

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001a. letter	Mary Ross Newcome to Bruce Reed (1 page)	05/03/2000	b(6)
001b. letter	Mary Newcome to Vladimir Putin (1 page)	05/01/2000	b(6)
002. letter	Mrs. Dawn Bossia to Ms. Brody (4 pages)	08/06/2000	b(6)
003. evaluation	re: Parent Evaluation of Summer School (8 pages)	08/03/2000	b(6)
004a. note	re: personal (1 page)	06/30/2000	b(6)
004b. letter	Lisa Rhees to Jami Monnett (2 pages)	04/18/2000	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 20223

FOLDER TITLE:

Correspondence [2]

2013-0436-S

rc1316

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)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- 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]

TRAVEL BUSINESS ROUNDTABLE

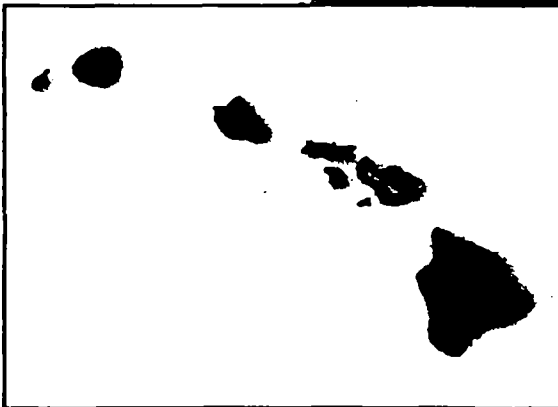


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Chairman, Travel Business Roundtable
President & CEO, Loews Hotels

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Nicholas A. Athanasiou *Arthur D. Little International*
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Robert E. Juliano *HEREIU*
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George D. Kirkland *L.A. Convention & Visitors Bureau*
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J. Peter Kline *Bristol Hotels and Resorts*

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 Sandy Miller *Budget Group Inc.*
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 Art Peterson *Kampgrounds of America, Inc.*
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 Fran Reiter *New York Convention & Visitors Bureau*
 Nicholas Kibis *Trump Hotels & Casinos Resorts*
 John T. Riordan *International Council of Shopping Centers*
 Ivan Michael Schaeffer *Woodside Travel Trust*
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 Peter M. Sontag *The Crown Marketing Group, Inc.*
 Barry Sternlicht *Starwood Hotels & Resorts*
 Thomas G. Tait *Nevada Commission on Tourism*
 Bill Talbot *Greater Miami Convention & visitors Bureau*
 Jonathan M. Tisch *Loews Hotels*
 Myron Ullman *DFS Group Ltd.*
 Jack J. Vaughn *Opryland Hospitality & Attractions*
 Carolyn Vesper *USA Today*
 Stephen Wolf *US Airways*
 Scott Yohe *Delta Air Lines, Inc.*



**Travel Industry Association
of America**

1100 New York Avenue, NW, Suite 450
Washington, DC 20005-3934
Tel 202.408.8422
Fax 202.408.1255
www.tia.org

in cooperation with
**U.S. Department of Commerce
International Trade Administration/
Trade Development
Tourism Industries office**

14th & Constitution Avenue, NW
Washington, DC 20230
Tel 202.482.0140
Fax 202.482.2887
www.tinet.ita.doc.gov

STATE	TRAVEL EXPENDITURES (\$ millions)	TRAVEL PAYROLL (\$ millions)	TRAVEL EMPLOYMENT (thousands)
ALABAMA			
AL-District 1	\$674.82	\$122.09	10.13
AL-District 2	529.53	92.86	8.21
AL-District 3	401.38	67.50	5.95
AL-District 4	410.54	69.04	6.03
AL-District 5	664.13	119.76	9.98
AL-District 6	547.45	115.96	10.62
AL-District 7	945.97	155.90	10.88
Totals	\$4,173.83	\$743.10	61.80
ALASKA			
AK-At Large	\$1,364.06	\$586.12	25.83
Totals	\$1,364.06	\$586.12	25.83
ARIZONA			
AZ-District 1	\$1,154.92	\$268.99	21.25
AZ-District 2	2,428.87	912.33	39.05
AZ-District 3	1,189.67	270.63	20.34
AZ-District 4	1,034.08	239.69	19.00
AZ-District 5	997.22	271.31	17.01
AZ-District 6	823.57	181.97	13.26
Totals	\$7,628.34	\$2,144.90	129.90
ARKANSAS			
AR-District 1	\$581.97	\$99.24	9.41
AR-District 2	1,105.28	218.41	17.14
AR-District 3	806.72	150.87	13.90
AR-District 4	626.57	111.69	10.56
Totals	\$3,120.54	\$580.20	51.00
CALIFORNIA			
CA-District 1	\$1,019.71	\$234.71	14.97
CA-District 2	871.27	195.66	12.15
CA-District 3	1,259.33	322.63	13.65
CA-District 4	1,126.53	295.30	17.10
CA-District 5	753.98	171.35	11.28
CA-District 6	967.85	230.01	14.46
CA-District 7	630.68	129.43	8.12
CA-District 8	2,220.45	617.44	40.91
CA-District 9	636.40	155.84	9.54
CA-District 10	720.01	164.68	10.59
CA-District 11	659.79	142.58	9.13
CA-District 12	4,110.91	1,205.63	41.67
CA-District 13	1,604.70	432.99	17.99
CA-District 14	872.36	205.91	13.70
CA-District 15	690.32	155.46	10.08
CA-District 16	1,427.22	387.85	15.74

STATE**TRAVEL
EXPENDITURES**
(\$ millions)**TRAVEL
PAYROLL**
(\$ millions)**TRAVEL
EMPLOYMENT**
(thousands)**CALIFORNIA (continued)**

CA-District 17	1,109.04	277.99	17.58
CA-District 18	565.90	111.98	7.15
CA-District 19	938.05	217.10	12.93
CA-District 20	451.69	84.26	5.42
CA-District 21	769.88	163.34	10.24
CA-District 22	1,207.54	305.96	19.05
CA-District 23	660.54	150.17	9.63
CA-District 24	1,069.01	282.89	17.06
CA-District 25	683.59	151.88	9.80
CA-District 26	453.39	92.07	5.83
CA-District 27	1,199.95	326.01	15.22
CA-District 28	718.66	169.50	10.77
CA-District 29	2,338.21	788.83	42.95
CA-District 30	380.13	94.54	5.94
CA-District 31	459.71	95.56	6.42
CA-District 32	512.63	130.98	7.73
CA-District 33	1,040.33	279.57	15.47
CA-District 34	488.92	98.82	6.58
CA-District 35	475.51	104.49	6.78
CA-District 36	6,110.43	1,818.79	61.80
CA-District 37	345.37	69.27	4.49
CA-District 38	790.56	185.34	11.89
CA-District 39	893.07	212.03	13.86
CA-District 40	843.14	189.29	11.25
CA-District 41	1,187.02	308.80	12.88
CA-District 42	470.00	99.14	6.40
CA-District 43	540.54	114.53	7.29
CA-District 44	1,357.85	342.63	20.20
CA-District 45	832.84	199.12	13.15
CA-District 46	2,155.78	798.49	39.21
CA-District 47	1,650.94	453.38	21.58
CA-District 48	650.50	155.97	9.95
CA-District 49	3,301.44	935.71	46.69
CA-District 50	488.83	106.52	7.03
CA-District 51	940.41	236.33	15.35
CA-District 52	632.52	127.10	8.11
Totals	\$58,285.44	\$15,325.90	804.80

COLORADO

CO-District 1	\$2,311.89	\$872.79	37.15
CO-District 2	802.58	204.60	14.69
CO-District 3	1,893.03	560.84	38.08
CO-District 4	742.63	161.05	11.59
CO-District 5	891.44	247.88	15.62
CO-District 6	703.23	162.53	11.78
Totals	\$7,344.80	\$2,209.70	128.90

STATE	TRAVEL EXPENDITURES (\$ millions)	TRAVEL PAYROLL (\$ millions)	TRAVEL EMPLOYMENT (thousands)
 CONNECTICUT			
CT-District 1	\$346.47	\$107.25	5.89
CT-District 2	409.91	120.72	6.42
CT-District 3	507.99	155.83	7.37
CT-District 4	419.80	139.35	7.45
CT-District 5	323.03	97.19	5.37
CT-District 6	2,010.11	266.55	11.80
Totals	\$4,017.31	\$886.90	44.30
 DELAWARE			
DE-At Large	\$987.51	\$209.70	13.10
Totals	\$987.51	\$209.70	13.10
 DISTRICT OF COLUMBIA			
DC-At Large	\$5,081.07	\$1,217.70	62.80
Totals	\$5,081.07	\$1,217.70	62.80
 FLORIDA			
FL-District 1	\$1,665.09	\$395.28	26.95
FL-District 2	1,258.86	276.89	18.77
FL-District 3	2,582.05	688.46	43.49
FL-District 4	1,975.38	480.09	31.19
FL-District 5	913.76	191.15	13.55
FL-District 6	694.85	138.92	9.85
FL-District 7	1,399.99	327.66	22.72
FL-District 8	7,200.17	2,409.25	128.59
FL-District 9	1,025.15	233.43	15.86
FL-District 10	1,304.15	296.94	21.14
FL-District 11	2,153.18	562.14	30.28
FL-District 12	884.21	177.55	12.51
FL-District 13	1,400.75	320.78	21.04
FL-District 14	2,201.28	532.46	33.42
FL-District 15	1,607.16	372.60	26.06
FL-District 16	1,086.30	236.00	16.30
FL-District 17	763.77	156.44	11.28
FL-District 18	3,930.93	1,140.09	52.02
FL-District 19	1,069.16	241.86	16.86
FL-District 20	1,697.24	406.42	28.25
FL-District 21	851.43	183.44	13.33
FL-District 22	3,010.64	715.41	50.81
FL-District 23	2,186.84	596.26	29.42
Totals	\$42,862.32	\$11,079.50	673.70

STATE

TRAVEL
EXPENDITURES
(\$ millions)TRAVEL
PAYROLL
(\$ millions)TRAVEL
EMPLOYMENT
(thousands) **GEORGIA***

GA-District 1	\$1,019.53	\$268.69	16.94
GA-District 2	650.82	142.57	9.95
GA-District 3	2,757.44	1,961.62	49.75
GA-District 4	1,013.93	269.26	18.81
GA-District 5	1,334.59	379.49	26.24
GA-District 6	1,151.68	327.61	22.22
GA-District 7	580.50	129.04	9.19
GA-District 8	710.00	165.87	11.61
GA-District 9	734.25	168.95	11.31
GA-District 10	705.19	171.88	11.81
GA-District 11	601.25	144.83	9.59
Totals	\$11,259.17	\$4,129.80	197.40

 HAWAII

HI-District 1	\$7,068.39	\$1,859.28	91.65
HI-District 2	5,968.19	1,565.32	80.25
Totals	\$13,036.58	\$3,424.60	171.90

 IDAHO

ID-District 1	\$1,017.38	\$159.37	12.69
ID-District 2	720.67	118.33	10.51
Totals	\$1,738.04	\$277.70	23.20

 ILLINOIS

IL-District 1	\$275.74	\$62.31	4.36
IL-District 2	336.11	75.85	5.21
IL-District 3	1,137.16	376.83	14.78
IL-District 4	219.50	45.68	3.20
IL-District 5	611.94	157.98	10.95
IL-District 6	5,045.56	2,060.64	63.19
IL-District 7	1,362.07	406.78	26.36
IL-District 8	726.92	188.06	12.47
IL-District 9	504.24	120.03	8.33
IL-District 10	720.12	180.93	12.18
IL-District 11	622.14	150.18	9.83
IL-District 12	563.27	130.17	8.49
IL-District 13	658.64	166.42	11.25
IL-District 14	520.65	121.83	8.09
IL-District 15	690.22	157.26	10.46
IL-District 16	655.02	153.67	9.87
IL-District 17	645.90	147.31	9.13
IL-District 18	637.67	151.74	9.23
IL-District 19	603.45	123.38	8.04
IL-District 20	740.13	161.26	10.57
Totals	\$17,276.45	\$5,138.30	256.00

STATE	TRAVEL EXPENDITURES (\$ millions)	TRAVEL PAYROLL (\$ millions)	TRAVEL EMPLOYMENT (thousands)
INDIANA			
IN-District 1	\$309.40	\$62.86	5.36
IN-District 2	381.31	76.81	6.46
IN-District 3	509.49	138.58	9.17
IN-District 4	469.96	111.12	7.87
IN-District 5	335.07	64.68	5.27
IN-District 6	999.42	368.92	18.94
IN-District 7	337.37	68.22	5.80
IN-District 8	419.45	93.43	7.10
IN-District 9	354.18	72.91	6.05
IN-District 10	744.13	194.95	15.80
Totals	\$4,859.78	\$1,252.50	87.80
IOWA			
IA-District 1	\$736.71	\$127.91	12.11
IA-District 2	549.07	91.78	8.91
IA-District 3	517.7	85.07	7.89
IA-District 4	931.69	158.33	14.20
IA-District 5	562.24	89.02	8.40
Totals	\$3,297.50	\$552.10	51.50
KANSAS			
KS-District 1	\$584.69	\$100.27	8.92
KS-District 2	471.74	85.71	7.65
KS-District 3	578.24	128.34	12.25
KS-District 4	1,230.84	180.47	14.38
Totals	\$2,865.51	\$494.80	43.20
KENTUCKY*			
KY-District 1	\$495.30	\$102.20	8.86
KY-District 2	508.31	102.71	9.01
KY-District 3	882.93	287.26	20.07
KY-District 4	1,192.82	575.34	28.57
KY-District 5	451.59	84.30	7.33
KY-District 6	657.65	162.69	13.17
Totals	\$4,188.60	\$1,314.50	87.00
LOUISIANA*			
LA-District 1	\$942.62	\$193.13	15.48
LA-District 2	2,421.99	597.72	42.82
LA-District 3	466.75	72.72	5.39
LA-District 4	775.34	154.51	10.29
LA-District 5	639.59	122.28	8.65
LA-District 6	653.56	115.32	8.84
LA-District 7	665.72	130.81	8.81
Totals	\$6,565.57	\$1,386.50	100.30

**STATE****TRAVEL
EXPENDITURES**
(\$ millions)**TRAVEL
PAYROLL**
(\$ millions)**TRAVEL
EMPLOYMENT**
(thousands)**MAINE***

ME-District 1	\$1,044.04	\$187.96	15.94
ME-District 2	737.86	132.14	11.06
Totals	\$1,781.90	\$320.10	27.00

**MARYLAND**

MD-District 1	\$2,346.15	\$744.57	31.01
MD-District 2	512.08	132.15	8.79
MD-District 3	667.02	210.92	13.06
MD-District 4	425.33	104.15	6.65
MD-District 5	535.56	143.44	9.26
MD-District 6	547.92	140.45	8.85
MD-District 7	392.55	115.38	5.69
MD-District 8	533.79	152.94	9.99
Totals	\$5,960.41	\$1,744.00	93.30

**MASSACHUSETTS**

MA-District 1	\$558.60	\$150.49	8.74
MA-District 2	476.60	126.57	7.36
MA-District 3	546.45	143.72	8.38
MA-District 4	401.43	109.08	6.47
MA-District 5	439.68	127.34	7.47
MA-District 6	553.31	155.27	9.17
MA-District 7	466.73	127.29	7.47
MA-District 8	4,172.20	840.10	32.78
MA-District 9	934.87	329.61	17.09
MA-District 10	1,029.43	280.62	15.87
Totals	\$9,579.30	\$2,390.10	120.80

**MICHIGAN**

MI-District 1	\$837.34	\$191.99	14.37
MI-District 2	418.26	85.27	6.57
MI-District 3	546.43	134.42	8.46
MI-District 4	477.58	106.81	6.62
MI-District 5	367.88	72.13	5.66
MI-District 6	478.35	104.60	7.56
MI-District 7	351.71	68.49	5.36
MI-District 8	439.02	94.91	7.47
MI-District 9	427.36	91.86	7.00
MI-District 10	399.73	85.00	6.76
MI-District 11	601.24	142.65	11.52
MI-District 12	485.25	107.21	8.74
MI-District 13	2,356.95	844.87	29.18
MI-District 14	188.14	35.11	2.90
MI-District 15	236.77	54.98	4.23
MI-District 16	430.32	89.51	7.22
Totals	\$9,042.33	\$2,309.80	139.60

STATE		TRAVEL EXPENDITURES (\$ millions)	TRAVEL PAYROLL (\$ millions)	TRAVEL EMPLOYMENT (thousands)
	MINNESOTA*			
	MN-District 1	\$505.50	\$139.82	10.17
	MN-District 2	425.12	98.42	7.52
	MN-District 3	627.57	170.14	13.17
	MN-District 4	457.21	126.64	9.83
	MN-District 5	1,746.51	1,213.61	38.23
	MN-District 6	351.88	94.53	7.29
	MN-District 7	517.59	124.01	9.31
	MN-District 8	623.54	159.02	11.88
	Totals	\$5,254.92	\$2,126.20	107.40
	MISSISSIPPI			
	MS-District 1	\$410.28	\$85.00	6.77
	MS-District 2	709.25	230.40	15.57
	MS-District 3	711.08	204.97	12.09
	MS-District 4	514.04	129.29	10.26
	MS-District 5	900.35	288.04	18.52
	Totals	\$3,245.00	\$937.70	63.20
	MISSOURI			
	MO-District 1	\$676.86	\$174.91	13.60
	MO-District 2	1,910.74	647.26	27.96
	MO-District 3	464.68	114.35	8.53
	MO-District 4	536.14	111.80	8.50
	MO-District 5	701.29	177.49	13.48
	MO-District 6	1,005.11	283.27	13.87
	MO-District 7	881.10	226.06	16.21
	MO-District 8	484.73	91.92	7.03
	MO-District 9	511.81	101.75	7.75
	Totals	\$7,172.46	\$1,928.80	116.90
	MONTANA			
	MT-At Large	\$1,667.82	\$284.20	26.00
	Totals	\$1,667.82	\$284.20	26.00
	NEBRASKA			
	NE-District 1	\$586.26	\$110.74	10.36
	NE-District 2	891.22	176.58	14.58
	NE-District 3	612.95	\$105.27	10.06
	Totals	\$2,090.43	\$392.60	35.00
	NEVADA			
	NV-District 1	\$9,942.34	\$3,228.63	179.09
	NV-District 2	6,894.70	2,301.97	128.22
	Totals	\$16,837.04	\$5,530.60	307.30

**NEW HAMPSHIRE**

STATE	TRAVEL EXPENDITURES (\$ millions)	TRAVEL PAYROLL (\$ millions)	TRAVEL EMPLOYMENT (thousands)
NH-District 1	\$1,185.74	\$175.04	11.76
NH-District 2	629.56	139.16	10.84
Totals	\$1,815.30	\$314.20	22.60

**NEW JERSEY**

NJ-District 1	\$342.12	\$76.84	4.37
NJ-District 2	4,243.92	1,550.75	82.03
NJ-District 3	565.07	134.77	7.52
NJ-District 4	416.42	98.83	4.98
NJ-District 5	535.68	133.44	7.43
NJ-District 6	528.05	129.61	6.84
NJ-District 7	518.18	123.86	6.92
NJ-District 8	322.89	75.02	4.25
NJ-District 9	527.20	129.59	7.24
NJ-District 10	2,715.57	805.54	25.56
NJ-District 11	613.05	148.77	8.31
NJ-District 12	599.63	148.03	8.19
NJ-District 13	405.09	99.53	4.85
Totals	\$12,332.89	\$3,654.60	178.50

**NEW MEXICO**

NM-District 1	\$1,388.21	\$265.10	18.79
NM-District 2	713.72	128.36	11.37
NM-District 3	943.70	189.75	17.04
Totals	\$3,045.64	\$583.20	47.20

**NEW YORK**

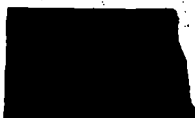
NY-District 1	\$677.95	\$143.49	8.15
NY-District 2	603.74	150.02	7.30
NY-District 3	589.04	133.85	7.75
NY-District 4	715.80	164.08	9.32
NY-District 5	534.60	132.47	7.52
NY-District 6	3,219.78	1,206.31	33.86
NY-District 7	2,519.88	894.80	26.99
NY-District 8	2,741.51	788.28	42.13
NY-District 9	331.43	69.31	4.16
NY-District 10	188.59	36.09	2.22
NY-District 11	136.13	23.56	1.47
NY-District 12	292.39	64.19	3.80
NY-District 13	302.59	64.90	3.86
NY-District 14	4,098.45	1,132.92	59.07
NY-District 15	357.78	81.53	4.63
NY-District 16	181.91	31.89	1.98
NY-District 17	251.32	51.80	3.06
NY-District 18	660.37	167.11	8.50
NY-District 19	750.84	172.48	9.72

STATE**TRAVEL
EXPENDITURES
(\$ millions)****TRAVEL
PAYROLL
(\$ millions)****TRAVEL
EMPLOYMENT
(thousands)****NEW YORK(continued)**

NY-District 20	702.16	167.25	9.46
NY-District 21	1,167.96	330.62	14.11
NY-District 22	973.49	241.75	12.95
NY-District 23	638.19	129.92	7.42
NY-District 24	796.25	170.44	9.42
NY-District 25	1,004.59	264.21	12.30
NY-District 26	1,066.39	259.20	13.76
NY-District 27	986.31	258.76	11.77
NY-District 28	683.77	155.84	9.11
NY-District 29	627.28	136.24	8.01
NY-District 30	1,019.99	287.45	12.42
NY-District 31	690.35	159.12	8.38
Totals	\$29,510.84	\$8,069.90	374.60

NORTH CAROLINA

NC-District 1	\$668.08	\$140.23	10.50
NC-District 2	691.11	152.31	12.54
NC-District 3	767.12	164.59	12.64
NC-District 4	1,582.46	774.89	30.34
NC-District 5	650.08	144.88	11.61
NC-District 6	754.57	239.35	13.78
NC-District 7	667.21	153.67	11.50
NC-District 8	449.38	92.65	7.53
NC-District 9	668.88	156.17	12.96
NC-District 10	618.68	141.41	11.10
NC-District 11	904.76	211.99	15.82
NC-District 12	1,043.82	366.28	19.90
Totals	\$9,466.13	\$2,738.40	170.20

NORTH DAKOTA

ND-At Large	\$956.72	\$165.20	17.80
Totals	\$956.72	\$165.20	17.80

OHIO

OH-District 1	\$391.19	\$93.93	7.18
OH-District 2	629.56	146.82	11.93
OH-District 3	697.92	165.53	10.40
OH-District 4	396.95	78.05	6.24
OH-District 5	447.42	89.89	7.08
OH-District 6	392.08	77.72	6.18
OH-District 7	351.76	73.19	5.83
OH-District 8	313.03	63.12	5.14
OH-District 9	509.07	119.86	7.94
OH-District 10	1,534.56	396.54	18.64
OH-District 11	391.37	93.54	6.47
OH-District 12	1,120.73	277.71	15.27
OH-District 13	348.32	78.62	6.06

