whatever your vantage point, the river is never far away: Chances are either you'll be looking over it or walking alongside it, close to the fishing boats, container ships, and passenger ferries that make up its traffic.

The center of Lisbon stretches north from the spacious Praça do Comércio—one of the largest riverside squares in Europe—to the Rossio, a smaller square lined with shops and sidewalk cafés. The district in between is known as the Baixa (Lower Town), an attractive grid of parallel streets built after the 1755 earthquake and tidal wave destroyed much of the city.

The Alfama, the old Moorish quarter that survived the earthquake, lies east of the Baixa. In this part of town are the Sé (the city's cathedral) and, on the hill above, the Castelo de São Jorge (St. George's Castle). West of the Baixa, sprawled across another of Lisbon's hills, is the Bairro Alto (Upper Town), a fascinating area of intricate 17th-century streets, peeling houses, and churches. Five kilometers (3 miles) farther west is Belém, site of the famous Jerónimos Monastery, as well as several royal palaces and museums.

The modern city begins at Praça dos Restauradores, adjacent to the Rossio. From here the main Avenida da Liberdade stretches northwest to the landmark Praça de Marquês de Pombal, headed by the green expanse of the Parque Eduardo VII beyond.

Exploring Lisbon



- | | | | |
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| Amoreiras, 19 | Convento do Carmo, 14 | Jardim Zoológico, 22 | Praça do Comércio, 8 |
| Aqueduto das Águas Livres, 18 | Elevador da Glória, 11 | Mosteiro de São Vicente, 3 | Praça Marquês de Pombal, 17 |
| Avenida da Liberdade, 16 | Elevador de Santa Justa, 10 | Museu das Artes Decorativas, 4 | Praça dos Restauradores, 15 |
| Campo Pequeno, 24 | Igreja de São Roque, 13 | Museu Calouste Gulbenkian, 20 | Rossio, 9 |
| Casa dos Bicos, 7 | Igreja de Santa Luzia, 5 | Museu da Marioneta, 2 | Sé, 6 |
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The Alfama

The Moors, who imposed their rule on most of the southern Iberian peninsula during the 8th century, left their mark on much of Lisbon but nowhere so evidently as in the Alfama district. Here narrow, twisting streets and soaring flights of steps wind up to an imposing castle set on one of the city's highest hills. This is a grand place to get your bearings and take in supreme views over the whole of Lisbon. Because its foundation is dense bedrock, the district—a jumble of whitewashed houses with flower-laden balconies and red-tile roofs—has managed to survive the wear and tear of the ages, including the great earthquake of 1755. The timeless alleys and little squares enjoy a notoriously confusing layout, but the Alfama is relatively compact, and you'll keep circling back to the same buildings and streets. It's clear that time has taken its toll, and what in the Moorish period was the most exclusive part of the city—replete with summer palaces—is now a somewhat run-down neighborhood. However, smart bars and restaurants are slowly moving into the neighborhood, while its down-to-earth charm is most apparent in June, during the festivals of the *santos populares* (popular saints), when the entire quarter turns out to eat, drink, and be merry.

- 7 **Casa dos Bicos.** For a view of a Lisbon town house that survived the 1755 earthquake, take a look at the Casa dos Bicos, whose striking facade is studded with pointed white-stone diamonds. The interior is similarly impressive, although it's not usually open to the public except when it hosts occasional special exhibitions—check with the tourist office for upcoming events. ☎ *Rua dos Bacalhoiros, no phone.*

- 1 **Castelo de São Jorge.** Although the Castelo de São Jorge (St. George's Castle) was constructed by the Moors, the site on which it stands dates to the 5th century, when the Visigoths first raised a fortification here. At the castle's main entrance is a statue of Dom Afonso Henriques, who in 1147 besieged the castle and ultimately drove the Moors out of Lisbon. Within the preserved Moorish walls and the castle's ramparts and towers (restored to their former glory in 1938) are the scant remnants of a palace that was the residence of the kings of Portugal until the 16th century. The well-kept grounds are home to swans, turkeys, ducks, ravens, and other birds, while the outer walls encompass the (restored) medieval church of Santa Cruz, a few simple houses, and more restaurants and souvenir shops. Panoramic views of Lisbon can be seen from the walls, but visitors should take care because the footing is uneven and slippery. There are entrances to the castle from Largo do Chão da Feira or Largo do Menino de Deus.

- 5 **Igreja de Santa Luzia.** One of the most attractive of churches in the Alfama is the Igreja de Santa Luzia (Church of Santa Luzia), whose fine exterior azulejos tell the story of the siege of the castle and the conquest of Lisbon from the Moors. The church is usually locked, so you can't view the interior, but the adjacent terrace, the Miradouro Santa Luzia, offers another sweeping view of the Alfama and the river. ☎ *Largo da Santa Luzia, no phone.*

- 3 **Mosteiro de São Vicente.** The bright Italianate facade of twin-towered Mosteiro de São Vicente (St. Vincent's Monastery) heralds an airy church with a barrel-vault ceiling. Although there's nothing left of the original 12th-century monastery, the present church (completed in 1704) features a superbly tiled cloister depicting the fall of Lisbon to the Moors, while the former monastery refectory is the pantheon of the Bragança dynasty, who were the first rulers of an independent Portugal. In the pantheon, among the great, solid tombs and weighty inscriptions, lies Catherine of Bragança, who married Charles II of England in 1661. ☎ *Largo de São Vicente, no phone.* ☎ *Church free; cloister 200\$00 plus tip for guide.* ☺ *Daily 10–1 and 2:30–5.*

