

FOIA MARKER

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Subgroup/Office of Origin: First Lady's Office
Series/Staff Member: Speechwriting
Subseries: Christine Macy

OA/ID Number: 17209
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Folder Title:
Littleton/School Violence Background [1]

Stack:	Row:	Section:	Shelf:	Position:
S	58	3	9	1

Laura E. Schiller
04/22/99 01:29:42 PM

Record Type: Record

To: Christine N. Macy/WHO/EOP

cc:

Subject: Re: Single parents working

----- Forwarded by Laura E. Schiller/WHO/EOP on 04/22/99 01:29 PM -----



Cordelia W. Reimers

04/22/99 01:24:44 PM

Record Type: Record

To: Nicole R. Rabner/WHO/EOP, Laura E. Schiller/WHO/EOP

cc: Rebecca M. Blank/CEA/EOP, Nora E. Gordon/CEA/EOP

bcc:

Subject: Re: Single parents working

Here are the numbers for 1980, 1990, and 1997 from the 1998 Statistical Abstract, Table 71. We will look for 1970 and 1998 on the Census website now. Please note the numbers are in thousands.

	<u>1980</u>	<u>1990</u>
<u>1997</u>		
(1,000)	(1,000)	(1,000)
Households w/ children under 18	31,022 (100%)	32,289 (100%)
Married couple	24,961 (80%)	24,537 (76%)
72%)		25,083 (
Single male head	616 (2%)	1,153 (4%)
5%)		1,709 (
Single female head	5,445 (18%)	6,599 (20%)
		7,874 (23%)

Nicole R. Rabner

Nicole R. Rabner

04/22/99 12:37:03 PM

Record Type: Record

To: Cordelia W. Reimers/CEA/EOP, Rebecca M. Blank/CEA/EOP

cc:

Subject: Single parents working

Do you have a quick stat that illuminates the increase in single parent head of household over the past 10-20-30 years? We are looking for a quick cite for a speech to demonstrate that over this past generation, more children are being raised by single parents, who face tough stresses. If possible, can we get your best crack at this stat in the next hour or so? And will you please e-mail it to me and to Laura Schiller, who is writing the remarks of the First Lady that will touch on this. Thank you very much for any time that you can give to this.

----- Forwarded by Nicole R. Rabner/WHO/EOP on 04/22/99 12:35 PM -----



Thomas L. Freedman
04/21/99 11:48:05 AM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Nicole R. Rabner/WHO/EOP, Neera Tanden/WHO/EOP

cc: Cordelia W. Reimers/CEA/EOP, Rebecca M. Blank/CEA/EOP

Subject: Answer to Bruce's Question

Corky sent the following to me, I think it answers Bruce's question, thank you Corky.

Mary Bowler of BLS (202-606-6378) gave me these numbers. She says they are also on the BLS Website at <http://stats.bls.gov/news.release/famee.t04.htm>.

Here are the numbers for the 2 most recent years available. The 1997 data were collected in the March 1998 CPS:

	<u>1996</u>	<u>1997</u>
Families w/ children under 18		
Married couples		
No. of fathers employed	22,861,000	22,938,000
No. of mothers employed	16,949,000	17,013,000
Unmarried heads		
No. of fathers employed	1,417,000	1,498,000
No. of mothers employed	4,919,000	5,276,000
Total	46,146,000	46,725,000

I'm sure 1997 is the highest ever, given population growth, the strengthening labor market, and rising employment of female heads and married mothers.

Hope this is what Bruce needs. I have to go to a meeting now.

Rare transition - 9 mil
High standards for everyone

No distinctions by race

67987

Serpenite

Compare US schools to those abroad: develop "world-class standards"

Standards and incentives, p. 69: Don't substitute "modern media" for Shakespeare, etc.

Provide incentives, p. 75

Create standard curriculum, p. 76

In Europe and abroad: Teacher as coach; it's like the Olympics. There's an external standards that students need to meet, and the teacher is there to help the student make it.

Stakes are essential p. 77 and p. 4 in "Making Standards Count"

★ Don't confuse being easy with being fair. P. 78

Argues in favor of E.D. Hirsh's: The Schools We Need: And Why We Don't Have Them
Against progressives who argue: subject matter is not really important. "Rote learning" unproductive. "Instead of worrying about content, progressives say, school should teach children 'problem solving,' 'higher-order thinking skills,' and 'critical thinking...' But "you cannot think without facts and information any more than you can bake a loaf of bread if you have a recipe but no flour or yeast or water. And, generally speaking, the more well stocked your mind is, the better able you are to make the connections that are basic to thinking. If, on the other hand, you lack the necessary information, what you read will be meaningless."...p.80

Against a "smiley-face approach" p. 97

Achievement counts, p. 98 until we have schools, families, and communities sending consistent signals that achievement counts—all our "reforms" will fail... "If this is our attitude toward academic achievement, we will never convince students that working hard in school is worthwhile... Fortunately, a countermovement is developing... "education summit"... President Clinton's proposal to recognize hard work and good grades by giving \$1,000 scholarships to the top 5% of high school graduates and a tax credit for a second year of college to students who get a B average the first year..." ★

Pragmatism: dealing with business, bringing business into the education process...