STATE**TRAVEL
EXPENDITURES**
(\$ millions)**TRAVEL
PAYROLL**
(\$ millions)**TRAVEL
EMPLOYMENT**
(thousands)**OHIO (continued)**

OH-District 14	438.08	99.92	7.44
OH-District 15	489.52	116.75	9.45
OH-District 16	389.89	80.60	6.39
OH-District 17	362.46	77.95	6.06
OH-District 18	397.13	77.61	6.10
OH-District 19	520.02	115.34	9.11
Totals	\$10,121.06	\$2,322.70	158.90

OKLAHOMA

OK-District 1	\$797.27	\$452.30	19.81
OK-District 2	336.10	54.50	4.67
OK-District 3	374.84	62.92	5.61
OK-District 4	356.19	74.76	5.91
OK-District 5	534.96	110.16	9.95
OK-District 6	686.44	430.17	16.56
Totals	\$3,085.80	\$1,184.80	62.50

OREGON

OR-District 1	\$696.77	\$182.28	13.63
OR-District 2	835.56	196.19	14.96
OR-District 3	1,849.07	369.66	19.48
OR-District 4	658.18	153.09	11.53
OR-District 5	558.09	136.48	10.90
Totals	\$4,597.68	\$1,037.70	70.50

PENNSYLVANIA

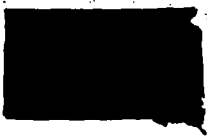
PA-District 1	\$1,585.71	\$639.70	20.06
PA-District 2	459.87	183.00	8.50
PA-District 3	296.40	66.02	5.04
PA-District 4	319.32	68.01	5.00
PA-District 5	460.95	99.32	6.80
PA-District 6	401.67	90.02	6.44
PA-District 7	472.28	108.55	8.10
PA-District 8	450.12	109.09	8.00
PA-District 9	438.22	91.04	6.55
PA-District 10	683.96	173.40	11.96
PA-District 11	529.12	132.93	8.83
PA-District 12	375.28	79.03	5.55
PA-District 13	483.74	118.45	8.55
PA-District 14	500.95	122.97	9.39
PA-District 15	474.26	121.22	7.51
PA-District 16	469.68	114.32	8.01
PA-District 17	582.63	159.91	9.32
PA-District 18	364.61	85.26	6.35
PA-District 19	489.94	115.22	8.53
PA-District 20	1,898.15	750.06	24.10
PA-District 21	452.56	104.42	7.28
Totals	\$12,189.43	\$3,531.90	189.90

**RHODE ISLAND**

STATE	TRAVEL EXPENDITURES (\$ millions)	TRAVEL PAYROLL (\$ millions)	TRAVEL EMPLOYMENT (thousands)
RI-District 1	\$254.50	\$67.87	4.39
RI-District 2	539.80	87.43	5.31
Totals	\$794.30	\$155.30	9.70

**SOUTH CAROLINA***

SC-District 1	\$1,843.43	\$463.70	34.05
SC-District 2	1,060.43	252.21	18.45
SC-District 3	558.66	107.66	8.96
SC-District 4	917.21	219.28	15.92
SC-District 5	544.04	103.97	8.64
SC-District 6	925.39	190.77	15.36
Totals	\$5,849.16	\$1,337.60	101.40

**SOUTH DAKOTA**

SD-At Large	\$953.20	\$186.10	18.50
Totals	\$953.20	\$186.10	18.50

**TENNESSEE**

TN-District 1	\$879.88	\$218.61	14.55
TN-District 2	798.18	244.14	13.95
TN-District 3	702.56	177.05	11.26
TN-District 4	538.94	99.17	7.27
TN-District 5	2,027.24	973.95	44.04
TN-District 6	621.59	134.42	9.57
TN-District 7	585.94	116.00	8.65
TN-District 8	543.09	100.55	7.45
TN-District 9	1,304.80	799.13	30.85
Totals	\$8,002.22	\$2,863.00	147.60

**TEXAS**

TX-District 1	\$600.59	\$124.48	9.04
TX-District 2	529.28	108.09	7.84
TX-District 3	839.97	213.20	15.59
TX-District 4	516.41	112.43	8.21
TX-District 5	551.63	131.59	9.42
TX-District 6	2,822.15	1,913.18	55.23
TX-District 7	976.75	260.05	19.01
TX-District 8	617.02	157.96	11.15
TX-District 9	779.04	187.98	13.50
TX-District 10	1,249.84	432.26	23.25
TX-District 11	579.42	134.92	9.51
TX-District 12	736.79	174.99	12.26
TX-District 13	825.20	236.63	13.79



STATE	TRAVEL EXPENDITURES (\$ millions)	TRAVEL PAYROLL (\$ millions)	TRAVEL EMPLOYMENT (thousands)
TEXAS (continued)			
 TX-District 14	549.13	115.91	8.53
TX-District 15	590.58	145.23	9.61
TX-District 16	871.23	288.23	14.82
TX-District 17	583.08	123.37	8.91
TX-District 18	706.69	166.58	12.20
TX-District 19	616.54	160.30	10.03
TX-District 20	1,221.06	441.69	22.70
TX-District 21	768.35	197.60	14.57
TX-District 22	558.56	137.96	10.07
TX-District 23	688.80	155.85	11.30
TX-District 24	646.54	152.48	11.27
TX-District 25	558.44	134.44	9.78
TX-District 26	949.61	239.03	17.42
TX-District 27	870.51	252.80	15.02
TX-District 28	528.45	120.38	8.96
TX-District 29	1,892.73	1,154.05	35.57
TX-District 30	1,307.81	484.13	24.55
Totals	\$25,532.18	\$8,657.80	453.10
UTAH			
 UT-District 1	\$1,700.06	\$522.27	25.54
UT-District 2	842.03	190.92	17.11
UT-District 3	813.47	184.01	16.55
Totals	\$3,355.56	\$897.20	\$59.20
VERMONT			
 VT-At Large	\$1,259.91	\$251.50	19.57
Totals	\$1,259.91	\$251.50	19.57
VIRGINIA*			
 VA-District 1	\$1,014.99	\$230.07	16.98
VA-District 2	988.70	280.47	18.29
VA-District 3	715.34	162.71	12.09
VA-District 4	606.19	128.74	9.35
VA-District 5	668.46	138.16	10.30
VA-District 6	890.59	207.61	15.12
VA-District 7	774.95	209.16	13.13
VA-District 8	1,998.09	691.45	34.38
VA-District 9	629.09	121.92	9.29
VA-District 10	1,312.94	461.94	21.72
VA-District 11	942.36	246.98	19.02
Totals	\$10,541.69	\$2,879.20	179.70

STATE		TRAVEL EXPENDITURES (\$ millions)	TRAVEL PAYROLL (\$ millions)	TRAVEL EMPLOYMENT (thousands)
	WASHINGTON			
	WA-District 1	\$476.50	\$114.65	8.27
	WA-District 2	576.22	132.89	9.38
	WA-District 3	475.57	108.45	7.85
	WA-District 4	663.04	154.40	10.43
	WA-District 5	741.39	186.44	10.13
	WA-District 6	535.19	122.94	8.91
	WA-District 7	773.04	200.68	14.04
	WA-District 8	366.72	86.66	6.29
	WA-District 9	2,438.99	688.18	25.89
	Totals	\$7,046.65	\$1,795.30	101.20
	WEST VIRGINIA			
	WV-District 1	\$446.32	\$83.75	7.45
	WV-District 2	562.88	112.58	8.83
	WV-District 3	516.91	104.06	8.82
	Totals	\$1,526.11	\$300.40	25.10
	WISCONSIN			
	WI-District 1	\$392.88	\$91.32	8.37
	WI-District 2	667.70	153.37	13.29
	WI-District 3	462.16	97.10	8.91
	WI-District 4	1,019.57	190.06	11.28
	WI-District 5	409.67	100.39	9.98
	WI-District 6	426.08	87.32	8.14
	WI-District 7	519.56	110.57	9.87
	WI-District 8	659.79	136.78	11.85
	WI-District 9	403.48	89.69	8.21
	Totals	\$4,960.88	\$1,056.60	89.90
	WYOMING			
	WY-At Large	\$1,342.70	\$270.30	24.50
	Totals	\$1,342.70	\$270.30	24.50

*Boundaries are based on the 103rd Congress. Current boundaries (105th Congress) in these states differ somewhat from boundaries of the 103rd Congress.

TRAVEL AND TOURISM CONGRESSIONAL DISTRICT ECONOMIC IMPACT STUDY

METHODOLOGY

The genesis of this study comes from the idea of applying economic impact data by varied geographic areas; in this case by U.S. congressional district. Until now, travel and tourism economic impact data had not existed by congressional district, but rather by state, city and county. In order to reconstruct the economic picture, Tourism Industries office at the U.S. Department of Commerce obtained a special compilation of data from the Economic and Statistics Administration, Bureau of the Census, U.S. Department of Commerce, containing sales, payroll and employment data for seven travel-related segments by congressional district. These data provide the benchmark to geographically modify existing state and city economic impact data for these travel-related segments.

In this study, estimates of travel expenditures, earnings and jobs were produced through a modified version of the Travel Industry Association of America's (TIA) County Travel Economic Impact Model (CTEIM), a computerized economic model producing estimates of travel spending at the county level and its impact on employment, wage and salary (payroll) income, and state and local tax revenues. The CTEIM was initially developed for the U.S. Department of the Interior to indicate the economic value of domestic and international travel and tourism to states and counties. The original CTEIM has been revised substantially based upon more accurate and targeted input data available from governments and the private sector.

For this study, the CTEIM was modified to incorporate input on a congressional district level. Data were collected for 15 different travel-related industry segments and mapped into congressional districts. For example, input data were collected for each airport within the U.S. and incorporated into the model, based on the physical location of the airport. If an airport was located in one or more congressional districts, a main district was selected for the purposes of this study. The special economic data supplied by the Census Bureau were geographically placed within congressional districts by the Census Bureau. These input data were used in conjunction with TIA's existing state travel economic databases to produce the results contained herein.

The estimates contained in this study were produced using congressional boundaries from the 103rd Congress. Seven states (Georgia, Kentucky, Louisiana, Maine, Minnesota, South Carolina and Virginia) made changes to a number of their district boundaries since the 103rd Congress. In these cases, estimates based on 103rd Congress boundaries would differ from estimates utilizing the new boundaries of the 105th Congress.

Lastly, the congressional district estimates presented herein may differ from those produced by TIA for similar geographical areas. These variations are based on differences in input utilized by each model.

TRAVEL BUSINESS ROUNDTABLE



Key Facts and Figures and Projections for 1999

- **Total Travel and Tourism Expenditures in the United States**
\$526.8 billion
- **Travel and Tourism as a Percentage of Total GDP**
12.1 percent
- **Total U.S. Jobs Supported**
17.5 million, 13.2% of total employment
- **International Visitors to the United States (1998)**
47 million
- **International Visitor Spending in the United States (1998)**
\$91 billion
- **U.S. Travel and Tourism Trade Surplus (1998)**
\$19 billion
- **Global Ranking as a Travel and Tourism Producer**
1st (more than three times larger than the #2 – Japan)
- **Global Ranking As A Tourist Destination (1998)**
3rd (behind France and Spain)

TRAVEL BUSINESS ROUNDTABLE



**For Additional Information
about the Travel Business Roundtable**

Please Contact

Travel Business Roundtable
3 East 54th Street, 9th Floor
New York, NY 10022
212/758-8809
212/758-7644 - fax
lhrr@interport.net
www.tbr.org
Kathleen D. Lacey, Executive Director

Mr. Jonathan M. Tisch
Chairman of the Travel Business Roundtable
President and Chief Executive Officer
Loews Hotels
667 Madison Avenue
New York, NY 10021
212/521-2801
212/751-7708 - fax

Mr. Chuck Merin
Managing Director
Black, Kelly, Scruggs & Healey
1801 K Street, NW
Suite 901-L
Washington, DC 20006
202/530-0500
202/530-4800 - fax

TRAVEL BUSINESS ROUNDTABLE



Top Ten U.S. State Spenders on Tourism Promotion

(In millions of dollars for tourism promotion.)

Illinois	\$35.3
Hawaii	\$27.7
Texas	\$25.1
Florida	\$23.0
Pennsylvania	\$19.4
Virginia	\$18.3
New York	\$18.1
Massachusetts	\$17.4
Louisiana	\$15.1
Michigan	\$14.7

(1998 spending projections, represents a 6.5 percent increase over 1997 spending.)

DOMESTIC AND INTERNATIONAL TRAVEL EXPENDITURES AND EMPLOYMENT BY STATE, 1995*

	TRAVEL EXPENDITURES (IN \$ MILLIONS)			TRAVEL-GENERATED EMPLOYMENT (IN THOUSANDS)		
	DOMESTIC	INTERNATIONAL	TOTAL	DOMESTIC	INTERNATIONAL	TOTAL
Alabama	\$4,091.7	\$82.1	\$4,173.8	60.2	1.6	61.8
Alaska	1,157.1	206.9	1,364.0	21.9	3.9	25.8
Arizona	6,332.6	1,295.7	7,628.3	107.0	22.9	129.9
Arkansas	3,077.8	42.7	3,120.5	50.1	0.9	51.0
California	46,671.5	11,614.0	58,285.5	618.1	186.7	804.8
Colorado	6,707.3	637.5	7,344.8	115.8	13.1	128.9
Connecticut	3,810.0	207.4	4,017.4	41.1	3.2	44.3
Delaware	885.9	101.6	987.5	11.7	1.4	13.1
Florida	30,879.4	11,982.9	42,862.3	475.4	198.3	673.7
Georgia	10,456.6	802.5	11,259.1	182.1	15.3	197.4
Hawaii	6,433.6	6,603.0	13,036.6	86.2	85.7	171.9
Idaho	1,650.2	87.9	1,738.1	21.3	1.9	23.2
Illinois	15,832.0	1,424.2	17,256.2	232.6	23.4	256.0
Indiana	4,633.9	225.9	4,859.8	83.4	4.4	87.8
Iowa	3,180.4	125.1	3,305.5	47.2	2.9	50.1
Kansas	2,729.0	136.5	2,865.5	40.5	2.7	43.2
Kentucky	4,034.2	154.4	4,188.6	82.9	4.1	87.0
Louisiana	6,070.9	506.2	6,577.1	91.3	9.0	100.3
Maine	1,600.3	181.6	1,781.9	23.4	3.6	27.0
Maryland	5,667.1	293.3	5,960.4	87.7	5.6	93.3
Massachusetts	8,023.1	1,548.0	9,571.1	97.6	23.2	120.8
Michigan	8,395.6	646.7	9,042.3	127.2	12.4	139.6
Minnesota	4,930.9	324.0	5,254.9	100.3	7.1	107.4
Mississippi	3,184.6	60.4	3,245.0	61.5	1.7	63.2
Missouri	6,988.6	183.8	7,172.4	113.1	3.8	116.9
Montana	1,545.7	122.1	1,667.8	23.1	2.9	26.0
Nebraska	2,058.1	32.4	2,090.5	34.3	0.7	35.0
Nevada	15,005.8	1,831.2	16,837.0	277.5	29.8	307.3
New Hampshire	1,676.0	139.3	1,815.3	20.0	2.6	22.6
New Jersey	11,708.1	624.8	12,332.9	170.1	8.4	178.5
New Mexico	2,930.7	115.0	3,045.7	44.9	2.3	47.2
New York	21,646.5	7,864.4	29,510.9	272.2	102.4	374.6
North Carolina	9,056.2	410.0	9,466.2	162.1	8.1	170.2
North Dakota	897.4	59.3	956.7	16.2	1.6	17.8
Ohio	9,641.1	479.9	10,121.0	149.6	9.3	158.9
Oklahoma	3,015.2	70.6	3,085.8	60.8	1.7	62.5
Oregon	4,262.6	335.0	4,597.6	63.9	6.6	70.5
Pennsylvania	11,186.3	1,003.1	12,189.4	173.1	16.8	189.9
Rhode Island	744.1	50.2	794.3	8.9	0.8	9.7
South Carolina	5,366.2	483.0	5,849.2	92.0	9.4	101.4
South Dakota	909.4	43.8	953.2	17.4	1.1	18.5
Tennessee	7,679.4	322.8	8,002.2	140.7	6.9	147.6
Texas	22,561.5	2,970.6	25,532.1	399.0	54.1	453.1
Utah	3,046.2	309.6	3,355.8	52.2	7.0	59.2
Vermont	1,136.2	123.7	1,259.9	17.5	2.1	19.6
Virginia	9,982.2	546.0	10,528.2	168.4	11.3	179.7
Washington	6,059.6	987.0	7,046.6	84.1	17.1	101.2
West Virginia	1,467.0	59.1	1,526.1	23.8	1.3	25.1
Wisconsin	4,809.2	151.7	4,960.9	86.5	3.4	89.9
Wyoming	1,232.1	110.6	1,342.7	21.9	2.6	24.5
Washington, DC	3,108.2	1,836.0	4,944.2	40.2	22.0	62.2
GRAND TOTAL	\$360,155.3	\$60,555.5	\$420,710.8	5,600.0	971.1	6,571.1

*1995 is the most current year for which these data are available. All other data in the report cover 1996.

Note: Domestic estimates are based on travel 100 miles or more away from home or overnight trips with one or more nights in paid accommodations. International travel includes all trips by overseas citizens and Canadian and Mexican travelers spending more than one day in the U.S. International totals do not add to national estimates due to the exclusion of U.S. territories.

Sources: Tourism Industries/ITA, TIA Research Department, Tourism Works For America Report

TOURISM IS...

...AMERICA'S LARGEST SERVICES EXPORT!

- International travelers spend \$90.5 billion in the U.S.
- American travelers spend \$64.5 billion outside the U.S.
- A \$26 billion trade surplus for the U.S. is generated by this spending
- U.S. market share has increased in nine markets: Sweden, Argentina, Brazil, Japan, Germany, the Netherlands, the United Kingdom, South Korea, and Canada

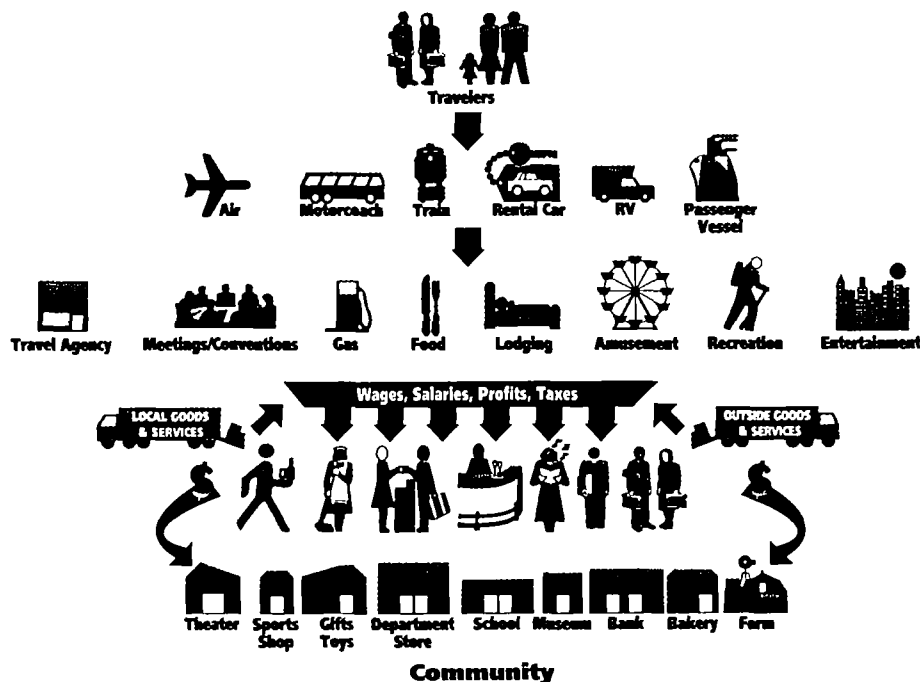
...ONE OF AMERICA'S LARGEST EMPLOYERS!

- Directly employs 6.8 million people
- Indirectly employs 9 million people
- Total tourism employment 15.8 million people
- Travel-related payroll is \$121.6 billion

...AMERICA'S THIRD-LARGEST* RETAIL SALES INDUSTRY!

- \$473 billion in total expenditures
- \$67 billion in tax revenue for federal, state, and local governments

HOW TOURISM DOLLARS ARE SPENT...



*Largest is automotive dealers and second-largest is food stores.
Source: Tourism Works For America 1997 Report

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667 Madison Avenue
New York, NY 10021
212/521-2801
212/751-7708 - fax

Mr. Chuck Merin
Managing Director
Black, Kelly, Scruggs & Healey
1801 K Street, NW
Suite 901-L
Washington, DC 20006
202/530-0500
202/530-4800 - fax

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1219 28th Street, N.W.
Washington, D.C. 20007

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(Cathy Zelsnick)
FAX (202) 333-0468

Residence

1099 22nd Street, N.W. #802
Washington, D.C. 20037

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NEIL ABERCROMBIE
MEMBER OF CONGRESS
1ST DISTRICT, HAWAII

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Nicole or O'Leary
to evaluate
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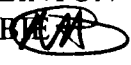
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National Council of Senior Citizens



Congress of the United States
House of Representatives
Washington, D.C. 20515

TO: MS. HILLARY RODHAM CLINTON
FROM: REP. NEIL ABERCROMBIE 
DATE: NOVEMBER 9, 1999
SUBJECT: TAX ISSUES TO STIMULATE THE TOURISM INDUSTRY

In addition to increasing the business meal and expense deduction for smaller businesses, the following are two issues which can and should be enacted this year to stimulate travel and the tourism industry.

Business Expense Deduction for Spousal Travel

H.R. 1688 would re-establish the business expense deduction for spousal travel, which was repealed in 1993. The bill would encourage spouses and other related individuals to accompany a taxpayer on business travel. This is particularly important to areas with convention centers and popular destinations for industry/trade association meetings, conventions and trade shows. In order to qualify for a deduction, it would be necessary for a spouse to perform significant and functions and duties related to the primary purpose of the travel for which the deduction is claimed. IRS rules governing the use of the deduction prior to 1993 prevented the deduction from becoming a tax-subsidized vacation because substantial, legitimate work must be performed in order to qualify for the deduction. Re-establishing the deduction, however, would encourage spousal and family travel in conjunction with planned business travel. The Joint Committee on Taxation estimated the bill would result in a revenue loss of less than \$20.0 million annually.

Business Expense Deduction for the Performing Arts

It is being proposed that an 80% business meal and entertainment deduction be available to businesses purchasing tickets to professional performing arts events.

The performing arts and theater categories to be eligible include Broadway productions, Broadway national tours, non-profit professional theater, regional and dinner theater, symphony, opera, dance and performing arts presentations. A large majority of the budgets of these organizations is directed to jobs: opera company personnel expenses now average as much as 65 percent of costs; Broadway productions typically average 62 percent of budget for labor and artistic royalties.