- 4 **Museu das Artes Decorativas.** The Museu das Artes Decorativas (Museum and School of Decorative Arts) is housed in the beautifully restored 17th-century Azurara Palace. Its furnishings, dating from the 15th to 19th centuries, have been lovingly restored and maintained and include *arraios* (traditional, hand-embroidered Portuguese carpets) that are brightly colored and based on imported Arabic designs; other exhibits range from silver work and ceramics to paintings and jewelry. With so many rich items to preserve, the museum has developed into a major center for restoration: Specialized crafts like bookbinding, carving, and cabinetmaking are all undertaken here by highly trained staff, and the restoration work can be viewed by appointment. ☎ *Largo das Portas do Sol 2, ☎ 01/886–2184.* ☎ *500\$00.* ☺ *Wed. and Fri.–Sun.*

- 2 **Museu da Marioneta.** The intricate workmanship that went into the creation of the puppets on display in the Museu da Marioneta (Puppet Museum) is remarkable. The collection encompasses both Portuguese and foreign puppets; occasionally the museum staff performs a traditional puppet show, but schedules are not regular so you should inquire at the museum or tourist office about upcoming events. ☎ *Largo Rodrigues de Freitas 19, ☎ 01/888–2841.* ☎ *300\$00.* ☺ *Tues.–Sun. 10–1 and 2–6.*

- 6 **Sé.** Lisbon's cathedral—or Sé—was founded in 1150 to commemorate the defeat of the Moors; to rub salt in the wound, the conquerors built the sanctuary on the site where Moorish Lisbon's main mosque once stood. Aside from the austere Romanesque interior and a fine rose window, there's little to detain you, save a splendid 13th-century cloister and the treasure-filled sacristy, which among other things contains the relics of the martyr St. Vincent. According to legend, the relics were carried from the Algarve to Lisbon in a ship piloted by ravens. ☎ *Largo da Sé, no phone.* ☎ *Cathedral free, cloister 100\$00, sacristy 300\$00.* ☺ *Cathedral daily 9–noon and 2–6, sacristy daily 10–1 and 2–6.*

MUSEU DO AZULEJO – To fully understand the craftsmanship that goes into making the ubiquitous azulejos, visit the engaging Museu do Azulejo (Azulejo Museum) at the 16th-century Madre de Deus convent and cloister. Some of the ceramics on display date to the 1700s, with representative examples from each century to the present. A highlight of the display is the 118-foot, 18th-century *Panorama of Lisbon*, a beautifully detailed study of the city and waterfront and reputedly the country's longest azulejo work. While you're here, you may want to take a look at the richly furnished convent-church, too, since it contains some noteworthy gilt baroque decoration. To reach the museum, take Tram 3 or 16 from Praça do Comércio to the eastern suburb of Xabregas (20 minutes away). ☎ *Rua Madre de Deus 4, ☎ 01/814–7747.* ☎ *200\$00.*

The Baixa

The earthquake of 1755, a massive tidal wave, and subsequent fire killed thousands of people and reduced proud 18th-century Lisbon rubble. But within 10 years, frantic rebuilding under the direction of the king's minister, the Marquês de Pombal, had given the city a new look: a neoclassical grid design. This can be seen perfectly today in the impressive Baixa (Lower Town), Lisbon's main shopping and banking district, which stretches from the riverfront to the square known as the Rossio. Pombal intended the various streets to house certain trades and crafts, something that is still reflected in the street names: Rua dos Sapateiros (Cobblers' Street), Rua da Prata (Silversmiths' Street), and Rua do Ouro (now the Rua Aurea: Goldsmiths' Street). The central street—Rua Augusta—and some of the cross streets have been closed.

- 10 **Elevador de Santa Justa.** The Elevador de Santa Justa, a street elevator built in 1902 by Raul Mésnier, is one of Lisbon's more extraordinary structures. Sitting inside its own Gothic-style tower, the lift whisks passengers from the Baixa up to Largo do Carmo in the Bairro Alto in less than a minute, saving you a very steep walk. ☎ *Junction of Rua Aurea and Rua de Santa Justa, no phone.* ☎ *150\$00; free with tourist pass.* ☺ *Daily 7 AM–midnight.*

- 8 **Praça do Comércio.** When the Marquês de Pombal completed his neoclassical plan for Lisbon, he offset the gridded streets with the enormous riverfront Praça do Comércio. Known also as the Terreiro do Paço, after the royal palace (Paço) that once stood here, it is indeed a regal square, lined with serene, arcaded 18th-century buildings. The equestrian statue is of Dom José, who was king at the time of the earthquake and during subsequent rebuilding. Steps—once used by occupants of the royal barges that docked here—lead up from the water onto the square. The square itself is a hub for public transportation (trams to Belém leave from here), and at times it may look like nothing more than a parking lot. Indeed, the best views of the square are from any of the ferries that regularly cross the Tejo at this point. It's also worth coming down to the square on Sunday mornings, when a market of old coins and banknotes takes place under the arches of the arcade.