Public education: essential to a pluralistic democracy: against vouchers and tuition tax credits, "would mean the end of public education and if we believe that public education must continue, then these issues of what we can do now, of what changes could we bring about to reestablish quality and increase public confidence are not mere hobbies..." p. 98

Also: keeping public education together, p. 112 I believe that public education is the glue that has held this country together... ★

No one is born an American, p. 104 Quotes Abigail Thernstrom. "Schools education children in the civic culture. American society relies on its teachers to turn diverse children into citizens..."
Compares with a Bulgarian teacher's point of view: one group against another...
Out of many people, one nation.

As we look back to what our teaching of history was thorough out most of our history, we see that our politics and culture was depicted as a history of white men ruling, making the decisions, and making all the contributions... it was incomplete and not honest... p. 105
Telling the truth about what's bad to gain credibility: p. 67

Endorses a "Bill of Rights and Responsibilities for Learning, p.111

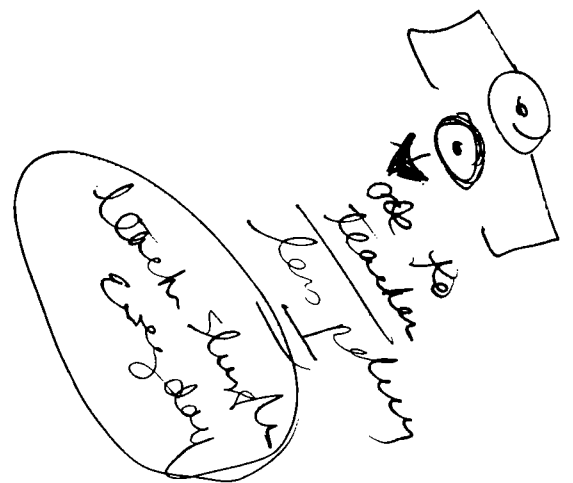
Need to work together, mobilize, p. 112

An internationalist who cared about people around the world.

Standing up for what's right, no matter how unpopular (hero Bayard Rustin), p. 59.

A nation at risk: p. 63-64

Outline of good school curriculum: p. 69





Ruby Shamir
04/22/99 11:06:39 AM

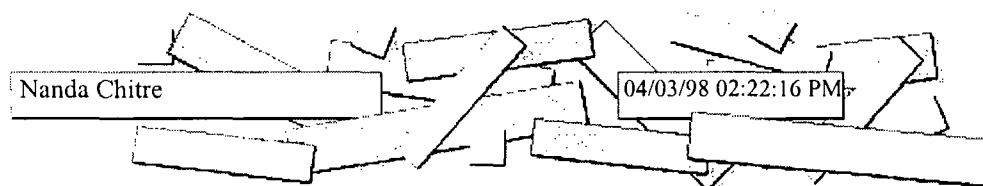
Record Type: Record

To: Laura E. Schiller/WHO/EOP, Christine N. Macy/WHO/EOP

cc:

Subject: MARCH 28, 1998 RADIO ADDRESS OF THE PRESIDENT
TO THE NATION, CAPE TOWN, SOUTH AFRICA

----- Forwarded by Ruby Shamir/WHO/EOP on 04/22/99 12:07 PM -----



Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: MARCH 28, 1998 RADIO ADDRESS OF THE PRESIDENT
TO THE NATION, CAPE TOWN, SOUTH AFRICA

- -

MORE

THE WHITE HOUSE

Office of the Press Secretary
(Cape Town, South Africa)

Embargoed For Release
Until 10:06 A.M. EST
Saturday, March 28, 1998

RADIO ADDRESS OF THE PRESIDENT
TO THE NATION

Cape Town, South Africa

THE PRESIDENT: Good morning. In the storefronts and shop windows of Jonesboro, Arkansas, there are signs that read, "Our hearts are with West Side Middle School." Even though Hillary and I are far away from our home state, our hearts, too, are with West Side, and with the grieving families whose loved ones were killed or injured in that tragic incident just four days ago.

This is the third time in recent months that a quiet town, and our nation, have been shaken by the awful specter of students being killed by other young people at schools. We join the families of Jonesboro and all America in mourning this terrible loss of young life -- life so full of promise and hope so cruelly cut short.

We mourn the loss of Natalie Brooks, of Paige Ann Herring, of Stephanie Johnson, of Brittany Varner, and of a heroic teacher, Shannon Wright, who sacrificed her own life to save a child. These five names will be etched in our memories forever, and linked forever with the names of Nicole Hadley, Jessica James, and Casey Steger, of Paducah, Kentucky; and Lyndia Kaye Dew and Christina Menefee of Pearl, Mississippi. Our thoughts and our prayers are with all their families today.

We do not understand what drives children, whether in small towns or big cities, to pick up guns and take the lives of others. We may never make sense of the senseless, but we have to try. We have seen a community come together in grief and compassion for one another, and in the determination that terrible acts like these must no longer threaten our nation's children.