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E-mail: neil.abercrombie@mail.house.gov

The performing arts have experienced declines since the reduction of the business meal and entertainment deduction from 80% to 50% in 1993. Only one in five Broadway productions now shows a return on investment. During the early 1980's, Broadway produced an average of 60 new productions annually, a level that has now declined to 28 annually. Nearly one-half of the nation's regional theaters operate in deficits. Over 30 performing arts theaters have closed since 1991, accelerated after the 1993 reduction. Fifty percent of symphony orchestras carry deficits at a time when support from government sources has declined sharply. In recent years, four orchestras have closed while the performance season for many have been reduced.

I introduced H.R. 1766 which provides that 80 percent of first \$60 of face value of a ticket for performing arts events (50% of the remaining value, if any) be deductible to businesses as an entertainment expense. It is not only good for the arts, but it is good for more jobs, and will help cut the need for subsidies on which many performing arts organizations must now depend.



Congress of the United States
House of Representatives
Washington, D.C. 20515

MEMORANDUM

JUNE 30, 1999

SPOUSAL BUSINESS TRAVEL INCOME TAX DEDUCTION

In the 105th Congress, I introduced H.R. 4390; I re-introduced it May 5, 1999 and now it is numbered H.R. 1688. The Congressional Joint Taxation Committee estimated the bill would result in a revenue loss of less than \$50.0 million annually.

The purpose of the bill is to provide a tax deduction to persons whose spouses accompany them on business in order to:

1. Encourage business travel, particularly by middle-income taxpayers and their families;
2. Increase employment at travel and tourism destinations, especially to cities with convention centers, such as Honolulu;
3. Help families stay together, particularly those in which a taxpayer must travel extensively, such as in non-specific site wholesale and retail sales, as well as those who attend conventions, expositions and trade shows in order to conduct business;
4. Increase disposable income for middle-income, working taxpayers.

I feel strongly that the travel, tourism and entertainment industries have borne a very heavy burden as a result of the successful effort in 1993 to reduce the federal budget deficits. Many businesses in these industries were adversely affected by the 1993 change, and we now have an opportunity to make a good faith attempt to demonstrate to those industries and to their employees that we are willing to take a step in the right direction in addressing concerns. Addressing the spousal travel deduction would be a welcome signal to those who bore significant sacrifice that the 1993 budget decision was proper.

I would also like to stress that the vast majority of taxpayers for whom this deduction would be eligible are hard-working, middle-income persons and families. Those in the higher income levels have significant and much more extensive tax benefits, making my proposed change of little advantage or interest to them. The rules in place when the spousal travel deduction was repealed required a spouse to materially participate in the business conducted. This is not merely taking the spouse on a business trip for a vacation at taxpayer expense. At the same time, it is hoped that some would take advantage of spending an extra couple of days before or after

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conducting business to remain in an appealing location, whether Hawaii, Las Vegas, New

Orleans, Orlando, San Francisco, Chicago, New York and any one of many other areas heavily dependent on travel, tourism and entertainment.

In short, this targeted tax adjustment is directed toward the middle class. It is pro-family, pro-business and helps address budget sacrifices that were made earlier for the benefit of the entire nation.

106TH CONGRESS
1ST SESSION

H. R. 1688

To amend the Internal Revenue Code of 1986 to restore the deduction for the travel expenses of a taxpayer's spouse who accompanies the taxpayer on business travel.

IN THE HOUSE OF REPRESENTATIVES

MAY 5, 1999

Mr. ABERCROMBIE introduced the following bill; which was referred to the
Committee on Ways and Means

A BILL

To amend the Internal Revenue Code of 1986 to restore the deduction for the travel expenses of a taxpayer's spouse who accompanies the taxpayer on business travel.

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. RESTORATION OF DEDUCTION FOR TRAVEL**
4 **EXPENSES OF SPOUSE, ETC. ACCOMPANYING**
5 **TAXPAYER ON BUSINESS TRAVEL.**

6 (a) IN GENERAL.—Subsection (m) of section 274 of
7 the Internal Revenue Code of 1986 (relating to additional
8 limitations on travel expenses) is amended by striking
9 paragraph (3).

1 (b) EFFECTIVE DATE.—The amendment made by
2 this section shall apply to amounts paid or incurred after
3 December 31, 1999.

○

SENATE
WILLIAM V. ROYCE, JR., DELAWARE
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CHARLES GRASSLEY, IOWA
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Congress of the United States

JOINT COMMITTEE ON TAXATION

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CHIEF OF STAFF
MARY M. SCHMITT
DEPUTY CHIEF OF STAFF
(LAW)
BERNARD A. SCHMITT
DEPUTY CHIEF OF STAFF
REVENUE ANALYST

Honorable Neil Abercrombie
US House of Representatives
Washington, DC 20515

MAR 05 1998

MAR 05 1998

Dear Mr. Abercrombie:

This letter is in response to your requests for revenue estimates of several proposals regarding the tax treatment of certain business expenses.

The first proposal would allow a full deduction for business meal and entertainment expenses. Under present law, the deduction generally is limited to 50 percent under section 274(n).

The second proposal would repeal section 274(m)(3) and, thus, allow a deduction for travel expenses paid or incurred with respect to a spouse, dependent, or other individual accompanying the taxpayer on business travel.

Under the third proposal, the present law 50-percent deduction limitation under section 274(n) would not apply to food and beverages furnished to employees on the business premises of the employer.

Finally, the substantiation requirements under section 274(d) for travel and entertainment expenses would apply to all such expenses greater than \$15. Under present law, the substantiation threshold has been set administratively at \$75.

Effective for taxable years beginning after December 31, 1997, these proposals, estimated independently, would have the following effect on Federal fiscal year budget receipts:

	Fiscal Years [Billions of Dollars]						
<u>Item</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>1998-2003</u>
100% deduction.....	-1.9	-9.2	-7.7	-8.0	-8.4	-8.7	-43.8
Spousal travel.....	(1)	(1)	(1)	(1)	(1)	(1)	-0.1
Meals on employer's premises.....	(1)	(1)	(1)	(1)	(1)	(1)	-0.1
Substantiation.....	(2)	(2)	(2)	(2)	(2)	(2)	(2)

NOTE: Details do not add to total due to rounding.

(1) Loss of less than \$50 million.

(2) Gain of less than \$50 million.

Congress of the United States

JOINT COMMITTEE ON TAXATION

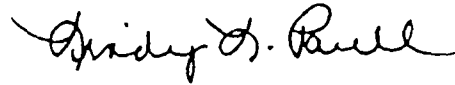
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Honorable Neil Abercrombie
US House of Representatives

Page Two

I hope that this information is helpful to you. If we can be of further assistance in this matter, please let me know.

Sincerely,

A handwritten signature in cursive script, reading "Lindy L. Paull".

Lindy L. Paull



Congress of the United States

House of Representatives

Washington, D.C. 20515

Business Meal Deductibility

Ten years ago, business and travel meals were 100 percent tax-deductible as ordinary and necessary business expenses. Looking for revenue, Congress lowered the tax deduction to 80 percent in 1987 and 50 percent in 1994, resulting in an unfair and disproportionate tax increase for the restaurant and entertainment industries and the business customers they serve. This cut back has been particularly punitive to the small business community, as evidenced by the fact that the White House Conference on Small Business cited its restoration as one of its top two priorities. It also hurts the small restaurant owner, the "mom and pop" owners who rely on this business on a daily basis.

Research completed in 1998 sheds new light on business meal users and provides:

- One-fifth of business meal users are self-employed;
- More than two-thirds of the business meal users have incomes of less than \$60,000 and 37 percent have incomes below \$40,000;
- Low to moderately priced table service restaurants are the most popular provider of business meals, with the average check equaling less than \$20. These types of low cost meals are popular throughout the United States, with 50 percent occurring in small towns and rural areas.

Based on this recent study, new approaches to increasing the tax deductibility of business and travel meals have been considered, such as crafting legislation that would increase deductibility for small business users and the self-employed. This proposal is similar to the provision in the Taxpayer Relief Act of 1997, which provided a gradual phase-in to 80 percent deductibility of business meals for individuals whose hours of service are limited by the federal government (i.e. truckers and airline employees). The definition of a small business also would mirror a provision in the 1997 tax bill, which defined small businesses as companies averaging under \$5 million in annual gross receipts for the last three years.

The Travel Business Roundtable released the new business meal study and the new business meal proposal at a press conference along with other sponsors of the initiative - the National Restaurant Association, the American Hotel and Motel Association, and the Hotel Employees and Restaurants Employees International Union. The National Association for the Self-Employed, the National Federation of Independent Businesses, and the Bureau of Wholesale Representatives also participated.

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In March 1999, Reps. Jim McCrery (R-LA) and John Tanner (D-TN) unveiled legislation that would increase the allowable business meal deduction from 50 percent to 80 percent for small businesses and the self-employed. This bill has the support of and is a top legislative issue for the House Travel and Tourism Caucus.

106TH CONGRESS
1ST SESSION

H. R. 1195

To amend the Internal Revenue Code of 1986 to increase the deduction for meal and entertainment expenses of small businesses.

IN THE HOUSE OF REPRESENTATIVES

MARCH 18, 1999

Mr. McCRERY (for himself, Mr. TANNER, Mr. FOLEY, Mr. FARR of California, Mr. ABERCROMBIE, Mr. TALENT, Mr. RAMSTAD, and Ms. DUNN) introduced the following bill; which was referred to the Committee on Ways and Means

A BILL

To amend the Internal Revenue Code of 1986 to increase the deduction for meal and entertainment expenses of small businesses.

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. SMALL BUSINESSES ALLOWED INCREASED DE-**
4 **DUCTION FOR MEAL AND ENTERTAINMENT**
5 **EXPENSES.**

6 (a) IN GENERAL.—Subsection (n) of section 274 of
7 the Internal Revenue Code of 1986 (relating to only 50
8 percent of meal and entertainment expenses allowed as de-

1 duction) is amended by adding at the end the following
2 new paragraph:

3 “(4) SPECIAL RULE FOR SMALL BUSINESSES.—

4 “(A) IN GENERAL.—In the case of any
5 taxpayer which is a small business, paragraph
6 (1) shall be applied by substituting ‘the applica-
7 ble percentage (as defined in paragraph
8 (3)(B))’ for ‘50 percent’.

9 “(B) SMALL BUSINESS.—For purposes of
10 this paragraph, the term ‘small business’
11 means, with respect to expenses paid or in-
12 curred during any taxable year—

13 “(i) any C corporation which meets
14 the requirements of section 55(e)(1) for
15 such year, and

16 “(ii) any S corporation, partnership,
17 or sole proprietorship which would meet
18 such requirements if it were a C corpora-
19 tion.”

20 (b) EFFECTIVE DATE.—The amendment made by
21 subsection (a) shall apply to taxable years beginning after
22 December 31, 1999.

○

106TH CONGRESS, 2D SESSION

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CHIEF OF STAFFMARY M. SCHMITT
DEPUTY CHIEF OF STAFF
(LAW)BERNARD A. SCHMITT
DEPUTY CHIEF OF STAFF
(REVENUE ANALYSIS)

Honorable Jim McCrery
U.S. House of Representatives
2104 Rayburn House Office Building
Washington, DC 20515

JUL 08 1998

Dear Mr. McCrery:

This letter is in response to your request of May 7, 1998, for a revenue estimate of H. R. 3667.

Under present law, the amount allowable as a trade or business expense deduction for meals and entertainment generally is limited to 50 percent of the otherwise allowable deduction. The bill would increase the deductible percentage to 80 percent for small businesses. The increase would be phased-in (in 5 percentage point increments) according to the schedule provided in section 274(n)(3) of the Internal Revenue Code commencing in taxable years beginning after December 31, 1998. Small businesses would be defined as any business which meets the \$5,000,000 gross receipts test set forth in section 55(e) of the Internal Revenue Code.

We estimate this bill would have the following effect on Federal fiscal year budget receipts:

Fiscal Years [Billions of Dollars]										
<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>1999-2008</u>
-0.1	-0.4	-0.6	-0.8	-1.0	-1.2	-1.4	-1.7	-2.0	-2.4	-11.6

I hope that this information is helpful. If I can be of further assistance in this matter, please let me know.

Sincerely,



Lindy L. Paull

106TH CONGRESS, 2D SESSION

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(REVENUE ANALYSIS)

Honorable Jim McCrery
U.S. House of Representatives
2104 Rayburn House Office Building
Washington, DC 20515

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Fiscal Years (Billions of Dollars)										
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-0.1	-0.4	-0.6	-0.8	-1.0	-1.2	-1.4	-1.7	-2.0	-2.4	-11.6

I hope that this information is helpful. If I can be of further assistance in this matter, please let me know.

Sincerely,



Lindy L. Paull



Congress of the United States
House of Representatives
Washington, D.C. 20515

RESTORE ENTERTAINMENT DEDUCTION TO 80 PERCENT FOR PERFORMING ARTS

The Fragile Condition of the Performing Arts

Non-profit theatre receives a government subsidy and charitable contributions, but, nevertheless, nearly half of the nation's regional theatres ended the year in the red for an aggregate deficit of \$2.8 million. Over 30 theatres have closed nationwide since 1991, particularly after the meals and entertainment deduction was reduced to 50 percent. In addition, regional theatre attendance has dropped during that same time frame from the first time in history.

Fifty percent of symphony orchestras carry deficits, and increase from 47 percent. Support from government sources for orchestras has declined from 13 percent of budgets to 8 percent. During the past decade, four orchestras shut their doors, and others have been forced to reduce their seasons.

Forty-nine percent of opera companies posted deficits, the same percentage as the year before, but the aggregate deficit for these companies tripled. Public support for opera dwindled nearly one percentage point to 1.6 percent of all income. In a disturbing trend, contributions from individual and corporations have declined over the past ten years.

Of the 46 major dance companies across the nation, 16 (35 percent) reported deficits. Among the eight ballet companies, the average deficit was \$327,693. The eight other companies (modern and other genres) reported an average deficit of \$81,701.

Theatre and performing arts budgets have extremely labor intensive. 62 percent of Broadway theatre expenditures pay for union labor and artistic royalties, while 60 percent of regional theatre budgets pay for artistic, administrative, and production/technical personnel, comprising 55 percent of total expenses. Opera companies personnel expenses now average as much as 65 percent of all costs.

Performing Arts Only a Fraction of the Business Meals and Entertainment Deduction

Estimates of the impact of restoring the business meals and entertainment deduction to 80 percent generally range from \$20-30 billion. The loss in revenue is attributable to the increased deductibility of the allowable expense for meals and entertainment at restaurants, commercial

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sports, theatre and the performing arts and other entertainment. As shown below, entertainment at commercial theatre (Broadway and other commercial theatrical activities nationwide) and the performing arts account for only a fraction of the total.

According to the 1987 Census of Retail Trade published by the U.S. Department of Commerce Bureau of the Census (when deductibility was still 80 percent), there were 391,303 establishments classified as "Eating and Drinking Places" with approximate total sales of \$149 billion. They counted 3,184 "Commercial Sports" establishments with receipts of just over \$5 billion. The Bureau also enumerated 7,847 "Theatrical Producers, Bands, Orchestras, Entertainers, and Miscellaneous Theatrical Services" of which only 3,253 were specifically "Theatrical Producers and Services." Receipts for the entire entertainment category were \$4.9 billion, while receipts for theatrical producers alone only \$2.54 billion.

<u>Activity</u>	<u>SIC Code</u>	<u>Receipts (in billions)</u>
Eating and Drinking Establishments	58	149
Commercial Sports	794	5
Theatrical Producers, Bands, etc.	792	5
(Theatrical Producers and Services)	(7922)	(2.5)
TOTAL		\$159 billion

Theatrical producers and services represent \$2.5 billion in receipts out of a total of \$159 billion, or 1.6 percent of meals and entertainment expenditures as measured by the Bureau of Census. However, even this calculation is a *significant overestimate*. The SIC code 7922, "theatrical Producers and Services," includes many establishments in addition to legitimate theatre producers, such as producers of live radio and television, talent agents, casting agencies and costume designers, which are neither ticketed events nor would qualify for a business entertainment deduction.

Conversely, the performing arts are not included in the retail census as they are not subject to federal income tax. If we temporarily overlook the scope of the SIC code, and add the performing arts ticket sales figures, which total approximately \$900 million, to the above, theatre and performing arts total \$3.4 billion. Thus, theatre and performing arts represent only 2.1 percent of the entire category of meals and entertainment.

Industry data suggests ticket sales for theatre and performing arts are actually about half the amount calculated by the Service Industries Census above. Using the data below, the proportion of meals and entertainment accounted for by theatre and performing arts is 1.1 percent. Ticket sales below are for the 1991 fiscal year for the performing arts and 1992 for Broadway and National Tours (years when the deductibility was still 80 percent).

<u>Activity</u>	<u>Ticket Sales (in millions)</u>
Broadway	292
Broadway National Tours	503
Non-Profit Professional Theatre	203
Other Regional Music and Dinner Theatre	225
Symphony	263
Opera	151
Dance	63
Performing Arts Presenters	<u>93</u>

TOTAL \$1.793 billion

Using the industry total of \$1.8 billion (which can be indexed or updated to reflect 1999 numbers), an 80 percent rule applied to 20 percent of total arts expenditures at a corporate tax rate of 36 percent results in a \$.1 billion loss.

106TH CONGRESS
1ST SESSION

H. R. 1766

To amend the Internal Revenue Code of 1986 to increase the amount of the deduction allowed for meal and entertainment expenses associated with the performing arts.

IN THE HOUSE OF REPRESENTATIVES

MAY 12, 1999

Mr. ABERCROMBIE introduced the following bill; which was referred to the Committee on Ways and Means

A BILL

To amend the Internal Revenue Code of 1986 to increase the amount of the deduction allowed for meal and entertainment expenses associated with the performing arts.

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. INCREASE IN DEDUCTION FOR MEAL AND EN-**
4 **TERTAINMENT EXPENSES ASSOCIATED WITH**
5 **THE PERFORMING ARTS.**

6 (a) IN GENERAL.—Subsection (n) of section 274 of
7 the Internal Revenue Code of 1986 (relating to only 50
8 percent of meal and entertainment expenses allowed as de-

1 duction) is amended by adding at the end the following
2 new paragraph:

3 “(4) SPECIAL RULE FOR PERFORMING ARTS.—

4 “(A) IN GENERAL.—In the case of any
5 amount paid or incurred for a ticket to a legiti-
6 mate attraction of the performing arts, para-
7 graph (1) shall be applied by substituting ¹⁰⁰~~80~~
8 percent of the first \$60 of the face amount of
9 the ticket and 50 percent of the remaining
10 amount’ for ‘50 percent of the amount’.

11 “(B) LEGITIMATE ATTRACTION.—For pur-
12 poses of subparagraph (A), the term ‘legitimate
13 attraction’ means any stage attraction per-
14 formed in person by professional actors, danc-
15 ers, or musicians, including plays, musicals,
16 symphony concerts, stock company perform-
17 ances, and instrumental performances (includ-
18 ing jazz, ballet, and operettas). Such term shall
19 not include radio or television performances,
20 vaudeville, burlesque, or any band perform-
21 ance.”.

22 (b) EFFECTIVE DATE.—The amendment made by
23 subsection (a) shall take effect for taxable years beginning
24 after December 31, 1999.

○

HOUSE

BILL ARCHER, TEXAS,
CHAIRMAN
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Congress of the United States

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DEPUTY CHIEF OF STAFFMARY M. SCHMITT
DEPUTY CHIEF OF STAFFRICHARD A. GRAFMEYER
DEPUTY CHIEF OF STAFF

Honorable Neil Abercrombie
U.S. House of Representatives
1502 Longworth HOB
Washington, DC 20515-1704

JUN 28 1999

Dear Mr. Abercrombie:

This letter is in response to your request of June 3, 1999, for an estimate of the revenue effect of H.R. 1766, a bill to increase the business expense deduction for expenses associated with the purchase of tickets to performing arts events.

Under present law, the amount allowable as a trade or business expense deduction for meals and entertainment generally is limited to 50 percent of the otherwise allowable deduction.

Your bill would increase the deductible percentage to 80 percent for otherwise allowable deductions related to the purchase of tickets to performing arts events (as defined in the bill). The increase in the deductible percentage applies only to the first \$60 of the face amount of each ticket; any amount above that would continue to be subject to the 50 percent limitation.

Assuming the increase in the deductible percentage would be effective for expenses incurred in taxable years beginning after December 31, 1999, we estimate the proposal would have the following effect on Federal fiscal year budget receipts:

Fiscal Years						
[Millions of Dollars]						
<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2000-2004</u>	<u>2000-2009</u>
-17	-33	-34	-36	-37	-157	-371

I hope this information is helpful to you. Please let me know if we can be of further assistance in this matter.

Sincerely,



Lindy L. Paull

OFFICE OF THE SPECIAL ASST. TO THE
PRESIDENT FOR GOVERNMENT AND
COMMUNITY RELATIONS



NORTHWESTERN UNIVERSITY

FAX: (847) 491-7942

PHONE: (847) 491-7490

FACSIMILE TRANSMITTAL SHEET

TO: ATTN: Pamela Cicetti
The First Lady, Hillary Rodham Clinton

ORGANIZATION:
Office of The First Lady

FAX NUMBER:
202-456-2878

PHONE NUMBER:
202-456-6266

DOCUMENT TITLE:
IRA charitable rollover legislation: endorsers

TOTAL NUMBER OF PAGES (INCLUDING COVER):
16

FROM:
C. Grier Davis Jr.

DATE:
November 2, 1999

NOTES/COMMENTS:

Hard copy to come, via U.S. mail.

Please call me if you need additional information or have questions.

N O R T H W E S T E R N**U N I V E R S I T Y**

**SPECIAL ASSISTANT TO THE PRESIDENT FOR
GOVERNMENT AND COMMUNITY RELATIONS**

November 2, 1999

The First Lady, Mrs. Hillary Rodham Clinton
The White House, Second Floor, West Wing
1600 Pennsylvania Avenue, NW
Washington, D.C. 20500

Dear Mrs. Clinton:

It was a pleasure to meet you at the Democratic Senatorial Campaign Committee dinner. I appreciated your responsiveness in requesting that I follow up with further information on the IRA charitable rollover legislation (H.R. 1311, S. 1086). If enacted, this legislation would allow a donor to transfer IRA assets to charity with favorable tax treatment--as a direct gift, tax-free, or as a deferred gift, subject to tax only on life-income payments. This legislation is consistent with the purposes of the recent White House Conference on Philanthropy. Attached is the list I promised of 30 national associations and 350 state and local organizations that endorse this legislation and represent its broad support by charities nationwide.

As I mentioned, Jim Argue had previously written to you on behalf of the Arkansas Methodist Association, seeking your support for this legislation. Also, I have learned from Jim that Father Ryan, Special Assistant to the President at LeMoyne College in Syracuse, had urged your support for this issue when you were on your Listening Tour.