- ① **Rossio.** Lisbon's main square since the Middle Ages is popularly known as the Rossio, though its official name is Praça Dom Pedro IV (whom the central statue commemorates). It's a grand space—though rather overwhelmed by circling traffic these days—sporting ornate French fountains and on its northern edge, the mid-19th-century Teatro Nacional (National Theater), built on the site of the earlier Palace of the Inquisition. Public executions were once carried out in the Rossio; slightly less dramatic performances these days are on show in the theater (productions are in Portuguese). However, most visitors will probably do what the locals do when they come to the Rossio: pick up a newspaper at a newspaper stand and sit at one of the renowned sidewalk cafés lining the east and west sides of the square. These are good places to have your shoes shined by one of the roaming shoe shiners who solicit their trade in the square. Before you agree to take their services, though, make sure you establish the price.

The Bairro Alto and Chiado

Lisbon's most chic shopping district, known as the Chiado, forms the western side of the Baixa grid, its streets leading uphill to the Bairro Alto. In 1988 this area suffered great damage from a calamitous fire that destroyed many of the older shops in the vicinity of Rua Garrett. Today, though, an ambitious rebuilding program is under way and despite the damage—some of which you can see from Rua do Carmo—the Chiado remains a fashionable place to shop. Scattered throughout the Chiado you'll find some of the best shoe shops in Europe; glittering jewelry stores; and a host of cafés and delicatessens selling wines, cheeses, and pastries.

Lisbon's Bairro Alto (Upper Town) extends west of the Baixa and, like the latter, is laid out in a grid. Unlike the Baixa, however, the streets of the Bairro Alto are narrow and cobbled, following the contours of the hills, which can make getting around the district fairly confusing. This is one neighborhood that you'll have to see on foot, though that is no bad thing since there's plenty here to delay you. Apart from the specific attractions, the back streets are lively with the sounds of daily life: Children scuffle amid the drying laundry, women carry huge bundles from shop to shop, and old men clog the doorways of neighborhood barrooms.

Although the settlement of the Bairro Alto dates back to the 17th century, most of the buildings are from the 18th and 19th centuries and comprise an appealing mixture of small churches, warehouses, antiques and art galleries, artisans' shops, and town houses with wrought-iron balconies. Historically, the *bairro* was considered rather rough-and-ready, and there are still a thriving red-light district and back alleys down which it would be unwise to venture after dark. On the whole, however, it's never less than safe to walk around here; indeed, the Bairro Alto is Lisbon's premier nightlife center, and with the opening of smart boutiques and trendy eateries, some gentrification has come. There are more bars, restaurants, fado clubs, and discos tucked into these streets than anywhere else in the city.

- ⑫ **Convento do Carmo.** The partially ruined Convento do Carmo (Carmo Convent)—once Lisbon's largest convent—was severely damaged in the 1755 earthquake, but open-air summer orchestral concerts are held beneath its majestic archways. Its sacristy houses the Museu Arqueológico do Carmo (Archaeological Museum), a small but worthy collection of ceramic tiles, medieval tombs, ancient coins, and other city finds. ☎ Largo do Carmo, ☎ 01/346-0473. ☎ 300\$00. ☉ Apr.–Sept., Mon.–Sat. 10–6; Oct.–Mar., Mon.–Sat. 10–1 and 2–5.
- ⑬ **Elevador da Glória.** One of the finest approaches to the Bairro Alto is via the Elevador da Glória, a funicular railway on the western side of Avenida da Liberdade, near Praça dos Restauradores. The *elevador* runs up the steep hill and takes only about a minute to reach the São Pedro de Alcântara Miradouro, a viewing point that looks out over the castle and the Alfama. ☎ Calçada da Glória, no phone. ☎ 150\$00; free with tourist pass. ☉ Daily 7 AM–midnight.
- ⑭ **Igreja de São Roque.** The same architect who designed São Vicente on the outskirts of the Alfama was also responsible for the Renaissance Igreja de São Roque (Church of St. Roque). Curb your impatience with its plain facade and venture inside. Its side chapels are superbly decorated. The last chapel on the left before the altar, the 18th-century Capela de São João Baptista (Chapel of St. John the Baptist) is extraordinary: Designed and built in Rome, with rare stones and mosaics that resemble oil paintings, the chapel was taken apart, shipped to Lisbon, and installed in 1747. You may find a guide who will escort you around the church and switch on the appropriate lights so the beauty of the chapels are revealed. Adjoining the church, the Museu de Arte Sacra (Museum of Sacred Art) displays a collection of 16th- to 18th-century paintings and a series of Italian clerical vestments and liturgical objects. ☎

Jardim da Estrêla. Inside the attractively laid out Jardim da Estrêla (Estrêla Gardens), old men sit at tables playing card games. Watch them awhile, stroll the shaded paths, and then pull up a chair at the outdoor garden café for a drink or a snack. Towering over the southwestern side is the 18th-century **Basilica da Estrêla** (Estrêla Basilica), which is open 7:30–1 and 3–7. This spacious baroque church has an unusually restrained interior and offers views of the city from its *zimbório* (dome). The gardens lie on the western edge of the Bairro Alto. You can walk there, though it's more pleasant to catch Tram 28, which runs from Rua do Loreto, near Praça Luis de Camões, just west of Largo do Carmo.