- -

MORE

Parents across America should welcome the news reported just this month by Attorney General Reno and Education Secretary Riley that the vast majority of our schools are safe and free of violent crime. We've worked hard to make our schools places of learning, not fear; places where children can worry about math and science, not guns, drugs, and gangs. But when a terrible tragedy like this occurs, it reminds us there is work yet to be done.

I have directed Attorney General Reno to bring together experts on school violence to analyze these incidents to determine what they have in common and whether there are further steps we can take to reduce the likelihood of something so terrible recurring.

Already we've seen the remarkable difference community policing has made in our nation's streets. Now we have to apply that same energy and resolve to our schools to make them safer places for children to learn, play, and grow. At school there must be full compliance with our policy of zero tolerance toward guns, and at home there should be no easy access to weapons that kill.

Protecting our children from school violence is more than a matter of law or policy; at heart, it is a matter of basic values, of conscience and community. We must teach our children to respect others. We must instill in them a deep, abiding sense of right and wrong. And to children who are troubled, angry, or alone, we must extend a hand before they destroy the lives of others and destroy their own in the process.

We have to understand that young children may not fully appreciate the consequences of actions that are destructive, but may be able to be romanticized at a twisted moment. And we have to make sure that they don't fall into that trap.

Three towns: Jonesboro, Pearl, Paducah -- too many precious lives lost. The white ribbons that flutter today in my home state of Arkansas are a poignant and powerful challenge to all of us -- a challenge to come together for the sake of our children and for the future of our nation.

Thanks for listening.

Laura E. Schiller
04/22/99 02:00:20 PM

Record Type: Record

To: Christine N. Macy/WHO/EOP

cc:

Subject: Re: Single parents working

----- Forwarded by Laura E. Schiller/WHO/EOP on 04/22/99 02:00 PM -----



Nora E. Gordon

04/22/99 01:59:29 PM

Record Type: Record

To: Cordelia W. Reimers/CEA/EOP

cc: Nicole R. Rabner/WHO/EOP, Laura E. Schiller/WHO/EOP, Rebecca M. Blank/CEA/EOP

bcc:

Subject: Re: Single parents working

In the same series as Corky's numbers, the percentage of family households with own children under age 18 in 1998 was 22% (not really down a full percentage point since 1997 because 1998 is rounded up and 1997 rounded down) and in 1970 was 10%. For the full series from 1950 to 1998, see

<http://www.census.gov/population/socdemo/hh-fam/htabFM-1.txt>

The percentages come from mother only one parent families divided by total families with children under 18. (Fourth data column over second data column.)

Cordelia W. Reimers



Cordelia W. Reimers

04/22/99 01:24:44 PM

Record Type: Record

To: Nicole R. Rabner/WHO/EOP, Laura E. Schiller/WHO/EOP

cc: Rebecca M. Blank/CEA/EOP, Nora E. Gordon/CEA/EOP

bcc:

Subject: Re: Single parents working

Here are the numbers for 1980, 1990, and 1997 from the 1998 Statistical Abstract, Table 71. We will look for 1970 and 1998 on the Census website now. Please note the numbers are in thousands.

1997

1980

1990

(1,000)	(1,000)	(1,000)	(1,000)
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72%) Married couple	24,961 (80%)	24,537 (76%)	25,083 (
5%) Single male head	616 (2%)	1,153 (4%)	1,709 (
Single female head	5,445 (18%)	6,599 (20%)	7,874 (23%)



SUNTUM M @ A1
04/20/99 08:30:00 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: statement of the President on school shootings

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 20, 1999

STATEMENT BY THE PRESIDENT

The Briefing Room

7:48 P.M. EDT

THE PRESIDENT: I want to begin by saying that Hillary and I are profoundly shocked and saddened by the tragedy today in Littleton, where two students opened fire on their classmates before apparently turning their guns on themselves.

I have spoken with Governor Bill Owens and County Commission Chair Patricia Holloway and expressed my profound concern for the people of Littleton. I have spoken to Deputy Attorney General Eric Holder and who, along with Attorney General Reno, is closely monitoring the situation. I've asked the Attorney General and the Secretary of Education to stand ready to assist local law enforcement, the schools, the families, the entire community during this time of crisis and sorrow.

A crisis response team is ready now to travel to Colorado, and I strongly believe that we should do whatever we can to get enough counselors to the families and the children as quickly as possible. I know the other communities that have been through this are also ready to do whatever they can to help.

I think that Patricia Holloway would not mind if I said that amidst all the turmoil and grief that she and others are

experiencing, she said to me just a moment ago that perhaps now America would wake up to the dimensions of this challenge -- if it could happen in a place like Littleton, and we could prevent anything like this from happening again. We pray that she is right.

We don't know yet all the hows or whys of this tragedy. Perhaps we may never fully understand it. St. Paul reminds us that we all see things in this life through a glass darkly, that we only partly understand what is happening. We do know that we must do more to reach out to our children and teach them to express their anger and to resolve their conflicts with words, not weapons. And we do know we have to do more to recognize the early warning signs that are sent before children act violently.