This legislation is needed because of disincentives and complexities in current tax law. Although many donors inquire about giving IRA assets to charity, few do so after learning that they must pay tax on the entire withdrawal, offset only in part by the charitable deduction. The original proposal, introduced last year by Congresswoman Kennelly and this year by Congressmen Neal (D-MA) and Crane (R-IL) in the House and by Senators Durbin (D-IL) and Hutchison (R-TX) in the Senate, would provide a tax exclusion for direct and deferred gifts of IRA assets to charity by taxpayers 59½ years old. A charitable deduction could only be taken to the extent that the donor had made contributions to the IRA with after-tax dollars. When this proposal was included in the Senate tax bill (S.1429), the eligible age was increased to 70½ years old, which removed the policy objections raised by Treasury against non-retirement use of retirement funds. In the conference version of the tax bill (H.R. 2488), which was vetoed by President Clinton, the proposal was further limited to direct (not deferred) gifts as a means of reducing the provision's cost. The ten-year estimate for the original proposal is \$3.1 billion, for the Senate version \$2.4 billion, and for the conference version \$1.6 billion.

I believe this legislation would help implement the goals of the Clinton Administration. In his remarks at the White House Conference on Philanthropy, the President agreed with you about the desirability of increasing by one percent the percentage of our national income devoted to

Mrs. Hillary Rodham Clinton
November 2, 1999
Page 2

charitable giving. In addition, the President reported that he had asked the Treasury and the Council of Economic Advisers to study and make recommendations on whether the government can do more to increase philanthropy. In particular, the President emphasized the need to assess the impact on charitable giving of retirement by the baby-boomer generation.

The greatest, untapped potential resource for a substantial increase in charitable giving consists of IRA assets and other qualified retirement plan assets that can be rolled over into an IRA under current law. In addition, economists estimate that more than \$10 trillion dollars in wealth will be transferred to the so-called baby-boomer generation from their parents. One result of this large generational transfer is that, for many individuals, IRA assets accumulated under favorable market conditions will be less necessary for their retirement and, at least in part, available for charitable giving.

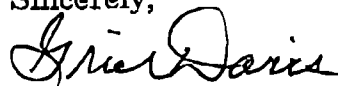
For these reasons, I urge that you encourage the President to include the original IRA charitable rollover proposal (H.R. 1311, S. 1086) in the Administration's budget for FY 2001. I can assure you that charitable organizations throughout the nation would be grateful for your support on this issue, and for the President's initiative if he chooses to act on behalf of this legislation. In this connection, you may be interested to learn (if you do not already know) that Governor George W. Bush included the original proposal in his list of charitable provisions that he would seek to enact if he were elected President.

I am one of the co-chairs for the broad-based IRA Charitable Rollover Working Group, the other being Matt Hamill, the Vice President for Public Policy of the Independent Sector. Several members of our group met this summer with Susan Brown from the Treasury staff and with Bill Dauster and Brian Kennedy from the Council of Economic Advisers staff. Consequently, all three are familiar with the issue. I am faxing this letter, as you suggested, to the attention of Pam Cicetti on your staff and will follow up with her after you have had time to consider this issue.

Thank you for your consideration of support for the IRA charitable rollover proposal, which could have a major, positive impact upon the charitable sector. Please let me know if you need additional information or want questions answered.

Best wishes on your campaign for the Senate in New York. In this regard, please note that, after the attached list of endorsing organizations was sent to the Members of the two tax committees, other signatories were added, including Columbia University and Syracuse University for the State of New York.

Sincerely,



C. Grier Davis Jr.

Enclosure

NATIONAL ASSOCIATIONS AND LOCAL ORGANIZATIONS
ENDORING THE IRA CHARITABLE ROLLOVER INCENTIVE ACT

NATIONAL ASSOCIATIONS

1. Alzheimer's Disease and Related Disorders Association
2. American Arts Alliance
3. American Association of Community Colleges
4. American Association of Museums
5. American Association of State Colleges and Universities
6. American Bar Association
7. American Council on Education
8. American Heart Association
9. American Institute for Cancer Research
10. Amnesty International USA
11. American Red Cross
12. Association for Healthcare Philanthropy
13. Association of American Universities
14. Association of Art Museum Directors
15. Association of Jesuit Colleges and Universities
16. Baptist Joint Committee
17. Charitable Accord
18. Council for Advancement and Support of Education
19. Council on Foundations
20. Council of Graduate Schools
21. Goodwill Industries International
21. Independent Sector
22. National Association of College and University Business Officers
23. National Association of Independent Colleges and Universities
24. National Association of Independent Schools
25. National Association of State Universities and Land Grant Colleges
26. National Committee on Planned Giving
27. National Wildlife Federation - Vienna, VA
27. National Society of Fund Raising Executives
28. United Jewish Communities
29. United Way of America
30. Wilderness Society

LOCAL ORGANIZATIONS

ALABAMA:

1. Birmingham-Southern College - Birmingham, AL
2. Council for the Advancement of Private Colleges in Alabama - Birmingham, AL
3. East End Memorial Foundation - Birmingham, AL
4. Samford University - Birmingham, AL
5. Springhill College - Mobile, AL

ARIZONA:

6. Carondelet Foundation - Tucson, AZ
7. Conservative Baptist Foundation of Arizona - Phoenix, AZ
8. Family Life Broadcasting System - Tucson, AZ
9. Scottsdale Memorial Health Foundation - Scottsdale, AZ
10. Sun Health Foundation - Sun City, AZ
11. The University of Arizona - Tucson, AZ
12. Valley of the Sun YMCA - Phoenix, AZ

ARKANSAS:

13. Arkansas Community Foundation - Little Rock, AR
14. Independent Colleges of Arkansas - North Little Rock, AR

CALIFORNIA:

13. Biola University, Inc. - La Mirada, CA
14. California Community Foundation - Los Angeles, CA
15. California State University - Long Beach, CA
16. Claremont Graduate University - Claremont, CA
17. Council of Jewish Federations - Half Moon Bay, CA
18. El Camino Hospital Foundation - Mountain View, CA
19. Hoag Hospital Foundation - Newport Beach, CA
20. House Ear Institute - Los Angeles, CA
21. Inland Christian Home Foundation - Ontario, CA
22. Lucile Packard Foundation for Children's Health - Palo Alto, CA
23. MAF Foundation - Redlands, CA
24. Marin Community Foundation - Larkspur, CA
25. Memorial Medical Center Foundation - Long Beach, CA
26. Mercy Foundation - Sacramento, CA
27. Ontario Christian Schools - Ontario, CA
28. Salem Foundation, Inc. - Ontario, CA
29. Samaritan Counseling Center - Ontario, CA
30. Union Rescue Mission - Los Angeles, CA
31. University of California
32. University of Redlands - Redlands, CA
33. University of Southern California - Los Angeles, CA
34. Westmont College - Santa Barbara, CA
35. Wycliffe Bible Translators - Huntington Beach CA

COLORADO:

- 36. Catholic Foundation of the Diocese of Colorado Springs, Inc. - Colorado Springs, CO
- 37. Independent Higher Education of Colorado - Denver, CO
- 38. Regis University - Denver, CO
- 39. Roundup Fellowship - Denver, CO
- 40. University of Colorado Foundation - Boulder, CO
- 41. University of Denver - Denver, CO

CONNECTICUT:

- 42. Danbury Hospital Development Fund - Danbury, CT
- 43. Fairfield University - Fairfield, CT
- 44. Hartford Foundation for Public Giving - Hartford, CT
- 45. Stamford Health Foundation and Stamford Health System - Stamford, CT
- 46. United Methodist Homes of Connecticut - Shelton, CT
- 47. YWCA - New Britain, CT
- 48. Yale University - New Haven, CT

DELAWARE:

- 49. Jewish Federation of Delaware - Wilmington, DE
- 50. Jewish Funds for the Future - Wilmington, DE
- 51. Winterthur Museum, Garden and Library - Winterthur, DE

DISTRICT OF COLUMBIA:

- 52. Georgetown University - Washington, DC
- 53. Washington Hospital Center - Washington, DC

FLORIDA:

- 54. All Children's Hospital Foundation - St. Petersburg, FL
- 55. Florida International University - Miami, FL
- 56. Samuel P. Harn Museum of Art - Gainesville, FL
- 57. Miami Art Museum - Miami, FL
- 58. John and Mable Ringling Museum of Art - Sarasota, FL
- 59. Stetson University - DeLand, FL
- 60. Tampa Museum of Art - Tampa, FL
- 61. University of Florida - Gainesville, FL

GEORGIA:

- 62. Berry College - Mount Berry, GA
- 63. Michael C. Carlos Museum - Atlanta, GA
- 64. Columbus Museum of Art - Columbus, GA
- 65. Mercer University - Macon, GA

HAWAII:

- 66. Kapi'olani Health Foundation - Honolulu, HI
- 67. Punahou School - Honolulu, HI
- 68. University of Hawaii Foundation - Honolulu, HI

ILLINOIS:

69. Art Institute of Chicago - Chicago, IL
70. Aurora Foundation - Aurora, IL
71. Benedictine University - Lisle, IL
72. Bradley University - Peoria, IL
73. Catholic Diocese of Peoria - Peoria, IL
74. Chicago Botanic Garden - Chicago, IL
75. Chicago Symphony Orchestra - Chicago, IL
76. The Children's Home Association of Illinois - Evanston, IL
77. Christian Homes, Inc. - Lincoln, IL
78. Donors Forum of Chicago - Chicago, IL
79. Federation of Independent Illinois Colleges and Universities - Springfield, IL
80. Field Museum - Chicago, IL
81. Illinois Arts Alliance - Chicago, IL
82. Illinois Institute of Technology - Chicago, IL
83. Jewish Federation of Metropolitan Chicago - Chicago, IL
84. Lincoln College - Lincoln, IL
85. Loyola University of Chicago - Chicago, IL
86. Lutheran Bible Translators - Aurora, IL
87. Lutheran Social Services of Illinois - Des Plaines, IL
88. Moody Bible Institute of Chicago - Chicago, IL
89. Northern Illinois University - DeKalb, IL
90. Northwestern University - Evanston, IL
91. Principia College - Elmhurst, IL
92. University of Chicago - Chicago, IL
93. University of Illinois - Champaign-Urbana, IL
94. University of Illinois Foundation - Urbana, IL
95. Wheaton College - Wheaton, IL

INDIANA:

96. Independent Colleges of Indiana, Inc. - Indianapolis, IN
97. Indiana University - Bloomington, IN
98. Indianapolis Museum of Art - Indianapolis, IN
99. Manchester College - North Manchester, IN
100. Mennonite Foundation, Inc. - Goshen, IN
101. St. Vincent Hospital Foundation - Indianapolis, IN

IOWA:

102. Buena Vista University - Storm Lake, IA
103. Hillcrest Family Services - Dubuque, IA
104. University of Iowa Foundation - Iowa City, IA

KANSAS:

105. Kansas Independent College Association - Topeka, KS
106. Kansas University Endowment Association - Lawrence, KS
107. Wichita State University - Wichita, KS

KENTUCKY:

- 108. Asbury College - Wilmore, KY
- 109. Kentucky Baptist Foundation - Louisville, KY
- 110. Midway College - Midway, KY
- 111. University of Kentucky - Lexington, KY

LOUISIANA:

- 112. Audubon Institute - New Orleans, LA
- 113. The Catholic Foundation of the Archdiocese of New Orleans - New Orleans, LA
- 114. Louisiana State University System - Baton Rouge, LA
- 115. Tulane University - New Orleans, LA
- 116. University of Southwestern Louisiana - Lafayette, LA

MAINE:

- 117. Colby College - Waterville, ME
- 118. Hebron Academy - Hebron, ME
- 119. Maine Medical Center - Portland, ME
- 120. University of Maine Foundation - Bangor, ME

MARYLAND:

- 121. THE ASSOCIATED: Jewish Community Federation of Baltimore - Baltimore, MD
- 122. Catholic Relief Services - Baltimore, MD
- 123. General Conference of Seventh-Day Adventists - Silver Springs, MD
- 124. Hebrew Home of Greater Washington - Rockville, MD
- 125. Homewood Retirement Centers, Inc. - Williamsport, MD
- 126. Hood College - Frederick, MD
- 127. Johns Hopkins University - Baltimore, MD
- 128. Trinity Missions - Silver Spring, MD
- 129. University of Maryland System - Adelphi, MD

MASSACHUSETTS:

- 130. Boston College - Chestnut Hill, MA
- 131. Boston Symphony Orchestra - Boston, MA
- 132. The First Church of Christ, Scientist - Boston, MA
- 133. Gordon College - Wenham, MA
- 134. Gordon Conwell Theological Seminary - South Hamilton, MA
- 135. Harvard University - Cambridge, MA
- 136. Massachusetts Conference of the United Church of Christ - Mattapoisett, MA
- 137. Massachusetts General Hospital - Boston, MA
- 138. Massachusetts Institute of Technology - Cambridge, MA
- 139. Smith College - Northampton, MA
- 140. Swedish Home for Scandinavians - Newton, MA
- 141. Wellesley College - Wellesley, MA
- 142. Woods Hole Oceanographic Institution - Woods Hole, MA
- 143. Worcester Polytechnic Institute - Worcester, MA

MICHIGAN:

- 144. Henry Ford Health System - Detroit, MI
- 145. Kalamazoo College - Kalamazoo, MI
- 146. Michigan State University - East Lansing, MI
- 147. Northern Michigan University - Marquette, MI
- 148. University of Michigan - Ann Arbor, MI

MINNESOTA:

- 149. Mayo Foundation - Rochester, MN
- 150. Minneapolis Institute of Arts - Minneapolis, MN
- 151. Minnesota State University - Mankato, MN
- 152. Saint Mary's University of Minnesota - Winona, MN
- 153. Saint Paul Foundation - St. Paul, MN
- 154. University of Minnesota - Minneapolis, MN
- 155. University of Minnesota Foundation - Minneapolis, MN
- 156. Winona Area Public Schools Foundation, Inc. - Winona, MN

MISSISSIPPI:

- 157. Mississippi Museum of Art - Jackson, MS
- 158. Mississippi State University - Mississippi State, MS

MISSOURI:

- 159. Jesuits of the Missouri Province - St. Louis, MO
- 160. Lutheran Church-Missouri Synod Foundation - St. Louis, MO
- 161. Missouri Baptist Foundation - Jefferson City, MO
- 162. National Benevolent Association - St. Louis, MO
- 163. Washington University - St. Louis, Missouri

MONTANA:

- 164. University of Montana Foundation - Missoula, MT
- 165. Yellowstone Boys and Girls Ranch Foundation - Billings, MT

NEBRASKA:

- 166. Creighton University - Omaha, NE
- 167. University of Nebraska Foundation - Lincoln, NE

NEVADA:

- 168. Nevada Planned Giving Roundtable - Las Vegas, NV

NEW HAMPSHIRE:

- 169. New Hampshire College - Manchester, NH

NEW JERSEY:

- 170. Atlantic City Rescue Mission - Atlantic City, NJ
- 171. Community Medical Center Foundation, Inc. - Toms River, NJ
- 172. Friends of Israel Gospel Ministry, Inc. - Bellmawr, NJ
- 173. Hackensack University Medical Center Foundation - Hackensack, NJ
- 174. Jersey Animal Coalition, Inc. - Maplewood, NJ
- 175. Kent Place School - Summit, NJ
- 176. Newark Museum - Newark, NJ
- 177. Monmouth Health Care Foundation - Long Branch, NJ
- 178. Princeton University - Princeton, NJ
- 179. Rutgers, The State University of New Jersey - New Brunswick, NJ
- 180. St. Peter's College - Jersey City, NJ
- 181. Stevens Institute of Technology - Hoboken, NJ

NEW MEXICO:

- 182. Sandia Preparatory School - Albuquerque, NM
- 183. New Mexico Baptist Foundation - Albuquerque, NM

NEW YORK:

- 184. Asia Society Galleries - New York, NY
- 185. Bassett Healthcare - Cooperstown, NY
- 186. Beth Israel Medical Center - New York, NY
- 187. Cornell University - Ithaca, NY
- 188. CYPH Medical Center - Plattsburg, NY
- 189. El Museo del Barrio - New York, NY
- 190. Episcopal Church Foundation - New York, NY
- 191. Fordham University - New York, NY
- 192. Hudson Valley Hospital Center - Peekskill, NY
- 193. Jesuit Colleges - Le Moyne, NY
- 194. Memorial Art Gallery - Rochester, NY
- 195. Metropolitan Museum of Art - New York, NY
- 196. Mill Neck Foundation for Deaf Ministry - Mill Neck, NY
- 197. Natural Resources Defense Counsel - New York, NY
- 198. New York University - New York, NY
- 199. Peale Center for Christian Living - Pawling, NY
- 200. State University of New York at New Paltz - New Paltz, NY
- 201. State University of New York at Stony Brook - Stony Brook, NY
- 202. UJA-Federation of Jewish Philanthropies of New York
- 203. The University of Rochester - Rochester, NY
- 204. United Methodist Church Foundation, Inc. - Cicero, NY
- 205. Whitney Museum of American Art - New York, NY

NORTH CAROLINA:

- 206. Davidson College - Davidson, NC
- 207. East Carolina University - Greenville, NC
- 208. Greensboro College - Greensboro, NC
- 209. Greensboro College Foundation - Greensboro, NC
- 210. North Carolina State University - Raleigh, NC
- 211. Roman Catholic Diocese - Charlotte, NC
- 212. SIM International Inc. - Charlotte, NC
- 213. United Methodist Church Foundation, Inc. - Raleigh, NC

OHIO:

- 214. John Carroll University - Cleveland, OH
- 215. Kent State University - Kent, OH
- 216. Laurel School - Shaker Heights, OH
- 217. Ohio State University - Columbus, OH
- 218. Shawnee State University - Portsmouth, OH
- 219. United Church of Christ Commission on Development - Cleveland, OH

OKLAHOMA:

- 220. Oklahoma State University - Stillwater, OK

OREGON:

- 221. CB Foundation - Portland, OR
- 222. Chemeketa Community College Foundation - Salem, OR
- 223. Oregon Episcopal School - Portland, OR
- 224. Oregon Independent Colleges Association - Portland, OR
- 225. Providence Health System of Oregon - Portland, OR
- 226. Retriever Development Council - Portland, OR
- 227. St. Vincent Medical Foundation - Portland, OR
- 228. Southern Oregon University Foundation - Ashland, OR

PENNSYLVANIA:

- 229. The Andy Warhol Museum - Pittsburg, PA
- 230. Archdiocese of Philadelphia - Philadelphia, PA
- 231. The Beaver County Foundation - Beaver, PA
- 232. Berks County Community Foundation - Reading, PA
- 233. Brandywine River Museum, Brandywine Conservancy - Chadds Ford, PA
- 234. Brethren Home Foundation - New Oxford, PA
- 235. Bucknell University - Lewisburg, PA
- 236. California University of Pennsylvania - California, PA
- 237. Curtis Institute of Music - Philadelphia, PA
- 238. Ephrata Community Hospital Foundation - Ephrata, PA
- 239. Jacob Eagle Foundation, Inc. - Grantham, PA
- 240. La Roche College - Pittsburgh, PA
- 241. Lafayette College - Easton, PA
- 242. Lebanon Valley College - Annville, PA
- 243. National Philanthropic Trust - Jenkintown, PA
- 244. The Pennsylvania State University - University Park, PA
- 245. Riddle Memorial Foundation - Media, PA
- 246. University of Pennsylvania - Philadelphia, PA

RHODE ISLAND:

- 247. Brown University - Providence, RI
- 248. Jewish Federation of Rhode Island - Providence, RI

SOUTH CAROLINA:

- 249. The St. Francis Health System - Greenville, SC

TENNESSEE:

- 250. University of Tennessee - Knoxville, TN
- 251. Vanderbilt University - Nashville, TN

TEXAS:

- 252. Baptist Foundation of Texas - Dallas, TX
- 253. Baylor University - Waco, TX
- 254. CRC of the Jewish Federation of Greater Houston - Houston, TX
- 255. Children's Medical Center of Dallas - Dallas, TX
- 256. Contemporary Art Museum - Dallas, TX
- 257. Contemporary Art Museum - Houston, TX
- 258. Endowment Fund of the Jewish Community of Houston - Houston, TX
- 259. The Greater Houston Community Foundation - Houston, TX
- 260. Harris Methodist Health Foundation - Fort Worth, TX
- 261. Houston Baptist University - Houston, TX
- 262. Houston Grand Opera - Houston, TX
- 263. Independent Colleges and Universities of Texas - Austin, TX
- 264. Jewish Federation of Greater Dallas - Dallas, TX
- 265. Jewish Federation of Greater Houston - Houston, TX
- 266. LeTourneau University - Longview, TX
- 267. Miracle Farm - Katy, TX
- 268. Modern Art Museum of Fort Worth - Fort Worth, TX
- 269. Museum of Fine Arts - Houston, TX
- 270. Presbyterian Healthcare Foundation - Dallas, TX
- 271. Rice University - Houston, TX
- 272. Southern Methodist University - Dallas, TX
- 273. Texas A & M University - College Station, TX
- 274. Texas Baptist Children's Home - Katy, TX
- 275. Texas Methodist Foundation - Austin, TX
- 276. Texas Presbyterian Foundation - Dallas, TX
- 277. The Seton Fund of the Daughters of Charity of St. Vincent De Paul - Austin, TX
- 278. University of Mary Hardin-Baylor - Belton, TX
- 279. University of Texas System - Austin, TX

UTAH:

- 280. Utah State University - Logan, UT
- 281. Utah Valley State College - Orem, UT

VIRGINIA:

- 282. Alexandria Hospital Foundation - Alexandria, VA
- 283. Association for Research and Enlightenment, Inc. - Virginia Beach, VA
- 284. George Mason University Foundation, Inc. - VA
- 285. Hampden-Sydney College - Hampden-Sydney, VA
- 286. International Mission Board, SBC - Richmond, VA
- 287. James Madison University - Harrisonburg, VA
- 288. Navy Marine Coast Guard Residence Foundation - McLean, VA
- 289. National Rifle Association Foundation - Fairfax, VA
- 290. Radford University - Radford, VA
- 291. Randolph-Macon Woman's College - Ashland, VA
- 292. Richmond Forum - Richmond, VA
- 293. Sunnyside Retirement Communities - Harrisonburg, VA

- 294. Tidewater Jewish Foundation - Virginia Beach, VA
- 295. University of Richmond - Richmond, VA
- 296. Virginia Baptist Foundation, Inc. - Richmond, VA

VERMONT:

- 297. Middlebury College - Middlebury, VT
- 298. Norwich University - Northfield, VT
- 299. University of Vermont - Burlington, VT

WASHINGTON:

- 300. America Baptist Foundation - Valley Forge, WA
- 301. University of Washington - Seattle WA
- 302. Whitman College - Walla Walla, WA
- 303. Whitworth Foundation - Spokane, WA

WEST VIRGINIA:

- 304. Monongalia Health System, Inc. - Morgantown, WV
- 305. West Virginia Association of Independent Colleges, Inc. - Charleston, WV