Rua Garrett. The Chiado's principal street is lined with old department stores and a series of comfortable, turn-of-the-century, wood-paneled coffee shops that attract locals and tourists alike. The most famous of the Chiado's coffee shops is **A Brasileira** (☎ Rua Garrett 120, ☎ 01/346-9541), which features a life-size statue of Portugal's national poet, Fernando Pessoa, seated at a table.

- ⑮ **Instituto do Vinho do Porto.** In the cozy, clublike lounge of the Instituto do Vinho do Porto (the Port Wine Institute), visitors can sample more than 300 types and vintages of port, from extra-dry white varieties to red vintages. Service can be a bit slow, but eventually someone will bring you a wine list, and you may order by the glass or bottle. ☎ Rua de São Pedro de Alcântara 45, ☎ 01/342-3307. ☎ Free; prices of tastings vary, starting at 200\$00. ☉ Mon.–Sat. 10–10.

Jardim Botânico and Museu de História Natural. Lisbon's main botanical gardens, the hillside Jardim Botânico, were first laid out in 1874. Hidden between back streets to the north of the Bairro Alto, they make an attractive stop, with 10 acres of garden containing paths, park benches, and nearly 15,000 species of subtropical plants; there's also a 19th-century meteorological observatory.

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The Modern City

Modern (i.e., post-18th-century) Lisbon is the least uniform in character of the city's districts. It's easy enough to chart where it begins—at the large square called Praça dos Restauradores, north of Rossio—but its attractions are then so diverse (and so widespread) it defies any attempt to see it as a whole. Nonetheless, the modern city's southern reaches do at least echo the rather grand surroundings of the Baixa, and many visitors find time to walk up the impressive Avenida da Liberdade as far as the city's main park, Parque Eduardo VII. North of here, the modern city stretches into residential suburbs, with only the occasional stop to tempt the tourist. What particular attractions there are—namely Portugal's finest museum and a clutch of other minor diversions—can all be reached by public transportation.

- ⑯ **Amoreiras.** Lisbon's most ambitious post-modern building is the gigantic pink-and-blue Amoreiras, a commercial-and-residential complex. Designed by Tomás Taveira and visible from just about everywhere in the city, Amoreiras houses a huge shopping center, a 10-screen movie theater, a "food street" of restaurants and bars, and information boards at every turn. On weekends it seems all of Lisbon turns out to parade the corridors. ☎ Av. Eng. Duarte Pacheco (metro: Rotunda), ☎ 01/383-2558. ☉ Shops and restaurants daily 9 AM–11 PM.
- ⑰ **Aqueduto das Aguas Livres.** Lisbon was formerly provided with clean drinking water by means of the Aqueduto das Aguas Livres, an 18th-century aqueduct supported by 14 arches. Nineteenth-century lore tells of one character who had a penchant for hurling his victims the 200 feet to the ground below. ☎ Largo das Amoreiras (metro: Rotunda);