To the families who have lost their loved ones, to the parents who have lost their beloved children, to the wounded children and their families, to the people of the community of Littleton, I can only say tonight that the prayers of the American people are with you.

Thank you very much.

Q Mr. President, you tried to get this message out last fall. Is there anything additional that you can say or that the federal government can do to prevent things like this from happening?

THE PRESIDENT: Well, I think on this case it's very, very important that we have the facts, insofar as we can find them out. You know, we had the conference here last fall; the

Attorney General and the Secretary of Education prepared the handbook for all the schools that we asked to be widely used; and we do have, from better and sad experience, a great cadre of very good, effective grief counselors. My guess is that they will be needed in abundance there for the children.

I think after a little time has passed, we need to have a candid assessment about what more we can do to try to prevent these things from happening.

Q Mr. President, there seems to be an epidemic of these kinds of incidents now. There was Paducah, Kentucky; Jonesboro, Arkansas; Springfield, Oregon; and several others. Would you characterize this as an epidemic affecting the nation's school system?

THE PRESIDENT: I wouldn't want to use that word. What I would like to know is whether we can learn enough from this, which in its dimensions apparently is much greater than even the others were, and see what else we can do.

I had a very interesting conversation this afternoon with Congresswoman Carolyn McCarthy, who, as all of you know, lost her own husband and son sustained a wound as a result of a shooting incident on a commuter train. And that's what we talked about.

I think tonight we owe it to the people of Littleton and to the families involved in this tragedy to let them go through the grieving and deal -- and try to get the facts. And then the rest of us have a responsibility to do everything we can to make sure this doesn't make 1999 another year like last year, that we don't have another rash of this, we really can be more effective in preventing it.

And I wish I could say more tonight, but I don't think I can.

Q Mr. President, have you been told, sir, that the death toll is as high as the 25 figure that we've heard? And secondly, sir, every time one of these things happens we go through this chorus of hand-wringing and say, we've got to stop it from happening again. Is there anything specific and concrete that you'd like to see happening that hasn't happened yet?

THE PRESIDENT: Well, I don't want to make -- there are, but what I would like to do is take a couple of days, because we don't know what the facts are here. And keep in mind, the community is an open wound right now, they have suffered as much as anyone can suffer. This is the largest group of fatalities, whatever the numbers are -- and I've heard various numbers, even as much as five minutes ago, right before I came out.

I'd like to answer that question, but I think anything I say tonight can only add to the pain of the people in Littleton and not serve to solve the problem. So I will answer that question when I have more facts and after we let a little time pass.

Q Mr. President, you said America should wake up. Wake up to what, sir?

THE PRESIDENT: Well, I think there are a lot of kids out there who have access to weapons -- and apparently more than guns here -- and who build up these grievances in their own mind, and who are not being reached. And it's not just Littleton. We know that now. We've had lots and lots and lots of places. So it's -- I don't know how many of you have been there. I've actually been there, I know the community, and it's a wonderful

place.

And I can't do better than what Patricia Holloway said, the Commission Chair -- if it can happen here, then surely people will recognize that they have to be alive to the possibility that it could occur in any community in America, and maybe that will help us

to keep it from happening again.

But you know what we put out before. You know the efforts we've made. And I just think that tonight we need to focus on the families that lost their kids, on the children that are wounded, on the grieving of the community, give this thing a day or two for the facts to emerge. And then I'll try to have more to say to you.

Q On just the point, Mr. President, at the time you had that conference last year your administration said the students are still safer sitting in a classroom than they are walking down the street. Do you think Americans still think that's true? Do you think that's true?

THE PRESIDENT: Well, statistically, for all the whole 53 million kids in our schools, it's true. But from the facts we're hearing about what happened at this school and the possibility that explosives were out there, that hand grenades were available, that other things were there, it obviously wasn't true there. That was obviously the most dangerous place in Colorado today.

So I don't want to -- but that doesn't -- that shouldn't make people believe that every school is in danger. What it should make every community do is to study this handbook we put out and see what lessons can be learned here.

But again, tonight I think the American people ought to be thinking about those folks in Littleton. Tomorrow and in the days ahead we'll have more time to kind of gather ourselves and our determination and go back at this again.

Thank you.

END

7:58 P.M. EDT

Message Sent To: _____

Lori E. Abrams
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Jeannetta P. Allen
Ralph Alswang
Brenda M. Anders
Eli G. Attie @ OVP@EOP
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BUDIG_N @ A1@CD@LNGTWY
CUTLER_L @ A1@CD@LNGTWY
DICKY_L @ A1@CD@LNGTWY
FORDE_R @ A1@CD@LNGTWY
GRAY_W @ A1@CD@LNGTWY
John_See @ ed.gov@INET@LNGTWY
KTORPEY @ AOL.COM@INET@LNGTWY
MOFFETT_J @ A1@CD@LNGTWY
Michael_J_Sullivan @ WHO.EOP.GOV@CD@LNGTWY
OLCOTT_E @ A1@CD@LNGTWY
PR_U = TDIXON@PR_L = AVUOEOB@MRP@LNGTWY
RUBIN_E @ A1@CD@LNGTWY

NAPLAN_S @ A1@CD@LNGTWY
SMITH_BD @ A1@CD@LNGTWY
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cents is compounded by the growing pains we may unconsciously relive as we watch kids go through theirs.