WISCONSIN:

- 306. Children's Hospital Foundation of Wisconsin - Milwaukee, WI
- 307. St. Luke's Medical Center - Milwaukee, WI
- 308. University of Wisconsin - Madison, WI

Supplement to
NATIONAL ASSOCIATIONS AND LOCAL ORGANIZATIONS
ENDORING THE IRA CHARITABLE ROLLOVER INCENTIVE ACT

NATIONAL ASSOCIATIONS

31. National Association of Latino Elected and Appointed Officials Educational Fund

LOCAL ORGANIZATIONS

CALIFORNIA:

309. Asian Art Museum of San Francisco - San Francisco, CA
310. Marymount College - Rancho Palos Verdes, CA
311. Saint Mary's College of California - Moraga, CA
312. Santa Clara University - Santa Clara, CA

COLORADO:

313. Denver Rotary Club Foundation - Denver, CO
314. Historic Denver, Inc. - Denver, CO
315. OC International - Colorado Springs, CO
316. Spalding Community Foundation - Denver, CO

DISTRICT OF COLUMBIA:

317. Hospice and Palliative Care of Metropolitan Washington - Washington, DC
318. Hospice Care of DC - Washington, DC

HAWAII:

319. Rehab Foundation - Honolulu, HI
320. William S. Richardson School of Law - Honolulu, HI

ILLINOIS:

321. Brookfield Zoo - Brookfield, IL
322. Illinois Symphony Orchestra - Springfield & Bloomington-Normal, IL

IOWA:

323. Community Foundation of Waterloo and NE Iowa - Waterloo IA

KANSAS:

324. Kansas 4-H Foundation - Manhattan, KS

MINNESOTA:

325. University of St. Thomas - St. Paul, MN

NEVADA:

326. University of Nevada, Las Vegas Foundation - Las Vegas, NV

NEW YORK:

327. Anti-Defamation League Foundation - New York, NY

328. The College of New Rochelle - New Rochelle, NY

329. Hamilton College - Clinton, NY

330. Rensselaer Polytechnic Institute - Troy, NY

331. Union Theological Seminary in the City of New York - New York, NY

NORTH CAROLINA:

332. Roanoke Bible College - Elizabeth City, NC

333. Wake Forest University - Winston-Salem, NC

OHIO:

334. University of Cincinnati Foundation - Cincinnati, Ohio

335. Wilmington College - Wilmington, OH

OREGON:

336. Jesuit High School - Portland, OR

PENNSYLVANIA:

337. Temple University - Philadelphia, PA

TENNESSEE:

338. The Christian Broadcasting Network, Inc. - Antioch, TN

339. Methodist Le Bonheur Healthcare Foundation - Memphis, TN

TEXAS:

340. Baylor College of Medicine - Houston, TX

341. Morningside Ministries - San Antonio, TX

342. San Jacinto College Foundation - Pasadena, TX

343. Texas Children's Hospital - Houston, TX

VIRGINIA:

344. Christopher Newport University - Newport News, VA

345. University of Richmond - Richmond, VA

346. Virginia Theological Seminary - Alexandria, VA

WASHINGTON:

347. The Salvation Army - Seattle, WA

348. Lutheran Brotherhood, Great Northwest Agency - Seattle, WA

WEST VIRGINIA:

349. Alderson Broaddus College - Philippi, WV

WISCONSIN:

350. Sunburst Youth Homes - Neillsville, Wisconsin

Withdrawal/Redaction Marker

Clinton Library

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001a. letter	Mary Ross Newcome to Bruce Reed (1 page)	05/03/2000	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 20223

FOLDER TITLE:

Correspondence [2]

2013-0436-S

rc1316

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)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- 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]

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001b. letter	Mary Newcome to Vladimir Putin (1 page)	05/01/2000	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 20223

FOLDER TITLE:

Correspondence [2]

2013-0436-S

rc1316

RESTRICTION CODES

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

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

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]
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RR. Document will be reviewed upon request.



Suzanne Noonan
Director of Public Policy

4374 Westover Place, NW
Washington, DC 20016
Phone/Fax 202/364-3240
E-mail noonansb@erols.com

National Headquarters
4601 Madison Avenue
Kansas City, MO 64112-1278
816/756-1950 • FAX 816/756-0258
Web site www.campfire.org



National Headquarters

July 31, 2000

Ann M. O'Leary
Special Assistant to the President for
the Domestic Policy Council
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Ann:

Many thanks for taking some time out of your very busy day to visit with me last week about Camp Fire Boys and Girls and your followup to the White House Conference on Teenagers. I did enjoy our discussion and found it very informative and encouraging.

The draft prepared by Ellen and Donna Lenhoff does seem to reinforce our conclusion that several Camp Fire programs could support the intent of the campaign, both in the short term and as it develops to become "multi-year and multi-pronged". The Community Family Club, Teens in Action, and the on-line Teen Survey on Violence all seem to complement your goals and strategies. The draft also suggested a couple of other Camp Fire initiatives which could be very supportive: *Absolutely Incredible Kid Day (AIKD)* and *A Gift of Giving*.

AIKD is an annual Camp Fire event which takes place the third Thursday in March. On that day, parents and other adults are encouraged to write a loving letter to a child or children, telling them that they are special and very important. We use a national media campaign, corporate sponsors, other community-based organizations and of course our own Council network to spread the word and get people involved.

I am including a brochure and fact sheet from *AIKD* 2000, as well as a copy of the book *Letters from the Heart*. This collection of letters grew out of our experience over the past 3 years and describes the research and rationale which led Camp Fire to launch this program. Plans are underway to make *AIKD* 2001 bigger and better than ever and we

would be happy to discuss teaming up with your public information campaign to encourage **all** parents of teens to participate. As you'll note in the book, research shows that writing a letter can provide a very special and lasting way to "be there".

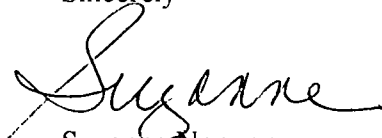
Secondly, *A Gift of Giving* is a successful Camp Fire service learning curriculum. Originally developed for classroom use for children K-6, a revised and expanded version has been created for middle school students. The shared activities involved in planning, implementing and reflecting on a community service project provide an excellent framework for parent-youth communication. In fact, the middle school curriculum explicitly expands the concept to include family participation.

A Gift of Giving is also the focus of our revitalized Teens in Action program, which you'll recall I mentioned is being funded over the next three years by a generous Learn and Serve America grant from the Corporation for National Service. It strikes me that this excellent curriculum might be of particular relevance to the after-school program agenda you plan to discuss with Annie E. Casey Foundation.

Our Gift of Giving information is currently being revised to reflect the middle-school and teen components. Therefore, although I am enclosing an existing brochure, you'll note that it only speaks to the original elementary-school focus of the program. Certainly we will be pleased to share additional materials as they become available.

Finally, I do look forward to hearing back about Ellen's meeting in August and to pursuing our efforts to collaborate on behalf of parents and teens in a variety of different ways. Thank you for all your personal hard work on this exciting and promising project and for giving Camp Fire Boys and Girls a chance to participate. We'll stay in touch.

Sincerely

A handwritten signature in cursive script, appearing to read "Suzanne", written in dark ink.

Suzanne Noonan
Director of Public Policy

cc: Stewart Smith
National Executive Director
Camp Fire Boys and Girls

**Camp Fire
Boys and Girls**

is asking all adults to
take a simple step that
can make a lasting
and positive impact
on the children in our
country: Give a loving
letter to a child or
children on Absolutely
Incredible Kid Day.
Tell them how special
and important
they are.
Show them your
commitment by
sharing your feelings.

Absolutely Incredible Kid Day
March 16, 2000

SOUTHWEST AIRLINES
A SYMBOL OF FREEDOM

YAHOO!

Absolutely Incredible Kid Day
is generously supported by:

4601 Madison Avenue
Kansas City, Missouri 64112-1278



**THINK OF A
CHILD IN
YOUR LIFE.**

**THINK OF THE
KID DOWN
THE BLOCK.**

**THINK OF A
HOMELESS
CHILD.**

Every child deserves
to know how special
he or she is.
That's the purpose
of Absolutely
Incredible Kid Day —
take the time to let a
child know just how
absolutely incredible
he or she is.

**ABSOLUTELY
INCREDIBLE
KID DAY**



Camp Fire
Boys and Girls

WHAT YOU CAN DO...

...at work

Ask your organization to promote Absolutely Incredible Kid Day in the newsletter or other communication channels.

Print employee letters in March communication pieces.

Implement an effort where employees write and deliver letters to kids in shelters and hospitals.

Contact Camp Fire Boys and Girls about becoming an absolutely incredible sponsor.

...at your place of worship

Include details about the day regularly in bulletins from your place of worship.

Ask your congregation leader to include Absolutely Incredible Kid Day in a sermon preceding the day.

Ask your pastor and congregation to write a letter to the congregation's children and homeless and shelter-bound children and then share them the Sunday prior to Absolutely Incredible Kid Day.

Provide paper and invite members to write Absolutely Incredible Kid Day letters.

...to make an absolutely incredible Absolutely Incredible Kid Day

Write a letter to a child telling him or her how special and appreciated he or she is – tuck it in a backpack, e-mail it, slip it under a pillow, write it in sidewalk chalk, or mail it.

Tell your friends, family and groups about Absolutely Incredible Kid Day.

Copy this flier and share it!

Share your efforts with Camp Fire Boys and Girls. Please write to us at 4601 Madison Ave., Kansas City, MO 64112 or e-mail us at kidday@yahoo.com.

"I fully endorse the concept of Absolutely Incredible Kid Day," said child development specialist and pediatrician **T. Berry Brazelton, M.D.**, president and chairman of the board of the **Brazelton Foundation**. "It is critically important to offer children encouragement whenever we can. When we offer encouraging words, we fuel the potential for the child's future success."



CALL TOLL-FREE
1-888-2 KID DAY

"I have found that letter writing is an extremely effective, non-threatening alternative and can touch kids when they are alone in ways nothing else can. That's why I support *Absolutely Incredible Kid Day* and invite all adults to write to a son or daughter, grandchild, or other child in their lives."

Stephen R. Covey, author of *THE 7 HABITS OF HIGHLY EFFECTIVE FAMILIES*

Mark your calendars for Absolutely Incredible Kid Day!

Celebrate Absolutely Incredible Kid Day each year on the third Thursday of March.



WHY IS CAMP FIRE BOYS AND GIRLS SPONSORING ABSOLUTELY INCREDIBLE KID DAY?

Significant in Camp Fire's purpose statement is a commitment *"...to seek to improve those conditions in society which affect youth."*

Absolutely Incredible Kid Day illustrates that pledge, by designating a day that asks adults to convey their appreciation of children. Writing and sending a letter on Absolutely Incredible Kid Day can have a lasting impact on adults and children.

Camp Fire Boys and Girls is one of the nation's oldest and largest not-for-profit youth development organizations. Founded in 1910, Camp Fire serves 629,000 participants annually throughout the United States by providing them experiences such as clubs, camping, self-reliance courses, child care, service learning and youth leadership programs.

Camp Fire Boys and Girls
4601 Madison Avenue
Kansas City, Missouri 64112-1278
Telephone: 816/756-1950
Facsimile: 816/756-2650
Web site: www.campfire.org

A GIFT OF GIVING



Every day, people donate blankets, coats, food and books. Camp Fire Boys and Girls wants to instill in children the importance of donating



their most important resources: their hearts and hands.

A Gift of Giving is a service-learning program for children in kindergarten through sixth grade. Adult volunteers help children identify community needs and develop creative ways to meet them.

In the tradition of Camp Fire, A Gift of Giving is a community-based response to the growing need for schoolchildren to develop a sense of caring about their community. At Camp Fire, we believe that children should be given an opportunity to participate in good citizenship — in addition to studying it.



Camp Fire
Boys and Girls

THE FIRST FIREWRIGHT
IS THE FIRE WITHIN.

This brochure provided through
the generosity of



Metropolitan Life Foundation

This material is based upon work supported by the Corporation for National Service under 'Learn and Serve America' School- and Community-Based Programs Grant No. 94LGGM0006.

Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation for National Service or the Learn and Serve America' School- and Community-Based Programs.

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GIVING
IT ALL
YOU'VE
GOT.



Camp Fire Boys and Girls

The goal of A Gift of Giving is to instill a lifelong commitment to volunteering. Involving children early, when they are open to the needs of others, hopefully will help them carry the flame of volunteering throughout their lives.



Evaluation demonstrates that A Gift of Giving has made an impact on children. It has:

- Personalized remote problems and made them real.
- Enhanced cooperative learning.
- Increased understanding and empathy for others.
- Instilled confidence in developing ideas and abilities.
- Focused thinking on needs in community.
- Enhanced leadership skills.
- Developed academic skills.

The program, for children in kindergarten through sixth grade, is structured around five classroom sessions that last between 45-60 minutes each. The curriculum is age-appropriate and varies for each grade level.

Camp Fire Boys and Girls councils work with each school to develop a schedule, and volunteers work within individual classrooms to deliver the program. Camp Fire provides training and curriculum materials



THE PROGRAM IS BUILT UPON FIVE STEPS:

Community concept. The ideas of "community" and "service" are introduced. Community includes school, neighborhood, city, nation, or even the planet. Through various activities, volunteerism is introduced and children share their previous volunteer experiences.

Needs assessment and project choice. By talking to parents, friends, teachers, community members – and by reading the newspaper and watching television – the children assess needs and problems in the various communities. The class will choose a need or problem on which to focus and form plans and preparation.

Planning and organizing a project. Students complete the necessary preparation for the service project.

Project day. Students work on their chosen project, with teamwork and volunteering being reinforced.

Reflection, recognition and celebration. Children will be guided through a structured evaluation of the project. Every child will be encouraged to summarize and express the meaning of the project for them, possibly through a report or poem, a song or play, or by creating a drawing or videotape of their reflections.

Children who have already participated in the program have demonstrated the gift of giving through:

- Collaborating with a local farm family to learn about plants and how to plant seeds. As sources of food, plants were given to residents around the neighborhood and to friends of the children.
- Collecting cleaning supplies for flood victims.
- Providing clean-up at two city parks.
- Learning about a children's center that serves abused, neglected and emotionally impaired children; making a "friendship box" and collecting books; making cards and writing notes to a designated child at the center.
- Inviting a representative from a rehabilitative center to explain about the life of a homeless person; making valentines, organizing a school-wide collection of items such as blankets, sheets, towels, hats and gloves to give residents.
- Visiting a nursing home, presenting a program, writing letters for residents, doing odd jobs such as cleaning a closet, sewing on buttons, etc., and playing cards with residents.



Absolutely Incredible Kid Day **Fact Sheet**



Absolutely Incredible Facts

- Hundreds of major corporations and organizations nationwide have supported *Absolutely Incredible Kid Day* through employee letter-writing campaigns.
- Cities and states across the nation proclaimed the third Thursday of March *Absolutely Incredible Kid Day* in 1997, 1998 and 1999.
- More than 300 million people have heard or read about *Absolutely Incredible Kid Day*, thanks to the support and coverage received from our sponsors and media outlets across the nation.

A Few Notable Absolutely Incredible Kid Day Letter Writers

- Senator John Glenn
- Don Mattingly, former baseball player
- Tipper Gore, child advocate and wife of Vice President Al Gore
- Herb Kelleher, CEO, Southwest Airlines
- Reba McEntyre, singer/actress
- Rob Reiner, actor/director/producer
- Cindy Crawford, supermodel
- Roy Williams, head basketball coach University of Kansas
- President Bill Clinton
- Lisa Loeb, singer
- Jim Boehiem, head basketball coach, Syracuse University
- T. Berry Brazelton, noted child development specialist, pediatrician and president of Brazelton Foundation

Absolutely Incredible Endorsements

- “Given the tremendous challenges and threats facing our children today, connecting caring adults and young people is more important than ever. The Partnership for Children and I support the efforts of Camp Fire Boys and Girls to make such connections through *Absolutely Incredible Kid Day*. Take the time to tell a youngster that you care about him or her. This is good for the children!”
—Jim Caccamo, Ph.D., executive director, The Partnership for Children
- “I fully endorse the concept of *Absolutely Incredible Kid Day*. It is critically important to offer children encouragement whenever we can. From the moment of birth, children experience many developmental milestones and, from the beginning, they respond to praise as they work to master a task. When we offer encouraging words, we fuel the potential for the child’s future success.”
— T. Berry Brazelton, leading child development expert and pediatrician

- “Inspirational and insightful, these extraordinary letters remind us how important it is to tell our children, in writing, how much we love and value and cherish them. It’s a message any adult can offer — and one every child needs to hear.”
— Andrew Carroll, editor of the national bestseller, *Letters of a Nation: A Collection of Extraordinary American Letters*
- “A letter of encouragement sent to a child will make the child feel more secure and loved; or you could provide the important pivotal inspiration that will give a child you don’t know hope for a happier, more fulfilling life ahead.”
— Sylvia Rimm, Ph.D., director, Family Achievement Clinic, MetroHealth Medical Center
- “Sometimes the best ideas are the simplest ones. *Absolutely Incredible Kid Day* is for anybody who cares about our future, our kids. Write a letter telling them how precious they are and how much they’re loved. It doesn’t have to be long or eloquent — just honest. I can only imagine what would happen if all children received words of encouragement on *Absolutely Incredible Kid Day*.”
— TV talk show host Kathie Lee Gifford,
1997 national *Absolutely Incredible Kid Day* spokesperson

**Mark your calendar
for *Absolutely Incredible Kid Day* 2000: March 16!**

For more information about *Absolutely Incredible Kid Day*,
visit the Camp Fire Boys and Girls Web site at www.campfire.org
or call 1-888-2 KID DAY

Absolutely Incredible Kid Day 2000 is sponsored by Southwest Airlines and Yahoo!.

For more information, contact:
John O'Connell, Fleishman Hillard,
816/512-2369, or
Gregg Hibbeler, Camp Fire Boys and Girls,
816/756-1950, ext. 201



An *Absolutely Incredible* Way to Celebrate Our Nation's Youth

KANSAS CITY, Mo. — At first, Ronda felt awkward pouring her soul into a letter to Jonathan, but *Absolutely Incredible Kid Day* gave her a special reason to reach out to her brother with Down's Syndrome:

"You are so brave and funny. I have no doubt that you will change the world as you have changed mine. With your personal challenges — from all the heart surgeries, and with Mom and Dad living apart now ... YOU PREVAIL. You bring love, joy, fun, strength, hope, courage and integrity to the lives of all the people who know you and are lucky enough to love you. I am so blessed that you are my brother."

Her brother called the day after he got that special letter. "I love you Ronda. But you make me cry."

Ronda's letter is one of more than 50 heartwarming messages from moms, dads, grandparents, mentors and celebrities featured in a new book, *Letters from the Heart: A Celebration of Letters to Absolutely Incredible Kids*. Many of the letters have become keepsakes for the recipients, senders and for Camp Fire Boys and Girls.

Absolutely Incredible Kid Day, held annually on the third Thursday in March, encourages adults to pause and write a letter filled with love and appreciation a child. In 2000, Camp Fire Boys and Girls' *Absolutely Incredible Kid Day* will be celebrated March 16.

"*Letters from the Heart* speaks directly to the heart of our mission," says Stewart Smith, the book's editor and national executive director of Camp Fire Boys and Girls. "In today's busy world, it's important to remember that a simple note or letter to a child can promote a positive sense of self-worth and a desire for personal growth."

— more —



How it Works

SOME ABSOLUTELY INCREDIBLE SUCCESS STORIES

Michelle Walsh of Taunton, Mass., heard about *Absolutely Incredible Kid Day* from the family day care center her 2-year-old daughter Victoria attended.

As Michelle composed the letter, she remembered how long she and her husband had wanted a child and how lucky they felt when she came into their lives. Michelle wanted to give Victoria a written snapshot of how she acted and a memoir of what she did at that time of her life. Michelle wrote: "I look at you and feel love, happiness and excitement. These feelings grow with each passing day."

Michelle read the letter to 2-year-old Victoria, then saved it in a scrapbook next to letters Victoria received from her father and grandmother on *Absolutely Incredible Kid Day*.



When 8-year-old Daniel brought a flyer home from his Ravenna, Ohio elementary school that encouraged parents to write to their children on *Absolutely Incredible Kid Day*, Stacie Perrine didn't want to miss the opportunity to tell Daniel how much she cared for him.

"I waited until the kids were in bed and the house was quiet, sat down at the computer and started writing. I was crying as I wrote the letter. I wanted to tell Daniel how special he was and how proud of him I was. I had Daniel when I was 17 and we've both grown up so much together."

Stacie read the letter to Daniel, who intently listened. "He blushed a few times because I think he was embarrassed that his mom was saying these things to him. But at the end, he hugged and kissed me, thanked me, and asked me to save it for him. I plan to pull the letter out when he enters his teens as a reminder that I did, and still do, love him!"

Stacie hopes most of all that the letter helps Daniel understand how proud she is of him, how much she loves him, and how lucky she feels to be his mother.

"He's the best guy in the world," said Stacie without hesitation.



Lm 6/6 —

- (ATTACHED) 3/7/00 from Faith A. Wohl, thanking for your note and enclosing polling data about support for public funding of child care.

☒

Respond

To

File; NRN

Ann O'Leary for info/review

Pls find out results of focus groups



CHILD CARE ACTION CAMPAIGN

330 Seventh Avenue, 14th floor, New York, NY 10001 • (212) 239-0138 • Fax (212) 268-6515 • info@childcareaction.org

March 7, 2000

Ms. Hillary Rodham Clinton
First Lady
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500-2000

Dear Hillary:

Thanks for your lovely note. I was mildly mortified to realize that we had sent you the lunch bag, our standard gesture of appreciation to financial supporters. I had to urge our staff to "think" before sending even inexpensive goodies to the White House. I certainly remember the ethics briefings! Knowing your fabled sense of humor, I was sure you wouldn't be irritated.

As you requested, I've enclosed our polling data about support for public funding of all forms of care. Our first poll, conducted by Ethel Klein, is summarized in the first attachment. We used a two part sample to see how much difference hearing a message about child care made on voter decisions about policies. As you will see, the "support, strongly support" levels are high. This was last June, before the primary debates. To follow up this year, we jumped on an Opinion Research omnibus study last month, and found even higher numbers. A comparison of 1999 and 2000 is also attached.

We conclude from these data that voters agree in large numbers that child care is a good thing. We don't need to persuade voters of this, but we do need to increase the intensity of their feelings, by moving supporters to strong support. Today, in Chicago, Ethel is finishing a series of focus groups to learn what it will take to move them. If you are interested, we can provide insights gleaned from those groups when the process is done.

Best wishes and "hello's," not only from all of us at CCAC, but specifically from Elly and Dick.