- 16 Avenida da Liberdade.** The city's main avenue—Avenida da Liberdade—is 1½ kilometers (1 mile) long and about 325 feet wide in places. Sadly, the thoroughfare that was laid out in 1879 isn't as grand as it once was: Many turn-of-the-century mansions and art-deco buildings that graced the route have been demolished; others are covered in scaffolding as "renovation" work—the practice of turning historic buildings into soulless office blocks—continues. Nevertheless, you should take a leisurely stroll up the avenue from Praça dos Restauradores to the Parque Eduardo VII. Among the many cafés serving coffee and cool drinks is an open-air *esplanada* (garden café), in a central, tree-shaded location at the south end.
- 24 Campo Pequeno.** This site—impossible to overlook—is the city's circular, redbrick, Moorish-style bullring, which sports small cupolas atop its four main towers. The bullring holds about 9,000 people who crowd in to watch the weekly bullfights, held every Thursday between June and September. ☒ *Praça de Touros do Campo Pequeno, Avda. da República* (metro: *Campo Pequeno*), ☎ 01/793-2093.
- 21 Centro de Arte Moderna.** In the gardens outside the Fundação Calouste Gulbenkian, sculptures hide in every recess. You may want to spend a little time here before following signs through the garden to the foundation's Centro de Arte Moderna, where modern and contemporary Portuguese and foreign art are displayed on two floors. There's also a special section set aside for drawings and prints. Although the range of exhibits here is more limited than that of the Gulbenkian Museum itself, modern-art fans will appreciate this venue for the finest collection of its sort in Portugal. Naturally, Portuguese artists are best represented: Look for pieces by Amadeo de Sousa Cardoso, whose painting style varied greatly in his short life; abstract works by Viera da Silva; and the childhood themes explored in the paintings of Paula Rego. ☒ *Rua Dr. N. Bettencourt* (metro: *Palhavã*), ☎ 01/795-0241. ☎ 200\$00, free Sun. ☺ June–Sept., Tues., Thurs.–Fri., and Sun. 10–5; Wed. and Sat. 2–7:30; Oct.–May, Tues.–Sun. 10–5.
- 22 Jardim Zoológico.** With a menagerie of 2,000 animals from over 370 species, the city zoo is always a popular spot. In addition to the usual exhibits there is a children's zoo, with miniature houses and small animals; a dolphin show, presented at 11 and 3; and even a cemetery for dogs. There are snack bars and restaurants on site, or you can pack a lunch for a picnic. ☒ *Estrada de Benfica 158* (metro: *Sete Rios*), ☎ 01/726-8041 or 01/726-8017. ☎ Zoo 550\$00, dolphin show 800\$00. ☺ Daily 9–8.
- 20 Museu Calouste Gulbenkian.** Set on its own lush grounds, the museum of the celebrated Fundação Calouste Gulbenkian, a cultural-trust foundation, houses treasures collected by Armenian oil magnate Calouste Gulbenkian (1869–1955) and donated to the people of Portugal in return for tax concessions. The Museu Calouste Gulbenkian is the main part of the foundation's buildings and is easily Portugal's finest museum. The collection it houses is split in two: One part is devoted to Egyptian, Greek, Roman, Islamic, and Asian art and the other to European acquisitions. Both holdings are relatively small, but the quality of the pieces on display is magnificent, and you should aim to spend at least two hours here or even the better part of a day. English-language notes are available throughout the museum.
- You might first visit the astounding Egyptian Room, highlighted by a haunting gold mummy mask. Greek and Roman coins and statuary, Chinese porcelain, Japanese prints, and a set of rich 16th- and 17th-century Persian tapestries follow. No less comprehensive is the European art section, with pieces representing all major schools from the 15th through the 20th centuries. A room of vivid 18th-century Venetian scenes by Francesco Guardi and paintings by Rembrandt, Rubens, Monet, and Renoir stimulate the senses, as do the Italian and Spanish ceramics, gleaming French furniture, textiles, and art-nouveau jewelry. In short, this collection rates as one of the most satisfying and complete holdings of artistic brilliance in the world.
- If it's all too much to take in at one time, break up your visit with a stop in the pleasant café-restaurant in the basement. There's an exhibition room here, too, featuring temporary displays of art. As you leave the museum, you can purchase superb (and inexpensive) posters and postcards at the main desk. The foundation also houses two concert halls, where music and ballet festivals are held in winter and spring. Thanks to the Gulbenkian Foundation, modestly priced tickets are available at the box office. ☒ *Av. de Berna 45* (metro: *Palhavã*), ☎ 01/795-0236. ☎ 200\$00, free Sun. ☺ June–Sept., Tues., Thurs.–Fri., and Sun. 10–5; Wed. and Sat. 2–7:30; Oct.–May, Tues.–Sun. 10–5.
- 23 Palácio dos Marqueses da Fronteira.** Built in the late 17th century, the Palácio dos Marqueses da Fronteira remains one of the most beautiful private houses in the capital, containing splendid reception rooms with 17th- and 18th-century decorative tiles, contemporary furniture, and paintings. The grounds, which harbor a terraced walk, a topiary garden, and statuary and fountains, are stunning. The palace is northwest of the city, in the suburb of São Domingo de Benfica (near the zoo). ☒ *Largo de São Domingo de Benfica 1* (metro: *Sete Rios*), ☎ 01/778-2023. ☎ Weekdays, gardens 300\$00, palace and gardens 1,000\$00; Sat., gardens 500\$00, palace and gardens 1,500\$00. ☺ June–Sept., Mon.–Sat. for guided tours 4 times daily; arrive between 10:30 and noon. Oct.–May, Mon.–Sat., 2 tours daily, at 11 AM and noon.
- Parque Eduardo VII.** Established at the beginning of this century, the city's main park, the Parque Eduardo VII, was named in honor of King Edward VII of England, who visited Lisbon in 1903. Bordering the park, particularly on the western side, are several of Lisbon's luxury hotels, including the Ritz and the Lisboa Meridien. (Many of the hotels have private terraces that guarantee you a room with a view.) The park is best known for its two estufas: the *estufa fria* (cold greenhouse) and *estufa quente* (hot greenhouse), which contain rare flowers, trees, and shrubs from tropical and subtropical climes. The *estufa fria* is also one of the city's most bizarre concert venues, used on occasion by orchestras and soloists. ☒ *Parque Eduardo VII* (Metro: *Rotunda*), ☎ 01/388-2278. ☎ Estufas 75\$00. ☺ Apr.–Sept., daily 9–6; Oct.–Mar., daily 9–5.
- 17 Praça Marquês de Pombal.** As a pointed reminder of who was responsible for the layout of the city before you, dominating the Praça Marquês de Pombal is a central statue of the Marquês himself, designer of the new Lisbon that emerged from the ruins of the 1755 earthquake. The square is effectively a large roundabout—and a useful orientation point, since it stands at the northern end of the main Avenida da Liberdade, with the city's main park, Parque Eduardo VII, just behind. It's also known as the Rotunda, which is the name of the metro station.
- 15 Praça dos Restauradores.** The square adjacent to Rossio metro station—Praça dos Restauradores—marks the beginning of modern Lisbon. The name commemorates the uprising in 1640 against Spanish rule, which ushered in the era of Portuguese independence. Here the broad, tree-lined Avenida da Liberdade starts its northwesterly ascent, and there's also a metro station where trains will take you to points of interest in the modern city. There's little of interest in the square itself, save the 18th-century Palácio Foz, on the west side, which houses the main tourist office.
- Rua das Portas de Santo Antão.** If you want to eat seafood in the center of Lisbon, you come to Rua das Portas de Santo Antão, a largely pedestrian-only street of fish restaurants, with waiters lurking at every door. There's a varied range of eating places—cafés to high-class restaurants—but most display great tanks of lobsters and fish on ice slabs; choose your meal and then sit outside on the cobblestones to enjoy it. The street is on the eastern side of Praça dos Restauradores, a block east from the square and running parallel to it.