Adolescence—as Bill and I are observing—is a time of approach and retreat, when young men and women insist on making their own choices regarding behavior, appearance, and values. It often demands not so much discipline from adults as self-discipline; we need the wisdom to anticipate errors that could be devastating, the restraint to pick our battles carefully, and the trust that, with what we have taught our children, they can handle the rest. Teenagers have the right to make decisions and make mistakes.

A couple I know who live in the public eye went away one weekend and returned to find their daughter in the kitchen—with a new Technicolor hairdo. They blew up. Suddenly the girl looked at her parents in that whimsical fifteen-year-old way that can stop you in your tracks. “Mom, Dad,” she said, holding out a strand of her hair, “*this is ruining your life?*”

But teenagers often turn back to their parents when the temptations they confront today—drugs, alcohol, and sex, to name a few items at the top of most parents’ worry lists—and the pressures to give in to them are overwhelming. The choices and consequences they confront are more complicated than those faced by earlier generations. Yet the biology of adolescence has not changed as much as our attitudes about what is and is not appropriate behavior. Adolescents want adults to reassert authoritative control over their lives—and much of their behavior is a plea for predictable rules to help them restructure their lives in the midst of great change.

I recently read a newspaper story in which teenagers,

many from affluent neighborhoods in Washington, D.C., explained why they sneak out of the house at night to go to parties or to meet with friends. It was clear that in many cases the children did not take seriously the rules their parents set, or did not think their parents were going to check up on them anyway. As one psychologist explained in the article: “These kids are telling their parents, basically, ‘To hell with the rules. I’ll do what I want.’ The parents are feeling too inept or too busy to say no, and want somebody else to fix the problem.”

When parents are willing to take a “nonnegotiating posture” on the word “no,” to be strict on curfews and appropriate discipline, children are less likely to be confused about the choices they confront.

At a recent gathering of journalists who cover family and children’s issues, a reporter asked me how I felt, as the mother of a teenager, about sex education in the schools.

I said it would be great if we could get kids to postpone any decision about sex until they are over twenty-one, which provoked a round of nervous laughter from my listeners. In a culture that shouts sex from every billboard, movie screen, radio station, television set, and magazine (and now even computer monitors), they—and I—know that kids are confronted with sex every time they turn around, and they have to decide about it, early and often.

After many years of working with and listening to American adolescents, I don’t believe they are ready for sex or its potential consequences—parenthood, abortion, sexually transmitted diseases—and I think we need to do everything in our power to discourage sexual activity and encourage abstinence. Young people can learn to value

Laura E. Schiller
04/22/99 03:02:42 PM

Record Type: Record

To: Christine N. Macy/WHO/EOP

cc:

Subject: single parents working

----- Forwarded by Laura E. Schiller/WHO/EOP on 04/22/99 03:02 PM -----

Nicole R. Rabner

04/22/99 02:58:01 PM

Record Type: Record

To: Laura E. Schiller/WHO/EOP

cc:

Subject: single parents working

Sorry for the CEA wonky e-mail crap. The bottom line is that since 1970, there are over three times as many U.S. families headed by a single parent.

PHOTOCOPY
PRESERVATION

Teacher with critical wound saved teens

Students recount ordeal of being trapped in classroom, trying to help dying coach while killers continued rampage outside

By Kevin Johnson
USA TODAY

LITTLETON, Colo. — With bullets flying and the roar of pipe bombs echoing in the corridors of Columbine High School, coach William "Dave" Sanders stumbled into a second-floor science classroom leading a stream of horrified students to cover. Blood ran down his torso.

He had been walking down a hallway on the second floor of the building when he was shot.

He immediately directed about a dozen students to follow him. They were only steps ahead of the two gunmen — and another spray of gunfire — when they made it into a classroom and slammed the door shut behind them. Then Sanders, 47, collapsed on the floor.

"Right about at the teacher's desk, he dropped," student Steve Broden, 16, recalled Wednesday. "He fell face-first, so hard that he knocked out his teeth. He was bleeding so much from the mouth that we thought that's where he had been shot, too."

Somehow, Sanders found the strength to crawl far enough into the room that he could not be seen through the small window in the door. The gunmen tried unsuccessfully to kick their way in.

"I don't think I'm going to make it," Sanders reportedly said as he lay critically wounded on the floor.

Broden says students worked feverishly to plug Sanders' chest wounds, at least until paramedics could reach him.

They took off pieces of their clothing and ripped up the garments to make bandages for the coach.

Then they wrapped him in blankets when his temperature started to drop.

Using a student's cellular telephone, they remained in near-constant contact with paramedics on the outside, who attempted to talk them through triage.

It was four hours before help came and the students were free. All the while, they and Sanders remained huddled against a wall, trying to stay out of sight.