Sincerely,

Faith A. Wohl

THE WHITE HOUSE
WASHINGTON

Ann O'Leary WW2

THE FIRST LADY

PHOTOCOPY
PRESERVATION

9/20/07

*Great meeting
See you
Dillon*

Scientific
Learning

Cynthia Myers

Director of Public Affairs
cmyers@scilearn.com

phone (510) 665-2224
fax (510) 665-1524

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Arlynn Brody, Principal

Cheryl Bolton, President
Scientific Learning Corporation
1995 University Avenue, Ste. 400
Berkeley, California 94704

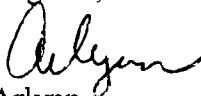
Re: P.S. 87's Summer School

Dear Cheryl;

I am enclosing a packet of information which I have also given to Mr. Quinn, Superintendent, Community School District 24. He is presenting this info to Judith Rizzo, Deputy Superintendent, NYC BOE. I always try to get evaluations from the children and their parents as well as the staff. Enclosed are the summaries from my "visiting" population this summer. The parent reports came in this morning and so pleased me that I have spent the last two hours crying with Neil Greenfield, my Special Education Supervisor. Thank you for the resources and support to help my kids!

We took two teachers today from Paterson, New Jersey, on a worldwind tour. These lovely ladies had heard me in Tarrytown...they sat through TWO presentations. That feat alone earned them honors.

Regards,


Arlynn

P.S. 87Q
67-54 80th Street
Middle Village, New York 11379
326-8243 Fax 894-3797

August 7, 2000

Re: Parent Evaluations/Summer School

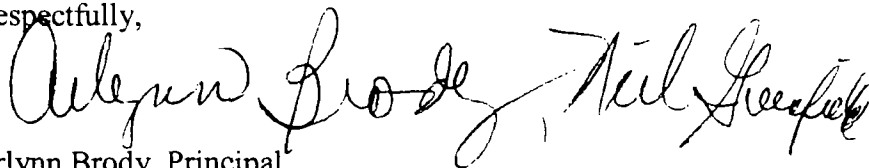
Dear Parents/Guardians;

My staff and I are truly touched by your outpouring of gratitude and support. It is our fondest desire to assist your children and it looks like you have overwhelmingly seen positive changes in your children in just 5 weeks!

It gives me great pleasure to announce that Scientific Learning Corporation, the producers of Fast ForWord have committed themselves to continuing the program for your children AT YOUR HOME SCHOOL for NO additional charge. They will also train staff members AT YOUR HOME SCHOOL so that your children may complete the program! I will introduce this to all the principals on August 29th. Please follow-up with the supervisors during the first week of September. Scientific Learning will also "pilot" the Fast ForWord program to 3 or 4 other students at the school site who might benefit from the technology as well.

This summer has been a tremendous opportunity to bring success to so many youngsters. Their attendance and attitudes have proven to us that Technology and Literacy are wonderful partners. Please accept our deepest gratitude for allowing us to work with your beautiful children and we wish them continued success in the future. Feel free to call either Neil or myself if you have any concerns.

Respectfully,

The block contains two handwritten signatures in cursive. The first signature is 'Arlynn Brody' and the second is 'Neil Greenfield'. They are written in dark ink and are positioned above their respective printed names.

Arlynn Brody, Principal

Neil Greenfield, Special Education Supervisor

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. letter	Mrs. Dawn Bossia to Ms. Brody (4 pages)	08/06/2000	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 20223

FOLDER TITLE:

Correspondence [2]

2013-0436-S
rc1316

RESTRICTION CODES

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- P1 National Security Classified Information [(a)(1) of the PRA]
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003. evaluation	re: Parent Evaluation of Summer School (8 pages)	08/03/2000	b(6)
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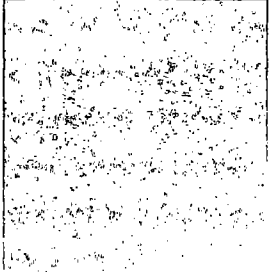
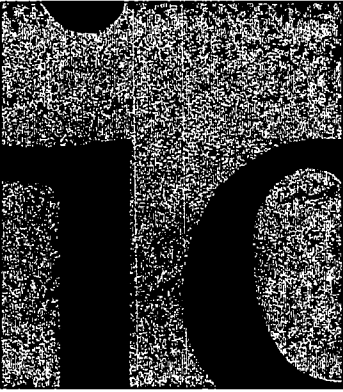
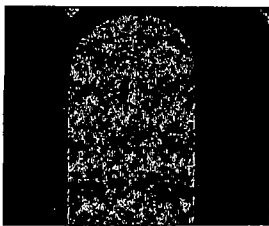
C. Closed in accordance with restrictions contained in donor's deed of gift.

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RR. Document will be reviewed upon request.

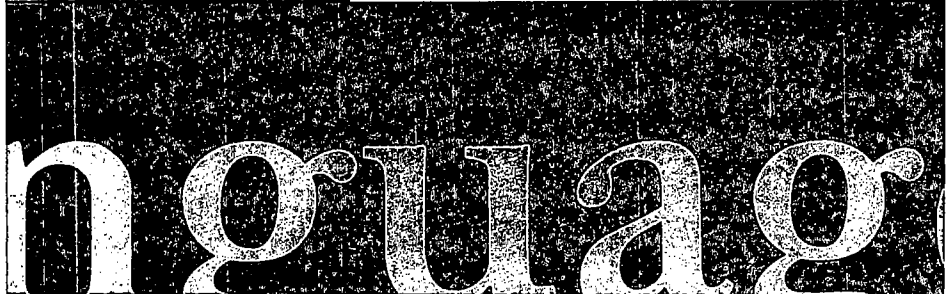
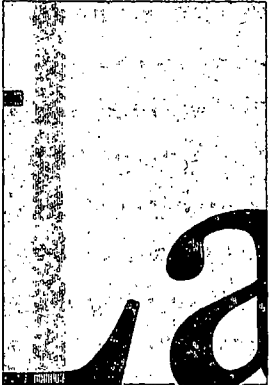
Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- 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]



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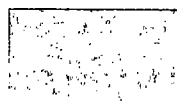
**PHOTOCOPY
PRESERVATION**



Listening comprehension

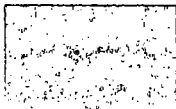


Working memory



Attention and behavior

PHOTOCOPY
PRESERVATION



Ability to follow directions

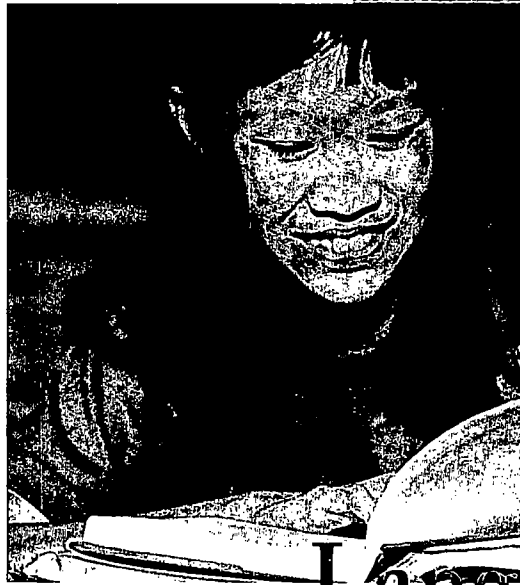
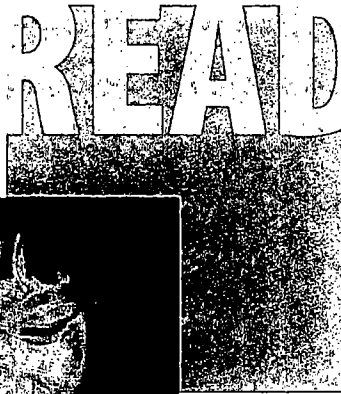


Language and reading

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Fast ForWord



Language

Scientific Learning

1995 University Avenue • Suite 400

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For Immediate Release

Contact:

Barbara Campbell
Keuper Public Relations
(518) 784-3160
keuper@earthlink.net

Cynthia Myers
(510) 665-2224
Scientific Learning
cmyers@scilearn.com

California School District Chooses District-wide Implementation of Scientific Learning's Programs and Products in Grades Pre-K -12

School Officials Cite Rapid Gains as Basis for District's Decision

Berkeley, CA, August 3, 2000 -- Scientific Learning Corporation (NASDAQ: SCIL) today announced that the Fontana Unified School District in San Bernadino County, California will implement the Company's language and reading programs, skill-building products, and assessment products in grades Pre-K-12. School officials cite rapid gains in the language skills critical to reading as the basis for the district-wide implementation. Initially, the District plans to use the Internet and CD-ROM-based Fast ForWord® family of training programs with nearly 25 per cent of its 38,000 students.

According to school officials, the purchase of a district-wide site license follows an earlier study of 25 elementary students that reflected rapid gains in the language skills critical to reading, after just four to eight weeks of training.

"Gains made by third, fourth, and fifth grade students using the Fast ForWord program ranged from one to three years in the language skills we know are essential to reading," said Lori Rhodes, Director, Elementary Education for the Fontana Unified School District. "Students participating in the study were well below average in their language and reading skills, but they moved to near the average range by the end of the eight-week training period."

According to Ms. Rhodes, the students were identified by their teachers as "at risk for academic failure" and were pre-tested using a variety of standardized language and reading indicators.

"The results of post-tests using the same standardized measures far exceeded our expectations," Ms. Rhodes explained. "Many interventions had been tried unsuccessfully with these students. We believe that Scientific Learning's approach to learning, through cross-training critical language and reading skills simultaneously, is what made the difference for these students. The training helped rapidly improve their phonological awareness skills, listening skills, and working memory, as well as helped them understand complex directions."

The District is currently implementing the Company's 4wd™ training program with nearly 100 high school students this summer. In addition to using Fast ForWord and 4wd during the academic year, school officials plan to begin implementation of the Company's Step 4word™ training program for reading, and the Company's Away We Go!™ skill-building software products.

"We are delighted with this first district-wide implementation of our programs in California," said Sheryle Bolton, Chief Executive Officer of Scientific Learning Corporation. "Many districts have needs similar to those in Fontana, and we believe that offering our programs district-wide is the path that more and more of our customers will choose to reach all of the students who need to make more rapid gains."

Commenting on the decision to purchase a district-wide license, Ms. Rhodes said, "We want to rapidly increase the literacy levels throughout the District and believe that the Scientific Learning programs and products offer us the best approach to helping students reach their academic potential. By purchasing a district license with all of these offerings, we have the flexibility to determine which program or product will be most beneficial for each of our students, depending upon their individual abilities and needs."

Scientific Learning's family of training programs for language and reading, which includes Fast ForWord, Step 4word, and 4wd™, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student's skill level. Educators can track the progression of each student through the Company's patented Internet and database technologies. The Company's products also include the award-winning Away We Go! family of skill-building software and storybooks, which is designed for developmental ages four to seven, and Reading Edge™, a computerized reading assessment product that is designed to evaluate a student's progress in phonological awareness and other early reading skills, and BrainConnection.com, a web resource offering the latest news on how the brain learns.

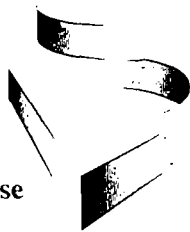
Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information on the Fontana Unified School District, contact Lori Rhodes at 909-357-5000, ext. 7100.

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For Immediate Release

Contact:

Barbara Campbell
Keuper Public Relations
(518) 784-3160
keuper@earthlink.net

Cynthia Myers
Scientific Learning
(510) 665-2224
cmyers@scilearn.com

**Results from New York City Elementary School Study Lead to
Expanded Use of Fast ForWord® and Step 4word™ Training Programs**

**Reading Gains of Two to Four Years and Increases in City-Wide Achievement Scores Cited
By School Officials as Basis for Larger Implementation of Programs This Summer and Fall**

Queens, NY, July 25, 2000 -- Two hundred students in New York City are now participating in a summer school training program following results of a study with 52 students using the Fast ForWord and Step 4word language and reading programs developed by Scientific Learning Corporation (NASDAQ:SCIL).

According to school officials, the larger summer program follows an earlier study of elementary school students at PS 87 in Queens that reflected notable gains in reading and achievement scores on city-wide tests. In that study, a number of students who could not read prior to using the language and reading programs were reading within just four to eight weeks of the training. Gains for those students averaged two to four years. Standardized tests implemented six months after the training revealed that the gains had been maintained and that many students were reading at grade level.

These gains led school officials to expand use of the programs during the 2000 summer school, as well as in the upcoming academic year. One hundred students from PS 87 and one hundred students from other schools in New York City are now participating in the summer Fast ForWord training. According to school officials, PS 87 will continue its use of Fast ForWord in the fall with nearly one-third of the school's 400 students.

"Gains made by second, third and fourth grade students who were not reading prior to using Fast ForWord were the best I have seen in all my years in education," said Mrs. Arlynn Brody, Principal of PS 87 in Queens, the host school for the summer Fast ForWord training. "Half of these students were reading in only four to eight weeks, and the other students made significant improvements in language skills that we know are critical to reading."

In that earlier study, 52 students who used Fast ForWord in September 1999 and in February of this year were tested using a variety of standardized reading indicators. According to Mrs. Brody, for students who were reading at the end of the training period, the gains ranged from two to four years in reading ability.

"In 30 years as an educator, I have never used a program where my students achieved such profound breakthroughs," Mrs. Brody continued. "The students who are now reading at grade level after Fast ForWord training have joined their peers in general education classes and no longer require special assistance. Students who made significant improvements with Fast

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ForWord, but were still not reading at grade level, used the Step 4word program to further improve critical reading skills such as letter-word identification, decoding, and passage comprehension. In addition to the reading gains, teachers also observed improvements in listening skills, following complex directions, and remembering what was said in class.”

“I know that Fast ForWord helped raise city-wide achievement reading scores by more than 15 per cent this year at PS 87,” Ms. Brody added, “and we expect the program to help summer school students rapidly improve their reading skills. We want to increase literacy levels throughout the city schools, and we believe that these programs can help. Thanks to support from our district superintendent, our borough president, and our city councilman, we now have the tools to help these students improve their academic performance.”

The school also used the Company’s computerized Reading Edge™ assessment to help identify the candidates for summer school who would most benefit from using the Fast ForWord program. “We are now broadly using Reading Edge to evaluate a number of skills that are the best indicators of future reading achievement, such as phonological awareness, decoding, phonological memory, and letter identification, so that we can identify students who need attention quickly,” Ms. Brody explained.

The school uses the Company’s Away We Go!™ skill-building software to help younger students. “For students in grades K – 2 who are struggling with the language skills critical to reading, the Away We Go! exercises and stories provides a good start,” said Mrs. Brody.

Scientific Learning’s family of training programs for language and reading, which includes Fast ForWord, Step 4word, and 4wd™, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student’s skill level. Educators can track the progression of each student through the Company’s patented Internet and database technologies. The Company’s products also include the award-winning Away We Go! family of skill-building software and storybooks, which is designed for developmental ages four to seven, and Reading Edge™, a computerized reading assessment product that is designed to evaluate a student’s progress in phonological awareness and other early reading skills.

“We are very pleased that our programs and products are having such a great impact on the school’s ability to help its students rapidly improve their academic performance,” said Sheryle Bolton, Chief Executive Officer of Scientific Learning. “Innovative educators like Arlynn Brody are to be commended for applying the latest advances in brain research and technology to accelerating the learning process.”

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

To learn more about Scientific Learning’s neuroscience-based products, visit the Company’s Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information about PS 87 in Queens, New York, contact Arlynn Brody at (718) 326-8243.

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For Immediate Release

Contact:

Barbara Campbell
Keuper Public Relations
(518) 784-3160
keuper@earthlink.net

Cynthia Myers
Director, Public Affairs
Scientific Learning
cmyers@scilearn.com

**Pottstown, Pennsylvania School District Officials See Financial Savings
Through Use of Fast ForWord® Reading and Language Programs**

**Dramatic Gains in Language and Reading Lead School Officials to
Predict Savings That Will Benefit All Students**

Berkeley, CA, May 11, 2000 -- Scientific Learning Corporation (NASDAQ: SCIL) today announced that the Pottstown, Pennsylvania school district expects to realize substantial savings through use of the Company's Fast ForWord training programs. Significant student reading and language gains made after training with Fast ForWord programs have led Pottstown, Pennsylvania school superintendent, Dr. Frank Heifer, to predict his district will see significant savings when students with reading difficulties are able to participate more in mainstream classroom instruction.

"We expect to achieve about a \$35,000 savings per student over the course of their education when they complete Fast ForWord and are moved toward regular classroom instruction," said Dr. Frank Heifer, Superintendent of Schools for Pottstown, Pennsylvania.

School officials expect to see more savings as they use the Fast ForWord family of programs in the early prevention of reading problems as well as for improving the reading skills of students in the general education population.

"Schools use the Fast ForWord family of programs because of the rapid gains that it enables students to achieve in language and reading skills," said Sheryle Bolton, President and CEO of Scientific Learning. "The sooner students reach grade level in reading, the better their progress will be across the whole curriculum. For educators who face rising instruction expenses, while also trying to raise overall achievement scores, helping students who are struggling with reading can be one of the fastest ways to benefit the entire school population."

The Pottstown school officials chose to implement Fast ForWord as part of a district-wide strategy to meet new academic standards. Their success with Fast ForWord started last summer, when the district put 39 children through the program. The students, ranging in age from six to 17 and all experiencing difficulty with reading, were enrolled in the daily regimen of

interactive exercises on the computer. Within 29 days, 37 of the 39 students were reading at age-standard levels. The remaining students also showed improvement.

The positive results Pottstown has seen from its use of Fast ForWord translate into more than financial savings for the district. According to school officials, students who experience reading problems often suffer from low self-esteem, which can lead to behavioral problems.

"They learn to cope rather than learn new skills," said Dr. Heifer, referring to the students in a recent Pottstown Mercury News story detailing the district's success with Fast ForWord. "Trying harder just isn't the answer. The program attacks not the symptoms, but the underlying problems."

After the success of the first training program, Pottstown school officials brought the program to Franklin Elementary School. There, the school's speech pathologist, Terry Spitko, reported seeing enormous gains by her students.

Pottstown's assistant superintendent for curriculum, Myra Forrest, added, "They get a whole different attitude from learning. The comments I'm getting from the teachers are that the kids are following directions, they're more accountable, they're picking up vocabulary, all sorts of things." She added, "They're blossoming."

Scientific Learning introduced Fast ForWord in 1997 and Step 4wd™, which focuses on additional reading skills, in 1998. In 1999, the Company introduced 4wd™, a Fast ForWord training program for adolescents and adults; the Away We Go!™ family of skill-building software and storybooks; Reading Edge™, a computerized reading assessment program that is designed to evaluate a student's progress in phonological awareness and other reading skills in grades K-2; and BrainConnection.com.

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance.

To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web site at www.ScientificLearning.com or call toll-free 888-665-9707. To learn more about how the brain works and how language and reading provide the foundation for all learning, visit www.BrainConnection.com, an online source from Scientific Learning for educators and parents offering the latest information on how the brain learns.

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For Immediate Release

Contact:

Barbara Campbell
Keuper Public Relations
(518) 784-3160
keuper@earthlink.net

Cynthia Myers
Director, Public Affairs
Scientific Learning
cmyers@scilearn.com

Colorado School District to Implement Scientific Learning's Language and Reading Programs and Skill-Building Products in Grades K-12

**District-wide License for Fast ForWord®, Away We Go!™, Reading Edge™
Purchased for All 2,600 Students**

Berkeley, CA, May 9, 2000 -- Scientific Learning Corporation (NASDAQ: SCIL) today announced that Weld County School District Re-8 in Fort Lupton, Colorado will implement the Company's language and reading programs and skill-building products to benefit all students in grades K-12. School officials plan to use the Internet and CD-ROM-based Fast ForWord family of training programs, the Away We Go! family of skill-building products, and the Reading Edge computerized reading assessment product for all 2,600 students in the District.

In 1999, the District implemented Fast ForWord with 50 students in K-12 who were struggling in the reading and language arts curriculum. According to district officials, these students made gains of almost two to two and a half years in reading skills in only six weeks. Based on the results, the District recently purchased an annual site license to use the Company's 4wd™ program to help hundreds of middle and high school students improve their reading skills.

"In our experience, the Fast ForWord programs can benefit students of all ages and abilities," said Dr. Anita Salazar, Superintendent of Weld County School District Re-8. "Before making our decision, we reviewed data from other schools across the country and found that the results at those schools are consistent with the gains made by students in our District."

Among the data reviewed by Weld County District officials were results from entire first and second grade classes in Schaumburg, Illinois.

"Those students, just as our students, made significant improvements in critical pre-reading skills like phonological awareness," said Dr. Salazar. "More than half of the Schaumburg students made observable gains by their teachers in listening skills, following complex directions, and remembering what was said in the classroom. The combination of our own experience coupled with data on students in general education classes nationwide was a powerful factor for us."

Reading experts believe that phonological awareness, or a child's grasp of the speech sounds of language, is the most important indicator of being prepared to learn to read or becoming a better reader.

"We want to rapidly increase the literacy levels throughout the District and believe that the Scientific Learning programs and products offer us the best, scientifically-validated approach to helping students reach their academic potential," continued Dr. Salazar. "By purchasing a district-wide license with all of these offerings, we have the flexibility to determine which program or product will be most beneficial for each of our students, depending upon their individual abilities and needs. We believe the programs and products will help us improve language and reading skills overall, as well as help students who are at risk for academic difficulties."

Scientific Learning's family of training programs for language and reading, which includes Fast ForWord, Step 4word™, and 4wd, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student's skill level. Using Scientific Learning's patented Internet and database technologies, educators can track the progression of each student through the Company's training programs. The award-winning Away We Go! family of skill-building software and storybooks is designed for developmental ages four to seven. Reading Edge is a computerized reading assessment product that is designed to evaluate a student's progress in phonological awareness and other early reading skills.

"We are very pleased that the Weld County School District has embraced our language and reading programs and products for all of their students, regardless of age or skill level," said Sheryle Bolton, Chief Executive Officer of Scientific Learning Corporation. "We view this district-wide license as an affirmation, from a valued customer, that we have provided effective programs backed by high-quality technical and training support."

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

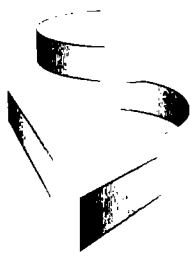
Scientific Learning introduced Fast ForWord in 1997 and Step 4word, which focuses on additional reading skills, in 1998. In 1999, the Company introduced 4wd, a Fast ForWord training program for middle and high school students; the Away We Go! family of skill-building software and storybooks; Reading Edge; and BrainConnection.com, an online source offering the latest news and information about how the brain learns.

To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information on Weld County School District Re-8, contact Dr. Valerie Sorensen at 303-857-3200.