Belém and the Museu de Arte Antiga

To see the best examples of the uniquely Portuguese late-Gothic architecture known as Manueline, you should head for Belém, at the far southwestern edge of Lisbon. If you are traveling in a group of three or four, taxis are the cheapest means of transportation. Otherwise, for a more scenic—if bumpier—20- to 30-minute journey, take Tram 15, 16, or 17 from Praça do Comércio, which stop close to your destination. The route passes through the wealthy district of Lapa, with its Museu de Arte Antiga (Ancient Art Museum), and at about the halfway point you'll pass under the magnificent Ponte 25 de Abril, spanning the Rio Tejo. Standing 230 feet above the water and stretching almost 2½ kilometers (1½ miles), this suspension bridge was completed in 1966 but later renamed to commemorate the 1974 revolution. It's worth noting that almost all the sights in Belém, including the Museu de Arte Antiga, are closed Mondays; conversely, Sunday sees free or reduced admission at many attractions.

31 **Centro Cultural de Belém.** Built of pink granite and marble, the contentious design of the Centro Cultural de Belém (Belém Cultural Center) has few friends, though all of Lisbon appreciates the cultural activities on offer. It contains exhibition space, a restaurant, and a concert hall, and it has fine views of the monastery and the river from its attractive roof gardens and terrace bar. Stop by reception to pick up an events brochure. ☎ *Avda. da Índia*, ☎ 01/301-9606. ☉ Exhibition hall and café daily 11-8, terrace bar weekdays 3-9.

32 **Jardim Botânico da Ajuda.** To see the oldest botanical garden in Portugal, you need to visit the Jardim Botânico da Ajuda (Ajuda Botanical Gardens). Laid out in 1768, it remains an enjoyable place to spend a half hour or so, especially on a summer's afternoon, when you can stroll up here from the river at Belém. The many species of flora, labeled in Latin, are contained in several greenhouses covering 10 acres. ☎ *Calçada da Ajuda*, no phone. ☎ 50\$00. ☉ June-Sept., Tues.-Sun. 10-7; Oct.-May, Tues.-Sun. 10-6.



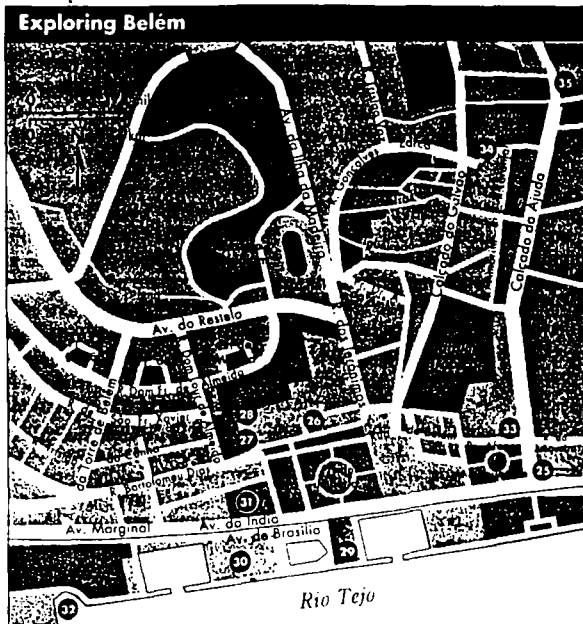
29 **Monumento dos Descobrimentos.** Built in 1960, the tall, white Monumento dos Descobrimentos (Monument of the Discoveries) was designed as a modern tribute to the country's seafaring explorers. Fittingly, it was erected to commemorate the 500th anniversary of the death of mariner-king Prince Henry the Navigator and was built on what was the departure point for many voyages of discovery, including those of Vasco de Gama. At the prow is Henry the Navigator, facing the water; lined up behind him are the Portuguese explorers of Brazil and Asia, as well as other national heroes, including Camões the poet, who can

be recognized by the book in his hand. On the ground adjacent to the monument, an inlaid map shows the extent of the explorations undertaken by the 15th- and 16th-century Portuguese sailors. Walk inside and take the elevator to the top for river views. ☎ *Avda. de Brasília*, no phone. ☎ 300\$00. ☉ Tues.-Sun. 9:30-7.

★ 26 **Mosteiro dos Jerónimos.** Conceived and commissioned by Dom Manuel I, the enormous bulk of Belém's famous Mosteiro dos Jerónimos (Jerónimos Monastery) was financed largely by treasures brought back from the so-called *descobrimentos*—the Portuguese "discoveries" of Africa, Asia, and South America. Construction began in 1502 under the supervision of Diogo de Boitaca (architect of the pioneering Igreja de Jesus at Setúbal) and his successor João de Castilho, a Spaniard.

It's a supreme example of the Manueline style of building (named after King Dom Manuel I), which represented a marked departure from the prevailing Gothic. A grand vision of great individuality, much of the design is characterized by elaborate sculptural details, often with a maritime motif. João de Castilho was responsible for the superb southern portal, which forms the main entrance to the church: The figure on the central pillar is Henry the Navigator, and the canopy shows a hierarchy of statues contained within niches. Inside, the remarkably spacious interior contrasts with the riot of decorative detail on the six nave columns, which disappear into a complex latticework ceiling.