"We were there watching a teacher bleed to death right in front of us," Broden said. "We didn't know where anybody was. We wondered if anybody would come."

Although the gunmen failed in their attempt to break down the door, Broden and others say they could hear gunshots cracking at regular intervals. "It was like they were carrying out executions," the sophomore said. "You

would hear a shot. Then there would be quiet. Then another shot. Bam. Bam. Bam."

With the cellular telephone, students also provided details to police who were attempting to track the assailants' path through the school and identify the whereabouts of trapped students.

"We were telling them exactly where we were and what we thought was happening," Broden said. "They knew we needed help."

The trapped students whispered among themselves, hoping to avoid the attention of the gunmen.

Across the hall, more teen-agers had barricaded themselves into a choir office.

When they finally were freed by the police SWAT team, word spread about Sanders' grave condition. Then, late Wednesday, the popular science instructor, who also coached girls' softball and basketball, was officially confirmed among the 15 dead.

"I saw him alive when I left," Broden said. "He was hanging on."

If Littleton's collective mood could darken any more, it did when word came that Sanders had died.

"The whole time he was just saving people," says Sarah Sales, 16. "He took me and just pushed me into a room. He was one of the nicest guys you will ever meet. He was a good coach."

Zach Ingles, 16, said Sanders was as beloved a teacher and coach as any school could have.

"I know the girls who played sports on his teams were all in love with him. They were just devastated when they learned of his death."

troubled individual kids and these horrible scenarios is very dangerous. When you get more than one kid together, you have the added element that sometimes the sum of their parts is very different from them individually.

I'm sure a lot of people remember the book "In Cold Blood." It was very clear that horrible murder that was committed in Kansas -- that neither of the perpetrators, in that case adults, would have committed that crime alone. But together, it was a kind of awful chemistry between them, and I think actually all three of the cases you've mentioned -- the recent one of the two boys just this past month, and the case from last year or two when the boys dropped someone off the roof -- have all of those elements in it of at least one troubled boy provoking a situation with another boy, and then living out one of these scenarios. But they're doing it like children watching "Titanic" or some other melodramatic scenario, only in this case it's obviously a very lethal one." [Talk of the Nation, 8/12/98]

Mental Health

- "I spend most every week -- I sit down with a youth who's either in prison or on trial for murder. And one of the striking things about it is how often, how terribly often you can see in their childhood by the time they're eight or nine-years-old a discernible definable mental health problem that isn't addressed well at all.

We're still only responding with professional intervention to something like a third or a half of kids with identifiable mental health problems in childhood. And it's very clear that overwhelmingly kids who end up killing or committing very severe acts of violence come from that population. The most common diagnoses is the diagnoses of what's called conduct disorder, which really means that the kid has gotten wrapped up in a pattern of very negative anti-social destructive behavior. And typically what happens is kids are suspended because of that or they're moved to another school rarely do they get effective mental health intervention. And that's the group from which most of the severe chronic violent juveniles come.

By the time they've ended to be 15 they've added on problems of Post Traumatic Stress Disorder because of victimization experiences, they've added on depression, a lot of them have anxiety disorders. That's puts a different slant on this idea that these are just kids who show up and turn bad. They come out of a long period of developing problems and they're typically troubled kids who's experience has not been a positive one and has culminated in these terrible events. [Talk of the Nation, 8/12/98]

- I think it's an important part of this issue that is only beginning to be understood. As you say it's often not seen in those terms in childhood, but I'm struck talking with boys now who are 13 to 18 about their early relationships how often this pattern of disrupted and broken relationships of kids who were and felt rejected and who never really made that connection so they're not under the same control -- emotional controls that other kids are. Because as you point out if a kid has not got that basic attachment, that different emotional rules apply to them, they don't feel bound and governed in their feelings by the

sense of connection.

John Bulby (ph) the British psychiatrist who really coined the word attachment, I remember speaking about a boy who had this Reactive Attachment Disorder who very calmly through a cat in the fire without a sense that this was another living being. And that sense of non- connection is certainly one of the most dangerous characteristics of a boy -- again particularly boys, that we could find in a child. And that's one reason why, as you point out, the kids that we're most concerned about, that everyone ought to be most concerned about, are the boys who show cruelty to animals, fire setting, the sense of treating the world -- the alive world, as if it were simply objects. And I think it'll become one of the common themes as we explore this further in the years to come. [Talk of the Nation, 8/12/98]

- "Unless we do something to intervene...children identified as aggressive at age 8 will tend to be aggressive 30 years later." [The San Francisco Chronicle APRIL 21, 1999]

On Guns

- "Well I think they [guns] play at this point in our history, in this point in the evolution of childhood and adolescence, they play a very central role. Because they provide the means, very efficient means, to turn adolescent fantasies or childhood impulses into mayhem. Imagine those boys in Jonesboro with the same fantasy without the access to the guns; trying to implement that fantasy. And you know, it doesn't work.

What's really shocking is the prevalence of guns as a central symbol in the life of children. For example, I remember interviewing eight-year-olds in Chicago, in a suburban part of Chicago, and finding that one out of every three said he or she could get a gun if they needed one. A recent survey found that two-thirds of high school students said they could get a gun in an hour if they needed one.