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For Immediate Release

Contact: Barbara Campbell
Keuper Public Relations
(518) 784-3160
keuper@earthlink.net

Cynthia Myers
Scientific Learning
(510) 665-2224
cmyers@scilearn.com

**Chicago Public Schools to Implement Internet and CD-ROM-based Fast ForWord®
Programs with an Additional 1,000 Students**

Benefits in Language and Reading Skills Led District to Place Second Large Order

Berkeley, CA, May 8, 2000 -- Scientific Learning Corporation (NASDAQ:SCIL) announced today that the Chicago Public Schools will implement the Company's Internet and CD-ROM-based training programs with an additional 1,000 students with disabilities who need to improve their language and reading skills. This is the District's second large order of the neuroscience-based technology programs and is based on the benefits of the programs to students who received the training in 1999.

"We found that students using the Fast ForWord program at 22 schools within the District last year improved many of the skills critical to reading and overall academic success, including listening skills, working memory, and word recognition," said Kathy Kinsey, Assistant Director, City-Wide Special Education. "The benefits were reported by principals, teachers, and the parents of students in both special education classes and general education classes."

In the Chicago Public Schools there is no advancement at grades 3, 6, and 8 if students do not meet promotion criteria. A mandatory summer school program is in place as well as an after-school "Lighthouse Program" to help students who need to improve their language, reading, and math skills.

"We needed an approach that would engage our first and second grade students in the learning process," said Mrs. Rita Gardner, Principal of Shields Elementary School. "Fast ForWord helped our students improve their listening and processing skills. Overall, the students gained a tremendous amount of self-esteem and are now much more attentive in class."

Ninety-six percent of the more than 2,000 students enrolled in Shields Elementary School come from non-English speaking homes. In the spring of 1999, 20 students in the first grade and 20 students in the second grade were identified by their teachers as "at risk" for academic difficulties and trained on the Company's Fast ForWord training program. Another 33 first-graders began the training in the fall.

"For many students who use English as a second language, there are gaps in their phonological awareness skills that are often not addressed in the earlier grades," said Mrs.

Gardner. "These students are bright, but have difficulty learning. Fast ForWord helped unlock critical learning skills for our students and enabled them to benefit from the reading and language arts curriculum."

According to education experts, phonological awareness, an understanding of the sounds of language, is the most important indicator of being prepared to learn to read quickly and well.

"I am very pleased that we will be able to use these training programs with more students this year," continued Mrs. Gardiner. "They use a scientifically validated approach, both to prevent problems from developing, as well as to help those students who are at risk for being retained from grade advancement."

Scientific Learning's family of training programs for language and reading, which includes Fast ForWord, Step 4word™, and 4wd™, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student's skill level. Using Scientific Learning's patented Internet and database technologies, educators can track the progression of each student through the Company's training programs.

"We believe that Fast ForWord has made a real impact on the literacy level within our school system," said Paul Vallas, CEO of the Chicago Public Schools. "This justified our decision to expand the use of the programs with additional students."

"Educators nationwide are becoming increasingly aware of the benefits of these training programs to students of all ages and abilities," said Sheryle Bolton, President and CEO of Scientific Learning Corporation. "The confidence placed in our programs by the Chicago Public Schools demonstrates how the latest advances in brain research and technology are providing educators with the tools to reach students who have the potential for much greater academic success."

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

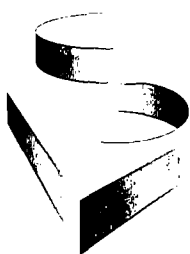
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To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information on the Chicago Public Schools, contact Jeff Burdick, Office of Communications, 773-553-1620.

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For Immediate Release

Contact:

Barbara Campbell
Keuper Public Relations
(518) 784-3160
keuper@earthlink.net

Cynthia Myers
Scientific Learning
(510) 665-2224
cmyers@scilearn.com

**Michigan Public School Study Shows Internet and CD-ROM-based Fast ForWord®
Produces Rapid Gains in Skills Critical to Reading**

**Results from West Bloomfield School District Show Significant
Gains in Language Skills During the 7-week Training**

Berkeley, CA, April 6, 2000 -- Scientific Learning Corporation (NASDAQ:SCIL) announced today that the Company's Internet and CD-ROM-based Fast ForWord program produced significant gains in oral language skills critical to reading in an average of seven weeks of training for students at the West Bloomfield School District in West Bloomfield, Michigan. Results of a study of 39 elementary and middle school students showed significant gains in language and auditory processing skills for students who had been in the low or below average range prior to the program.

"Remarkably, the students who completed the Fast ForWord program are now within the normal range in oral language skills that we know are critical to reading," said Dr. Seymour Gretchko, Superintendent of the West Bloomfield School District and named by the Michigan Association of School Administrators as Michigan Superintendent of the Year 2000. "They are able to understand words and sentences, follow directions, recall and formulate sentences, and understand the relationships between words and categories."

Thirty-nine elementary and middle school students trained on Fast ForWord for 100 minutes a day, five days a week, for seven consecutive weeks. As part of the training, which began in the fall of 1999, West Bloomfield School District faculty and staff implemented pre-tests using the Clinical Evaluation of Language Fundamentals – 3 (CELF-3) and the Test of Auditory-Perceptual Skills (TAPS), which are widely-used tests for measuring language and auditory processing performance. The 39 students who completed the training were also post-tested with the same tests at the end of the training program. Those test results showed significant gains in oral language skills critical to reading.

The students in the study were identified as struggling academically and were selected based on test scores, attendance records, and teacher referrals. Some of the students were already enrolled in remedial reading and special education programs.

"Classroom teaching relies heavily on oral language to help students learn, and these students needed better listening and speaking skills to really benefit from the curriculum," said Dr. Gretchko. "We found that Fast ForWord can help unlock these learning skills for students who are struggling in the reading and language arts curriculum."

According to Dr. Gretchko, the students' gains at the end of the training period were also documented by anecdotal observations from parents and teachers.

"Parents and teachers have told us that these students have improved their comprehension, concentration, and understanding of directions, among other things," he added. "We are comfortable using this program because of its strong basis in brain research."

Scientific Learning's family of training programs for language and reading, which includes Fast ForWord, Step 4word™, and 4wd™, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student's skill level. Using Scientific Learning's patented Internet and database technologies, educators can track the progression of each student through the Company's training programs.

"These students now have a much better opportunity to accelerate their learning in the current academic year," said Sheryle Bolton, President and Chief Executive Officer of Scientific Learning. "The gains made by students at the West Bloomfield School District demonstrate how the latest advances in brain research and technology are providing educators with the tools to reach students who have the potential for much greater academic success."

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

Scientific Learning introduced Fast ForWord in 1997 and Step 4word, which focuses on additional reading skills, in 1998. In 1999, the Company introduced 4wd, a Fast ForWord training program for middle and high-school students; the Away We Go!™ family of skill-building software and storybooks; Reading Edge™, a computerized reading assessment program that is designed to evaluate a student's progress in phonological awareness and other reading skills in grades K-2; and BrainConnection.com, an online source offering the latest news and information about how the brain learns.

To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information on the West Bloomfield School District, contact Mr. Steve Wasko at 248-738-3568.

Except for historical information contained herein, this news release contains forward-looking statements that involve risks and uncertainties that could cause actual outcomes and results to differ materially. These risks and uncertainties include market acceptance of products, product competition, and reliance on intellectual property rights, as well as other risks detailed from time to time in the Company's filings with the SEC, including its filings on Forms 10-K and 10-Q and its registration statement on Form S-1.

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For Immediate Release

Contact: Barbara Campbell
Keuper Public Relations
(518) 784-3160
keuper@earthlink.net

Cynthia Myers
Scientific Learning
(510) 665-2224
cmyers@scilearn.com

**Houston Public School Study Shows Internet and CD-ROM-based Step 4word™
Produces Rapid Gains in Reading Skills in Just Six Weeks**

**Results from Cornelius Elementary School Presented at
National Association of Elementary School Principals Conference in New Orleans**

New Orleans, LA, March 22, 2000 -- Results of a study of 32 elementary school students in Houston, Texas showed that the Internet and CD-ROM-based Step 4word program developed by Scientific Learning Corporation (NASDAQ:SCIL) produced dramatic gains in reading skills in only six weeks of training. In a presentation yesterday to the National Association of Elementary School Principals in New Orleans, LA, Mr. Samuel Stillwell, Vice-Principal of Houston's Cornelius Elementary School, and Dr. Steven Miller, Vice President of Research for Scientific Learning, reported gains of one to two years in reading skills for students who had been in the lower average range in reading prior to the six-week program.

Commenting on the improvements made by the students, Mr. Stillwell said, "Our standardized measures showed that after Step 4word the students tested well within the normal ranges in critical reading skills such as letter-word identification, decoding, and passage comprehension."

"These gains of one to two years provide an opportunity for students to catch up with their grade level peers during the current academic year," said Dr. Miller.

The students, in grades 3-5, trained on Step 4word for 90 minutes a day, five days a week, for six consecutive weeks. As part of the training, which began in the fall of 1999, Cornelius Elementary School faculty and staff implemented pre-tests using the Woodcock Johnson Test of Achievement-Revised (WJ-R), a widely used, comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes, and achievement. The 32 students who completed the six-week training were post-tested with the WJ-R at the end of the training program. Those test results showed the one to two-year gains in reading.

The students in the study had been identified by their teachers as "at risk" for academic difficulties in April, 1999 and had previously completed another Scientific Learning program, Fast ForWord®, prior to the summer. For that program, the school also conducted pre-and-post tests, which showed gains for these students of one to two years in oral language skills that are critical to reading.

"We found that Fast ForWord gives students who are struggling in the reading and language arts curriculum a strong foundation in the language skills critical to reading. Step 4word builds upon those language skills to accelerate the rate at which students learn to read," said Mrs. Rhelda Ball, Principal of Cornelius Elementary School. "The Step 4word program works on thinking, listening, and reading skills, but with a special focus on reading skills such as word decoding, visual word recognition, understanding of sound-letter correspondence, and visual tracking."

Scientific Learning's family of training programs for language and reading, which includes Fast ForWord, Step 4word, and 4wd™, was developed by leaders in brain research and makes use of patented technologies to cross-train language and reading skills in exercises that adapt to each student's skill level. Educators can track the progression of each student through Scientific Learning's patented Internet and database technologies.

In the Houston Independent School District, there is no advancement at grades 1 through 8 if students do not meet promotion criteria. To avoid retention of students who are struggling, the district is focusing on new efforts to attack the specific problems that have kept their achievements from reaching grade level.

"The Fast ForWord and Step 4word programs have proven to be a powerful combination for students at Cornelius Elementary school," said Mrs. Willie Mae Evans, District Superintendent of the South Central District in Houston. "They have allowed students to gain the knowledge and skills needed to be successful in reading on a daily basis."

"Through the latest advances in brain research and technology, educators now have the tools available to immediately impact a student's ability to achieve greater academic success," said Sheryle Bolton, President and Chief Executive Officer of Scientific Learning.

Headquartered in Berkeley, California, Scientific Learning Corporation develops and sells proprietary neuroscience-based technology programs and services designed to enhance learning and performance, including training programs for language and reading, skill-building products, computerized assessments, and Internet tools for monitoring student gains and providing progress reports to the school or district.

Scientific Learning introduced Fast ForWord in 1997 and Step 4word, formerly known as Fast ForWord Two™, which focuses on additional reading skills, in 1998. In 1999, the Company introduced 4wd, a Fast ForWord training program for middle and high-school students; the Away We Go!™ family of skill-building software and storybooks; Reading Edge™, a computerized reading assessment program that is designed to evaluate a student's progress in phonological awareness and other reading skills in grades K-2; and BrainConnection.com, an online source offering the latest news and information about how the brain learns.

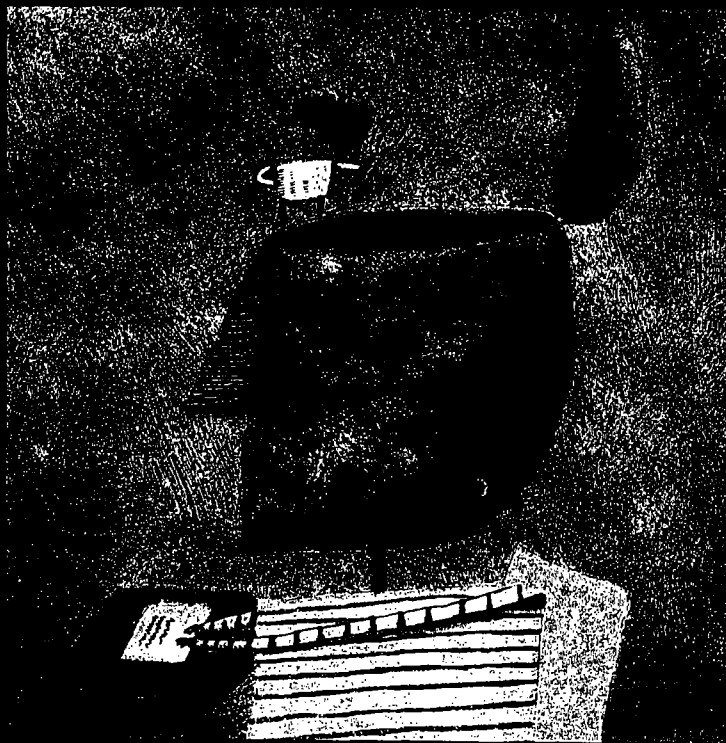
To learn more about Scientific Learning's family of neuroscience-based products, visit the Company's Web sites at www.ScientificLearning.com and www.BrainConnection.com, or call toll-free 888-665-9707.

For information on Houston Independent School District, contact Terry Abbott, Press Office, 713-892-6393.

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Company Overview

Founded in 1996, Scientific Learning combines the latest in brain research, technology and education to create programs, products and services that develop and enhance learning and communication skills.

Scientific Learning's award winning skill building software products including, Away We Go!™, Away We Go! Bookshelf™ and Reading Edge™, are designed to evaluate and develop early reading skills through a series of games and stories on CD-ROM.

In addition, Scientific Learning's BrainConnection.com is an online source for the latest news and information about how the brain works, how people learn and how neuroscience discoveries from around the world relate to our daily lives.

Based on over twenty-five years of neuroscience research, Scientific Learning's family of training programs use patented technology to target the language and reading skills widely recognized as the key to all learning. Each program's interactive exercises integrate CD-ROM and Internet technology to create an ongoing monitoring system that adapts to the progress of each student.

The company's training programs are offered through professionals in private practice and educators in public and private schools across the United States. Participants spend 90 to 100 minutes a day, five days a week, for four to eight weeks with these adaptive exercises as they train the brain to develop language and reading comprehension, phonological awareness, organizational skills, listening and overall communication skills.

In March of 1997 the Company launched its first training program, Fast ForWord®, an Internet and CD ROM program that develops the fundamental language skills that are the building blocks for reading success.

In 1998, Step 4word™, (formally Fast ForWord Two) a program designed to rapidly build the skills critical for learning to read or become a better reader, was released.

The following year the Company introduced 4wd™, an interactive program designed for middle and high school learners to reinforce and strengthen basic language skills and develop critical reading skills.

To date, tens of thousands of individuals have achieved gains of one to two years in language or reading skills with Scientific Learning's training programs. Numerous independent studies as well as detailed research outcomes data consistently confirm the effectiveness of these programs. Publications including, the New York Times, the Los Angeles Times, Newsweek, Time and others have reported on the powerful science behind the Company's programs as well as the success experienced by students across the country.

Scientific Learning went public in July of 1999 and is currently being traded on the NASDAQ (SCIL). Today, the Company continues to research the latest developments in neuroscience, technology and performance.



Sheryle Bolton

Ms. Bolton joined Scientific Learning Corporation ("SLC") in 1996 as President and Chief Executive Officer. Scientific Learning is a neuroscience company founded in 1996 to develop and commercialize technology products based on scientific discoveries on how the brain learns. SLC has developed patented technologies that significantly increase language, reading, and organizational skills in a period of weeks. These CD-ROM and Internet products are now used in public schools and private clinics throughout the United States. SLC became a public company in July 1999 (NASDAQ:SCIL).

Ms. Bolton has more than 25 years of management experience. She is particularly experienced in managing online and technology businesses. In 1994, she joined Physicians' Online, one of the first advertiser-supported online information services, as President and COO. She has also consulted for domestic and international clients on all aspects of Internet-based businesses. Ms. Bolton's experience also includes senior management responsibilities at Rockefeller & Company, a global investment management firm, and five years as Vice President, at Merrill Lynch Capital Markets, Investment Banking Division.

She began her career as a teacher of English as a second language in Africa and a language arts teacher in Georgia public schools. Ms. Bolton is a graduate of the University of Georgia with a bachelor's degree in English and a master's degree in Linguistics. She also earned a Master's of Business Administration from Harvard Business School.

In addition to being a Director of Scientific Learning, Ms. Bolton is also a Director of HealthCentral.com, a consumer health care information service, and a Director or Trustee of several mutual fund families of Scudder Kemper Investments, Inc.

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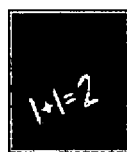
How can information about the brain help educators teach and improve learning skills?

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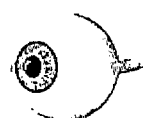
[Staff Development: Understanding the Brain for Better Policy and Practices](#)
by Robert Sylwester, Ed.D.

How can your school district use its own resources to become educated about how brain research and function relate to improved teaching and learning?



[Reading, Writing, Arithmetic... and Neuroscience?](#)
by Bret Peterson, Ph.D.

Education in the United States today is undergoing major reforms, and voices are calling for a return to the fundamentals: reading, writing, and...neuroscience? Dr. Bret Peterson explores how students can enjoy learning about the brain.



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Did you know?

Early Brain Growth

During the first month of life, the number of connections or synapses, dramatically increases from 50 trillion to 1 quadrillion. If an infant's body grew at a comparable rate, his weight would increase from 8.5 pounds at birth to 170 pounds at one month old.

Headlines

- Brain tumor therapy shows promise
- Brain cell research offers hope for Alzheimer's

More [Neuro News](#)...

SCIENCE NEWS

[Sleepyheads' brains veer from restless path](#)

Brain functions tapped during certain types of thought change considerably after a sleepless night, reports a team of neuroscientists led by Sean P.A. Drummond of the University of California, San Diego.

News in Review

[The Quest for Artificial Vision](#)
William H. Dobelle of Columbia University recently revealed research findings from his study of "Jerry," a blind man who received national attention by taking a black cap from a white wall, crossing a room, and placing the cap on top of a mannequin's head.

HE HAS GRANDER dreams than eliminating accents. McClelland suggests that neural circuits that bypass conscious awareness might underlie racial and other stereotypes. Perhaps the sight of, say, Asian features triggers in some people a cascade of electrical impulses leading directly to the cluster of neurons that mean fear or hate.

"We could think about structuring situations to present a stimulus that originally elicits the fear response, and then train the brain to have a different reaction," McClelland suggests.

No brain book is complete without a diagram showing which regions are zoned for what function. Neuroplasticity acts like a fickle zoning board. A chunk of the

brain's real estate may, from birth, have been designated "the region where sensations on the right pinkie register." But experiences can rezone the brain. Learning to read Braille expands what's called the cortical representation of the fingertips. Playing a string instrument increases the area that receives input from the fingering hand. Sometimes this creates problems. Intense piano practice can fool the brain into using a single chunk of neural real estate to process sensation from several fingers, rather than giving each its own bit of cortex. The result is a condition called focal hand dystonia, in which the sufferer cannot raise her forefinger, for instance, without the middle finger's curling

or rising up too. After repetitive and near-simultaneous stimulation of the fingers—think "Flight of the Bumblebee"—"the brain begins to interpret signals from one finger as coming from several," says UCSF's Nancy Byl. She is exploiting neuroplasticity to retrain the cortex. By having patients trace designs on first one finger, then another, and handle little objects like buttons or keys, Byl

would have to stop coddling the affected arm. Instead, in what Taub calls constraint-induced (CI) movement therapy, therapists have patients do exercises like grasping objects and fitting pegs into holes with their bad arms. CI therapy, says Taub, seems to recruit intact areas of the brain to take over from damaged regions—in this case, regions responsible for moving an

arm.

"The sling that we use to constrain the good arm is not a magic talisman," says Taub.

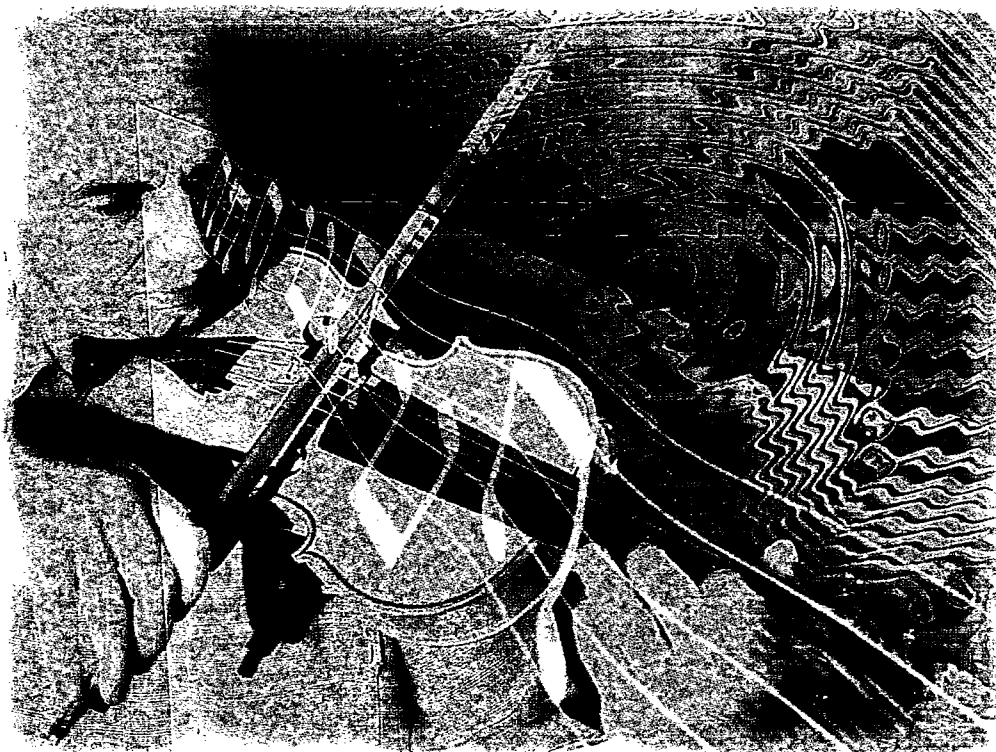
"The only thing it does is induce repetitive use of the affected limb, which in turn induces cortical reorganization. The area responsible for producing movements of the affected arm more than doubles in size." CI therapy has restored function to patients as much as 21 years after their strokes.

"With determination and repeated acts of

will, some people can change how their brain functions," says Taub.

There are limits to neuroplasticity, of course. It probably can't overcome mental retardation, for instance, or give a klutz the body control of Michael Jordan. But the fact that it exists at all was hardly suspected just a few years ago. Now neuroscientists are on the cusp of the unthinkable: figuring out how people can create the brain they want.