★ 25 **Museu de Arte Antiga.** The only museum in Lisbon to approach the status of the Gulbenkian is the Museu de Arte Antiga (Ancient Art Museum). Housed in a 17th-century palace, the museum features a beautifully displayed collection of Portuguese art mainly from the 15th through 19th centuries, which superbly complements the Gulbenkian's general collection. Indeed, Gulbenkian himself donated several pieces



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Of all the holdings, the religious works of the Portuguese School of artists (characterized by fine portraiture with a distinct Flemish influence) stand out, especially the acknowledged masterpiece of Nuno Gonçalves, the *St. Vincent Altarpiece*. Painted between 1467 and 1470 for St. Vincent Chapel in Lisbon's cathedral, the altarpiece has six panels showing the patron saint of Lisbon receiving the homage of king, court, and citizens. Sixty different figures can be identified, including Henry the Navigator, the archbishop of Lisbon, and sundry dukes, monks, fishermen, knights, and religious figures. In the top left corner of the two central panels is a figure purported to be that of Gonçalves himself.

Besides the Portuguese works, there are pieces by Flemish painters who influenced the Portuguese. There are also extensive collections of French silver, Portuguese furniture and tapestries, Asian ceramics, and other works from former Portuguese colonies.

Tram 19 from Rua do Arsenal, near Praça do Comércio, stops outside the museum. Coming from Belém, Buses 27 and 49 run from Rua de Belém across from the monastery and stop near the museum on their way back to downtown Lisbon. ☎ *Rua das Janelas Verdes*, ☎ 01/397-6001. ☎ 500\$00, free Sun. 10-1. ☉ Tues.-Sun. 10-1 and 2-5.

30 **Museu de Arte Popular.** Housed in the squat building of the Museu de Arte Popular (Popular Art Museum) are examples of the country's folk art. It's a rather shabby structure these days—although perhaps future renovation will rescue it—but persevere since inside you'll find a fascinating collection of ceramics, costumes, furniture, domestic and farm implements, and other ethnographic pieces. Displays are organized according to the province from which the objects came. ☎ *Avda. Brasília*, ☎ 01/301-1282. ☎ 300\$00, free Sun. ☉ Tues.-Sun. 10-12:30 and

- 27 **Museu da Marinha.** There are two museums in the complex of buildings adjoining the Mosteiro dos Jerónimos, but the Museu da Marinha is the most inviting to the layperson. Inside the large, well-laid-out Maritime Museum, you get a real grasp of the importance of the seafaring tradition in Portugal. There's something for everyone, including early maps and maritime codes, navigational equipment, real and model ships (some displaying an inordinate amount of detail), uniforms, and weapons. ☎ *Praça do Império*, ☎ 01/362-0010. ☎ 250\$00, *free Sun.* ☺ *Tues.-Sun. 10-5.*
- ➔ 28 **Museu Nacional de Coches.** This museum houses one of the largest collections of coaches in the world in buildings that once accommodated a riding school. The oldest vehicle on display was made for Phillip II of Spain in the late 16th century, and among the most stunning exhibits are three gold coaches created in Rome for King John V in 1716. This collection of gloriously painted, gilded baroque coaches is dazzling, and it's one of the most popular collections in Lisbon. ☎ *Praça Afonso de Albuquerque*, ☎ 01/363-8022. ☎ *June-Sept. 450\$00, Oct.-May 250\$00; free Sun.* ☺ *June-Sept., Tues.-Sun. 10-1 and 2:30-6:30; Oct.-May, Tues.-Sun. 10-1 and 2:30-5:30.*
- 29 **Palácio da Ajuda.** In 1802 construction began on the Palácio da Ajuda (Ajuda Palace), which was intended as a royal residence; its last royal occupant died here in 1911. Today the overblown, fussily designed building is home to a museum of 18th- and 19th-century paintings, furniture, and tapestries, but unless you're especially interested in such works, this attraction is not an essential sight. It's a 20-minute walk north along Calçada da Ajuda from the coach museum, but Bus 14 runs this way, too. ☎ *Largo da Ajuda*, ☎ 01/363-7095. ☎ 500\$00, *free Sun. 10-2. Guided tours arranged on request.* ☺ *Thurs.-Tues. 10-5.*
- ☺ 30 **Planetário Calouste Gulbenkian.** In Belém, behind the Maritime Museum, the Planetário Calouste Gulbenkian (Planetarium) presents interesting astronomical shows and displays several times a week. A bulletin posted in the window announces the current program, or you can get updates from the Palácio da Foz tourist office. ☎ *Praça do Império*, ☎ 01/362-0002. ☎ 300\$00. ☺ *Schedules vary, so check in advance.*
- ★ 31 **Torre de Belém.** The openwork balconies and domed turrets of the fanciful Torre de Belém (Belém Tower) make this perhaps the purest Manueline structure in the country. Although it was built in the early 16th century on an island in the middle of the Rio Tejo, today the chalk-white tower stands near what has become the north bank—evidence of the changing course of the river. Built to defend the entrance to the port, the tower served as a prison from the late 16th through the 19th centuries; its inmates were incarcerated in the dungeons. Cross the wood gangway and walk inside, not necessarily to see the rather plain interior but to clamber up the steep stone steps to the very top. From this vantage point you'll have a bird's-eye view of the Tejo and central Lisbon. ☎ *Av. da Índia*, ☎ 01/301-6892. ☎ 400\$00 *June-Sept., 250\$00 Oct.-May.* ☺ *June-Sept., Tues.-Sun. 10-6:30; Oct.-May, Tues.-Sun. 10-1 and 2:30-5.*

Alcobaça

- ⑨ 10 km (6 mi) southeast of Nazaré, 20 km (12 mi) northeast of *Caldas da Rainha*.