Now, the question is: Why do they think they need one? I speak with children and they say they need a gun partly because it makes them feel safer, because they don't think the adult world is taking care of them. And two, because it is such a loaded symbol of power in the culture, particularly for a boy who feels shame or a boy who feels humiliated; a boy who feels diminished. Here's a very clear symbol of power that's readily accessible. So I think it's a very dangerous combination in America in the 1990s." [Talk of the Nation, 8/12/98]

- "Even if a 12-year-old then had access to a gun, he would have been less able to point it at a human being and shoot. An increased dose of violence and things like point-and-shoot video games break down children's inhibitions the same way they break down soldiers'," [The Boston Globe, May 21, 1998]

Dr. James Garbarino, author of Lost Boys: Why Our Sons Turn Violent and How We Can Save Them

In the Lost Boys, Dr. James Garbarino focuses on boys in prison, and the factors that led them to commit the crimes that landed them there. He speaks of a societal condition in which children are exposed to more violence than ever, and that some children are more susceptible to its dangers. Add to that a decrease in time parents spend with their children, increased access to violent weapons, and video games which dis-connect children from the notion of crime and killing, all of which create an environment of "social toxicity."

On "Social Toxicity" and Blame

- "The conditions of social toxicity are there across society---the gun culture, kids being awash in imageries of violence, the decline of adult time with kids," [The Atlanta Journal, May 31, 1998]
- "Where do you point the finger? You'd need at least two handfuls of fingers." [American Journalism Review September, 1998]
- "There's evidence that from the early 1970s to the late 1980s, that the percentage of American kids who were sufficiently troubled to need professional mental health services doubled from about 10 percent to about 20 percent. During that same period, the exposure of children to a whole variety of toxic influences in terms of the virulence of graphic, sexualized, and violent imagery increased dramatically over that same period.....We have data on declining adult supervision in children, adult time spent with kids. We have a whole variety of things, including what David Grossman (ph) has talked about -- the new generation of video games that mimic military training to desensitize kids to the actual act of shooting." [Talk of the Nation, 8/12/98]
- "Well, I think there are at least a couple of things. The first is that the capacity, the physical capacity, even the psychological capacity of children to do things that have profound consequences ought not to blind us to the fact that we're still talking about children and very young adolescents who think and feel like other children and very young adolescents. We know that you could put a nine-year-old in a car and he might physically be able to drive a car, but I don't think many of us would want nine-year-olds driving cars. The crime that they commit needs to be understood not in terms of its consequences, but in terms of who it is that's -- that's committing it.

So I think we need to always be thinking about what is it in the lives of children and young teenagers that brings them to this point? And when it's an individual kid, we typically find an experience of victimization at home or in the community. We find experiences of trauma, coupled with the fact that our culture is offering children scenarios of what to do with rage; what to do with the feeling of injustice all the time.

And these kids aren't inventing the scenarios that they are living out. They're borrowing them from images that are presented to them on a regular basis. And that combination of



Ruby Shamir
04/22/99 12:43:30 PM

Record Type: Record

To: Laura E. Schiller/WHO/EOP, Christine N. Macy/WHO/EOP

cc:

Subject: History of MADD

PLEASE SEE BOLDED PORTIONS FOR HOW MADD GREW:

History of MADD

FORMATION OF MADD

Mothers Against Drunk Driving (MADD) was formed by and for the aid of the most vulnerable of road users: victims of alcohol- and other drug-impaired driving. The group was begun in 1980 following the death of Candy Lightner's 13-year-old daughter. Cari Lightner, while walking along a city street, was killed by a repeat-offender drunken driver. Searching for justice in her daughter's death, Ms. Lightner found the prevailing attitude within the judicial system at that time a grossly inadequate response to such a tragedy, and she worked to call attention to the need for more appropriate, vigorous and equitable actions on the part of law enforcement and the courts in response to alcohol-related traffic deaths and injuries.

GROWTH OF THE ORGANIZATION

Begun by the outraged mother and a handful of concerned volunteers, MADD initiated actions to bring about tougher laws against impaired driving, stiffer penalties for committing such crimes and a greater awareness on the part of government and the public everywhere about the seriousness of driving drunk. As the story of their activism became the focus of broadcast, print and other media coverage, other individuals who had also lost loved ones or had been injured themselves by impaired drivers expressed interest in becoming a part of the new citizen movement. Thus chapters began to form across the country. By 1990 the group had grown to include more than 400 such chapters, as well as smaller community action teams, and state and regional offices. MADD now extends to nearly three million members and supporters nationwide and abroad, making it the largest victim-advocate and anti-DWI activist organization in the USA and the world.

Along with rapid growth came the need for more professional, trained management and administration and a more sophisticated approach to communications and dealing with the media, as well as training in DWI issues, the legislative process and victim assistance. Coordination to meet these needs is handled by a national headquarters staff of approximately 60 individuals who direct training opportunities, seasonal and ongoing education and awareness programs, national fundraising, media

campaigns, and federal and state legislative activities.

MADD'S MISSION

MADD's mission involves both fighting impaired driving and aiding victims of such tragedies. Both aspects generate activities and programs which impact national, state and local levels. To carry out these complex functions and to reinforce the essential volunteer activist efforts, MADD has developed, in addition to local chapters, state offices in 29 of the 50 states. In addition, regional offices are being set up to facilitate state activities and aid in training and other needs. These state and regional offices, working in concert with the national headquarters, have made possible a more stable, professional framework for MADD activities and support in the states and provided continuity amid the ebb and flow of volunteer manpower.

METHODS AND PROGRAMS

MADD's early success in securing the attention of the American public and motivating change in public policy is due in large measure to maintenance of limited and clearly defined goals. MADD has historically avoided a neoprohibitionist stance, focusing on a "don't drink and drive" theme rather than an anti-drinking approach. Similarly, MADD has largely avoided peripheral issues which would reduce the amount of energy and resources dedicated directly to aiding victims or fighting drunk driving. One example is a decision in 1985 not to join Project SMART, a movement to ban alcohol advertising from television. Involvement in issues indirectly related to impaired driving is contingent upon their perceived direct impact on victims or anti-DWI efforts. For instance, MADD resisted pressure in recent years to advocate that courts require convicted impaired drivers to have an ignition interlock device installed in their vehicle to prevent its starting if the driver had been drinking. MADD's neutral stance was based on the lack of research to establish that the device is effective and cannot be circumvented by offenders. MADD opposed efforts to substitute use of the device for more traditional sanctions with proven effectiveness in reducing impaired driving, such as driver license revocation. Whatever the goals chosen, MADD places a high priority upon establishing unified objectives that are endorsed and pursued uniformly throughout the organization, so that MADD activists can "speak with one voice." At the national level, priority is placed on identifying and supporting DWI countermeasures proven effective in reducing the incidence of impaired driving. Activists at the chapter level can propose new issues or goals to the state and national leadership for adoption by the organization as a whole. To assure a unified approach to achieving its goals, MADD utilizes various means, providing a range of educational materials and training to its volunteer and paid leadership. Yearly leadership development conferences for MADD members, volunteers, leaders and state and national staff provide a forum to exchange views and information and to set yearly priorities.

Regular monthly or bimonthly mailings of program materials and other timely information from the National Office further reinforce the direction of the organization. Special training opportunities are held, including victim assistance institutes and impaired driving issues workshops, which may also include other pertinent state and community leaders outside of MADD.

The National Office also exercises administrative responsibility for employees of chapters and state offices as well as for the headquarters staff. This oversight capacity assures that state and federal employment regulations are met, that obligations incurred by the organizations are met, and that the not-for-profit 501(c)3 status of the organization is protected, since all entities of MADD are part of one national corporation.

FUNDING

Maintenance of support both for ongoing programs and activities and for the staffing and management framework demands funding on a regular, dependable basis. MADD has historically relied on voluntary individual donations, which average \$13.00, to provide that support. Requests for donations are included in mailings of public awareness materials on impaired driving and victim issues, as well as informational telemarketing programs. Both of these approaches constitute important methods for raising public awareness while stimulating financial support for the organization.

At the national level fundraising focuses substantially on a program of direct-mail requests to supporters nationwide. These mailings sometimes provide gifts or inducements to the recipient such as a keyring with the MADD name or symbol, and always provide current, relevant public awareness information about the impaired driving problem as well as poignant examples of the impact of the problem on individual victims. Within the states, professional fundraising efforts frequently are handled via telephone marketing solicitation, and the state or chapter provides materials to those who respond favorably to the informational contact. The telemarketing effort also provides potential volunteers, as an additional benefit of the program.

Additional support for specific programs or emphases is derived through solicitation of corporate sponsorship. Such support is often provided by means of in-kind donations of materials or services. For example, Southland Corporation donates a mile of red ribbon to each MADD Chapter for MADD's annual holiday awareness program, "Tie One on for Safety;" the ribbons are distributed to be affixed to vehicles as a reminder to the driver and to other travelers not to drive after drinking.

In addition, assistance for some of the anti-impaired driving programs comes from federal funding through the U.S. Department of Transportation. The Impaired Driving Issues Compendium resources and workshops funded in this manner provide information about key DWI countermeasures to state and local enforcement, judges and legislators as well as MADD leaders.

CONCLUSION AND IMPLICATIONS

Between 1980 and 1990 MADD's emergence dramatized and personalized the tragedy of alcohol and other drug impairment in traffic fatalities, and its activism has had a broad impact on societal attitudes and behavior relating to drinking and driving. MADD's experience may be unique to the USA to the extent that its formation and accomplishments were possible due to the nature of the American system of laws and government. The organizations' accomplishments clearly reinforce an

American belief that one individual can make a difference. However, MADD's experience can also provide other countries a model for social action that can reinforce governmental ability to assure safety for road users through a reduction in alcohol- and other drug-impaired driving.

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What Will Parents Vote For

**Findings of the
First National
Survey of
Parent Priorities**

National Parenting Association