- ★ Alcobaça is the site of one of Portugal's most impressive religious monuments, the **Mosteiro de Alcobaça**. Like the monastery at Mafra, the church and monastery of St. Mary of Alcobaça was built as the result of a kingly vow, this time in gratitude for a battle won. In 1147, faced with stiff Muslim resistance during the battle for Santarém, Portugal's first king, Afonso Henriques, promised to build a monastery dedicated to St. Bernard and the Cistercian Order. The Portuguese were victorious, Santarém was captured from the Moors, and shortly thereafter a site was selected. Construction on the monastery was begun in 1153 and concluded in 1178. The church, the largest in Portugal, is awe inspiring. The unadorned, 350-foot-long structure of massive granite blocks and cross-ribbed vaulting is a masterpiece of understatement: There's good use of clean, flowing lines, with none of the clutter found in the later rococo and Manueline architecture. At opposite ends of the transept, placed foot-to-foot some 30 paces apart, are the delicately carved tombs of King Pedro I and Inês de Castro, their serene faces looking upward. The story of Pedro and Inês, one of the most bizarre love stories in Portuguese history, was immortal-

ized by Camões in *Os Lusíads*, a renowned piece of Portuguese literature.

Pedro, son of King Afonso IV and heir to the throne, fell in love with the beautiful young Galician Inês de Castro, a lady-in-waiting to Pedro's Castilian wife, Constança. Fearful of any Spanish influence on his heir, the king banished Inês from the court. Upon the death of Constança, Pedro and Inês secretly married, and she lived in Coimbra, in a house later known as the Quinta das Lagrimas (the House of Tears); two sons were born of this union. King Afonso, ever wary of foreign influence on Pedro, had Inês murdered. Subsequently, Pedro took the throne and had Inês's murderers pursued: Two of the three were captured and executed, their hearts wrenched from their bodies. Pedro publicly proclaimed that he had been married to Inês and arranged an elaborate and macabre funeral for his wife. Before the procession, Inês's fleshless body, in royal garb, was enthroned beside him, and the courtiers were forced to kiss her lifeless hand. She was then placed in the tomb in Alcobaça that Pedro had designed, which lay, according to his wishes, opposite his own—so that on Judgment Day the lovers would ascend to heaven facing one another.

The graceful twin-tiered cloister at Alcobaça was added in the 14th and 16th centuries. The Kings Hall, just to the left of the main entrance, is lined with a series of 18th-century azulejos illustrating the construction of the monastery. ☎ 350\$00. ☉ Daily 9–5.

While you're in Alcobaça, you may want to visit the interesting **Wine Museum** to see wine-making implements and presses. The museum is in an old winery, on N8 heading north at the edge of town. ☎ Highway N8. ☎ 150\$00. ☉ Mon.–Sat. 9–12:30 and 2–5:30.

Shopping

Alcobaça is well known for its fine lead crystal. Casa Lisboa, across from the monastery, offers a good selection.

Batalha

⑩ 18 km (11 mi) northeast of Alcobaca.

★ Batalha, which means "battle" in Portuguese, is the site of the monastery church of **Santa Maria da Vitoria** (St. Mary of Victory), built to commemorate a decisive Portuguese victory over the Spanish on August 14, 1385, in the battle of Aljubarrota. In this battle the Portuguese king, John of Avis, who had been crowned only seven days earlier, took on and routed a superior Spanish force. In so doing he maintained independence for Portugal, which was to last until 1580, when the crown finally passed into Spanish hands. The heroic statue of the mounted figure in the forecourt is that of Nuno Álvares Pereira, who, along with John of Avis, led the Portuguese army at Aljubarrota.

The monastery, a masterly combination of Gothic and Manueline styles, was built between 1388 and 1533. Some 15 architects were involved in the project, but the principal architect was Alfonso Domingues, whose portrait, carved in stone, graces the wall in the chapter house. In the great hall lie the remains of two unknown Portuguese soldiers who died in World War I: one in France, the other in Africa. Entombed in the center of the Founder's Chapel, beneath the star-shape, vaulted ceiling, is John of Avis, lying hand-in-hand with his English queen, Philippa of Lancaster. The tombs along the south and west walls are those of the couple's children, including Henry the Navigator. Perhaps the finest part of the entire project is the Unfinished Chapels, seven chapels radiating off an octagonal rotunda, started by Dom Duarte in 1435 and left roofless owing to lack of funds. Note the intricately filigreed detail of the main doorway. ☎ 400\$00. ☺ Daily 9–5.

There is a small **battlefield museum** 5 kilometers (3 miles) south of the monastery on N8. ☎ 100\$00. ☺ Tues.–Fri. 10–noon, weekends 10–noon and 2–5.

Shopping

South of Batalha (on N8) there are a number of roadside shops with good selections of hand-painted ceramics featuring classical patterns.

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