With ERIKA CHECK



Newsweek

January 1, 2000: \$3.95

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Rewiring Your Gray Matter

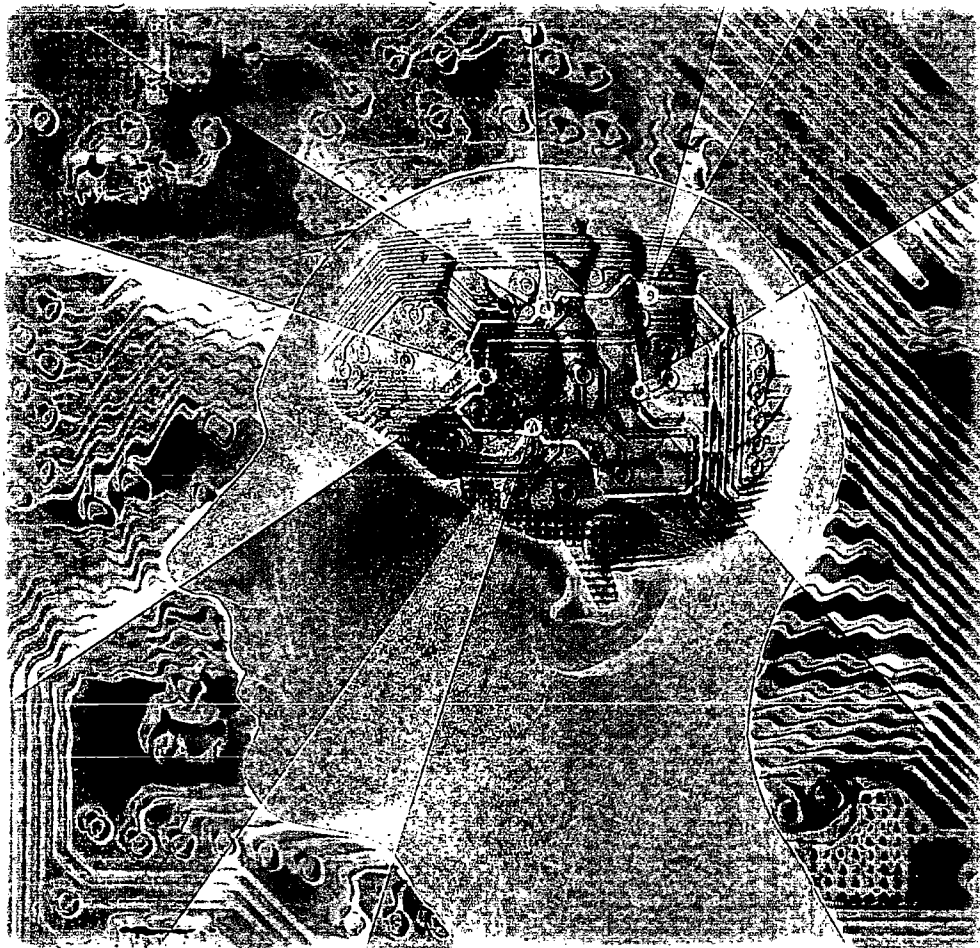
The brain: You can teach an old brain new tricks. Neuroplasticity promises to give a whole new meaning to 'changing your mind.' **By Sharon Begley**

Rewiring Your Gray Matter

The brain: You can teach an old brain new tricks. Neuroplasticity promises to give a whole new meaning to 'changing your mind.' **By Sharon Begley**

LADIES AND GENTLEMEN, children of all ages!" booms the cartoonish little ring-master on the computer screen. "Welcome to the Circus Sequence game!" Although it has all the earmarks of a typical educational CD, once Circus Sequence and the other six games that make up Fast ForWord get past the words of welcome, they sound decidedly odd—and for good reason. The players are otherwise normal children 4 to 14 who cannot distinguish between similar short sounds, like "da" and "ka." They have trouble linking written words with sounds, and therefore with learning to read. So when the computer asks the players to "point to rake" when a picture of a lake is also offered, or to release the cursor over a flying pig when a series of spoken "g's" is interrupted by a "k," it stretches out the target sounds. The usual .003-second difference between "day" and "bay," for instance, lasts several times that long. And with this simple trick, Fast ForWord does something quite a bit more revolutionary than your run-of-the-mill educational CD: it revires brains.

In 1989 President George Bush signed a resolution declaring the 1990s the Decade of the Brain. Neuroscientists lived up to the advance billing. In the '90s they used neuroimaging to locate regions of the brain associated with everything from recognizing faces to playing Tetris. They linked genes to mental illnesses and to Alzheimer's disease and Parkinson's. They discovered molecular changes that underlie memories. Of all the finds, though, one is rewriting the



textbooks. It is the dawning realization that a brain older than three years is not the rigid structure that scientists long thought, but a malleable, "plastic" organ. "Ever since the 1950s one of the great themes in neuroscience had been that neurons in the cortex matured during a critical period in the first few years of life, and that the brain's organization did not change much after that," says neurobiologist Michael Merzenich of the

University of California, San Francisco. But a flood of discoveries shows that the brain continually reorganizes itself. It's called "neuroplasticity." And it means that "you create your brain from the input you get," says Paula Tallal, codirector of the Center for Molecular and Behavioral Neuroscience at Rutgers University in Newark, N.J.

Creating brains: neuroscientists are not immune to millennium dreams. They

Aid to education: 'In 10 to 15 years every school ... will be able to deliver help based on brain plasticity'

imagine that in the new century they will master "directed neuroplasticity," that is, they will figure out what sequence of specific inputs changes the brain in desirable ways. Through special brain exercises, they hope, they will be able to untangle our circuits to relieve depression, cure learning disabilities, rehabilitate stroke victims, postpone the worst of Alzheimer's disease—even undo the brain wiring that supports racism. With hardly a glance back at "A Clockwork Orange," they foresee astonishing possibilities for teaching old brains new tricks. Says Jon Kaas of Vanderbilt University: "Once we understand the mechanisms of neuroplasticity, we could give people the tools to maximally alter their brains in ways they want."

Improved learning based on neuroscience may be the first dream to be realized. Educators, for the most part, ignore (or are ignorant of) the mechanisms by which the brain changes so that it is capable of, say, deductive logic. But make no mistake: the brain capable of logic is physically different from the brain that is not. Tallal and Merzenich figured out that a brain that cannot recognize the differences between the sounds of "gee" and "key," or "zip" and "sip," is different from a brain that can. With Fast ForWord, made by Scientific Learning Corp., they set about changing the brain so that it recognizes such lightning-fast phonemes. Some 500 school systems have bought the program, and 25,000 children have been trained on it for 100 minutes a day, five days a week. After six to eight weeks, "90 percent of the kids who complete the program made 1.5 to two years of progress in reading skills," says Tallal.

They hope to exploit brain plasticity for other kinds of learning. "Just as we can now fix the brain's way of connecting oral language with the written word, so I think we will find the keystone that underlies mathematical ability," Merzenich says. "Ultimately, this strategy will lead to neu-



rosience-based education. In 10 to 15 years this will be everywhere, and every school will be able to deliver help based on brain plasticity."

"Learning" doesn't mean only academics: neuroplasticity might become the latest weapon in a coach's arsenal. Highly precise, patterned movements, whether dribbling a soccer ball or driving a golf ball 200 straight yards, seem to arise from dedicated brain circuits. When researchers led by Leslie Ungerleider at the National Institutes of Health scanned the brains of people who were tapping their fingers in a complicated sequence that they had practiced for weeks, they got a surprise. "A larger area of motor cortex becomes activated than when they perform sequences they haven't practiced," says Ungerleider. In the adult brain, this suggests that "experience does have effects. It leads to expanded representations of skilled movements." These representations—neural circuits—command the body to carry out a sequence of movements, much as the scrolls in a player piano com-

mand keys to move. If neuroscientists figure out how to create these circuits, as they have figured out how to create circuits crucial to reading, the hit-or-miss training of today could give way to more efficient, neuro-based techniques.

Just as the brains of the Fast ForWord kids lack the circuitry to distinguish "bay" from "day," so native Japanese speakers lack the circuitry to distinguish "ra" from "la" (though Japanese newborns, like every normal newborn, can tell the difference). The reason is that Japanese makes no distinction between the sounds; a brain born with the ability to hear the difference forgets how. But neuroplasticity can be harnessed to reverse the change. James McClelland of the University of Pittsburgh had Japanese adults listen to a computer repeat two English words over and over in random order: "road, road, load, road, load," etc. The subjects indicated on a keyboard which word they had heard. Their ability to distinguish "r" from "l" "jumped significantly" after training, McClelland reported.

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RETRAINING YOUR BRAIN

**How one company is using a new
neurological theory to ease language
and reading problems**

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RETRAINING YOUR BRAIN

How one company is using a new neurological theory to ease language and reading problems

By JOHN GREENWALD

WHAT? WHEN NICOLE DAVIS was six, that was her standard reply to even the simplest question. Although seemingly bright, she lagged far behind her peers in speaking and reading and had a hard time making friends. Two years of private speech therapy had failed to bring her up to speed. So her mother Donna enrolled her in "Fast ForWord," a powerful videogame program developed by Scientific Learning Corp. of Berkeley, Calif., to aid children like her who cannot process the sounds of language fast enough to comprehend normal speech. Nicole spent six weeks of intense game playing at a speech clinic in New Jersey, emerging "like a different child," Donna Davis says. Today the ebullient second-grader chatters away with classmates, gets good grades and has stellar reading skills. As Nicole puts it, "I like to write stories and poems, read books and play with my friends."

The software that allowed Nicole to shine represents a promising application of recent and remarkable discoveries about the power of the brain to learn new tricks. Scientists are finding that the

brain is "massively plastic"—not rigidly fixed like a computer chip—and can rewire itself throughout life with the help of rigorous training. The Fast ForWord games are like mental aerobics—designed to strengthen weak connections in those parts of the brain that support language skills.

The remarkable plasticity of the brain has put scientists in hot pursuit of novel ways to treat a host of ailments. "What we are is a product of learning progressions in the brain," says Michael Merzenich, a neuroscientist at the University of California, San Francisco, and a co-founder of Scientific Learning. "A lot of people are thinking about how to use intensive training to remediate the impairments of mankind."

The discovery also represents a business opportunity. Scientific Learning is an education start-up that plans to launch an initial public offering in mid-July. The company, which lost \$10.7 million on sales of \$5.1 million last year, has targeted language and reading skills at a time when an estimated 16 million U.S. youngsters between the ages of four and 13 have reading problems. The vast but fragmented market for reading improvement already encompasses clinics, homes and

schools. Leading companies range from niche players like Lindamood Bell Learning Processes (1998 revenues: \$11 million) of San Luis Obispo, Calif., which operates centers for children with learning disabilities, to the Learning Company (1998 revenues: \$839.3 million), the producer of Reader Rabbit and other educational software that Mattel acquired in a \$3.5 billion stock swap last spring.

Scientific Learning scored its biggest coup in May with a pilot project to provide Fast ForWord to the Chicago public school system. Right now, private clinicians are the chief providers of Fast ForWord training, which can cost more than \$2,500.

While Fast ForWord hasn't helped everyone, it has shown remarkable success with many kids who suffer from a condition known as central auditory processing disorder. People with this ailment, which may afflict up to 4 million primary and secondary school students, have difficulty distinguishing between phonemes—the basic building blocks of language—and particularly between consonants like *b*, *d* and *p*, which fly by in milliseconds during conversation. The condition may also retard reading, since the children can't easily match up the in-



LISTEN UP: Games aim to clarify basic language sounds

distinct sounds they hear with the letters on a page.

The Fast ForWord games attack this problem by training youngsters to distinguish among phonemes, first at artificially slowed speeds and then at normal rates of speech. The kids click their mouses on animated screen games to identify what they hear. The training is intense—students must sit before computers for 100

min. a day, five days a week for four to eight weeks—because it takes sharply focused attention to rewire a brain. Last fall, Scientific Learning rolled out Fast ForWord II for children who can use additional training. (Parental disclosure: this writer's 12-year-old son Billy made welcome strides in both programs.)

How well does it work? Scientific Learning's studies of 1,000 users claim

that 90% of them gained an average of 1.5 years to two years in such skills as following directions and understanding complex sentences. But the company does not yet know why some children benefit more than others, or why some may not benefit at all. "There is no silver bullet," warns Reid Lyon, the head of child development and behavior studies at the National Institute of Child Health and Human Development, which is conducting a five-year study of Fast ForWord and other remediation programs.

Scientific Learning's harsh est critics charge that it hasn't done its homework. For example, many speech experts contend that reading difficulties arise from a failure of the brain to translate sounds into language, not from an inability to detect clear sounds, as Scientific Learning maintains. The company's own studies have "never been done with proper controls" to test its theories, argues psychologist Michael Studdert-Kennedy, chairman of Haskins Laboratories, a leading center for the study of speech and language at Yale University. Replies Paula Tallal, a neuroscientist at Rutgers University's Newark, N.J., campus and a co-founder of Scientific Learning:

"What matters in the end is, does it work? Not, do we agree on theory?"

Gratified administrators at the Elim Christian School outside Chicago would endorse that view. Fast ForWord has worked for most of the 40 or so Elim students who have completed the program, says Linda Kleyn, director of network services at the school. That persuaded the Chicago system to give Fast ForWord a try.

Still, Scientific Learning will have to be boffo to win broad acceptance in a market marked by fierce competition, feuding theorists and frequent disdain for the profit motive. But the payoff for any company that can help kids overcome barriers to learning must be measured in more than dollars. "Boy, if you can increase the confidence of students in their own ability, you can affect a change in their lives," says Kleyn. Back in New Jersey, Nicole Davis might want to write a poem about that.

A SOUND APPROACH

Scientific Learning theorizes that the brain of a child with central auditory processing problems can be reprogrammed. How they do it:



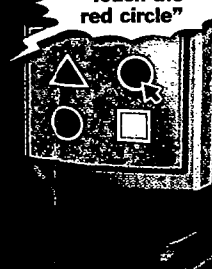
AUDITORY CORTEX

BEFORE
The neural circuits that support language are poorly connected and weak (as represented by black dots)

EXERCISE 1
Two words whose sounds differ only by their first letters appear on a computer screen. The child must select the one he hears through his headphones



EXERCISE 2
He sees different colored shapes on the screen and must follow the directions he hears



EXERCISE 3
He clicks on a figure and hears a word like "pet" and must click on others to match the same word



AFTER
A successful training course strengthens the weak connections, enabling the child to process sounds rapidly



Source: Princeton Speech and Language Center

TIME Graphic by Ed Gabel

Training exercises: Words are first artificially slowed down and then gradually speeded up to the rate of normal speech

dyslexics - appear to function differently than those of normal readers, researchers at Wake Forest University Baptist Medical Center recently discovered.

In any case, the brain is so attuned to speech that even for those who grew up without any ability to hear, the neural circuits that handle their sign language still are those usually crucial for any spoken tongue.

Nonetheless, when reading English, those same deaf people appeared to use a different part of their brain than hearing people did.

None of the language structures on the left side of the brain were activated. Instead, regions of the right parietal and temporal lobes lit up, reflecting perhaps a greater sensitivity to visual and spatial skills when responding to the shape of a letter.

Researchers aren't certain what the difference means. only that it may hold one more clue to the mystery of reading.

Another part of the reading enigma can be found in how blind people read Braille, using their fingers to find the meaning in printed characters.

In a study of how people blind from birth read, NIH researchers discovered that the visual parts of a blind person's cortex were activated as the reader's fingers ran across the Braille characters - despite the absence of any visual input.

And when the researchers temporarily disrupted those visual processing areas in the cortex by using special magnets, the blind test subjects made mistakes as they scanned Braille with their fingers, said John Mazziotta, director of the UCLA brain-mapping division.

They reacted as if something had passed in front of their eyes, blocking their view of the letters. In effect, their fingers blinked. Researchers now realize that children learn to read with some of the same neural skills they use to learn to speak, underscoring the critical importance of phonics instruction as part of any classroom instruction.

Scientists also are starting to learn how changing the ability to read may alter the brain itself. A few experts, impatient with the pace of traditional speech therapy and reading instruction, are designing neural therapy to train better readers.

"The more you try with traditional methods, the worse it gets," said Rutgers language expert Paula Tallal, who recently founded a company called Scientific Learning Corporation to market a regimen of computerized instruction for children with reading, writing and overall language problems.

Working with UC San Francisco brain expert Michael Merzenich, Tallal's group created computer games meant to retrain the neurons and synapses of the reading brain. Hidden in the games are special tasks that strengthen auditory processing speed, working memory, phonological awareness and the other skills of fluent reading. Only by repeating the tasks thousands of times for weeks are changes wrought in the structure of the brain.

To date, nearly 10,000 children have taken the four-to-eight week course, with many of them showing improvements of up to two years' gain in their reading level, published research indicates.

But it still may be a decade or more before scientists can confidently design a classroom curriculum based completely on neuroscience, cautioned Reid Lyon, the neuropsychologist who oversees the federal reading research effort.

Despite the avalanche of new scientific knowledge about reading and the brain, Lyon said, researchers are still searching for definitive answers to three basic questions:

- How do people learn to read?
- What prevents people from reading well?
- What can anyone do about it?

Some Reading Disorders

Developmental dyslexia: A person has a problem with speech sounds and decoding single words while reading. The meaning and order of words (syntax and semantics) are understood. Intelligence is not affected and may be in the superior or gifted range.

Language-learning disability: This problem affects all aspects of language, starting at the level of decoding and comprehension. Verbal intelligence is greatly affected and may be in sub-average range.

Acquired alexia: Reading ability is lost or diminished because of trauma, tumor or stroke.

Hyperlexia: The ability to recognize words is significantly better than reading comprehension. Exceptional word-recognition ability is apparent by age 5, but reading comprehension is very poor. Reasoning and abstract problem-solving are difficult.

"Making the connection from the brain to the classroom is a stretch, still," Lyon cautioned. "We are far, far away from looking at what we have learned about the brain to helping teachers understand what to do in the classroom."

The Reading Brain

The brain is designed to talk, not read. To read well, different areas of the brain must decode text by translating letters into the speech sounds. Only then can the brain identify the word the letters represent and draw on the brain's general cognitive processes to find its meaning.

Brains of people with dyslexia process visual movements and patterns differently from normal readers, brain scans show. Highlighted areas indicate greater activity.



Los Angeles Times

Sunday, October 18, 1998. Copyright 1998/The Times Mirror Company. Reprinted with permission.

In Art of Language, the Brain Matters



By Robert Lee Hotz, Times Science Writer

Discovery: New Techniques let researchers observe neural activity as children read. Understanding how the mind works could reshape classroom instruction.

For generations, teachers have struggled to correct the reading disorders that handicap one in every five Americans with little more than theory and the informed institution of trial and error to guide them.

Now, by probing the neural processing of written words, researchers for the first time are discovering the true character of reading problems.

Surprisingly, they are finding that to every human brain - tailored by evolution to communicate through speech - reading is an unnatural act.

As the eye chases a sentence across the page, the brain must perpetually orchestrate neural systems crafted by nature for entirely different tasks, new research shows. So quickly must the brain work that the difference between a good reader and a poor reader may be measured in thousandths of a second.

Complicating the process are mental differences in how men and women read: in the brains of those who read poorly and those who read well; even between the same person reading aloud and reading silently. And, unexpectedly, the neurological roots of reading problems may develop well before toddlers are ever introduced to the alphabet.

Already scientists are learning to correct reading disorders by directly attacking the neural processing problems that cause them, actually changing the physical structure of the brain. Indeed, several leading brain researchers are marketing computerized training programs that remold a child's crucial neural circuits, taking advantage of the brain's remarkable ability to rewire itself.

These new discoveries offer a glimpse into the future of reading reform, in which classroom instruction would be based on an

intimate scientific understanding of how the brain works. "In the past, educational methods ... have never been based on neuroscience or any research based on an understanding of how the brain actually learns," said UCLA neuro-psychologist Susan Y. Bookheimer, who studies language disorders and the brain. "This is something fundamentally different."

At a time when debates over the best way to teach reading are waged with ideological fervor in elementary school classrooms, the systematic study of the brain offers the best hope of solving the problems caused by learning written language, experts say.

Reading problems affect as many as 8 million children between the ages of 4 and 13, with an additional 800,000 poor readers diagnosed every year, experts at the National Institutes of Health said.

If not corrected by age 9, a reading problem will become a lifetime struggle, according to Yale University studies. New research by Harvard University scientists shows that people diagnosed as poor readers in elementary school still have not caught up on their reading skills even 30 years later.

"In the long run, the only way to make really serious progress is to develop a thorough scientific understanding of what is going on in the brain," said Stanford University neuroscientist David Heeger, who studies how the brain visualizes letters and words.

Such progress does not come easily - or cheaply. The National Institute of Childhood Health and Human Development has been steadily spending about \$21million a year on research projects that so far have studied 38,000 readers. Teaching experiments are underway at 266 schools. But even so, the gap between the laboratory and the classroom remains all but unbridgeable, experts said, due to long-standing disagreements over the ultimate causes of reading failures. In addition, some research is so new that educators simply have not had time to digest its ramifications.

Those who study language and the brain say that poor readers are being diagnosed incorrectly or too late, taught improperly or not intensively enough. Their problems often are misunderstood, even by those trying hardest to help them.

"What we know already from research is not being applied in instruction," said language expert Jack M. Fletcher at the University of Texas-Houston.

Technique Yields Surprising Insights

For the first time, researchers are able to study the living brains of children and adults directly.

This revolution in reading research is being driven in large measure by a new generation of noninvasive imaging techniques that allow monitoring of rapid, subtle shifts in mental activity as people read.

"Scientists are euphoric that we have a technology that allows us to look at brains of people while they are reading," said neurologist Bennett A. Shaywitz, co-director of the Yale University Center for the Study of Learning and Attention. Like UCLA, Yale is using the brain scanners to study children who have trouble reading.

“The imaging technology takes a hidden disability and makes it visible,” Shaywitz said.

The result is a cascade of surprising new neurobiological insights. Scientists are finding that reading:

- Depends on two separate but equally important neural systems involving sound and pictures. The brain reads primarily by translating written characters into the phonological building blocks of spoken language. But the brain also links a memorized picture of a complete written word to its meaning, recalling it in a way that bypasses the need to sound out the word.

- Is a matter of timing. Experts at Rutgers University have shown that to read well, the brain has only a few thousandths of a second to translate each symbol into its proper sound. Most children can process such sounds in less than 40 milliseconds, but language-impaired children may need up to 500 milliseconds - fast enough to speak fluently, but too slow to read well.

- Depends on keeping the mind’s eye in focus. Scientists at Harvard, Georgetown University and Stanford University are finding that minor differences in how the brain handles the visual processing of images, color, fast motion and contrast can impede reading. Again, the speed of the visual processing may be crucial.

- Is different for men and women. Men do not use their brains the same way to read as women do, Yale researchers demonstrated, yet both sexes are equally afflicted with reading troubles. Nonetheless, boys may be diagnosed more often with reading disorders than girls.

- Appears to make the brains of people who read poorly function differently than those who read well, in some ways making them work harder. Yet researchers at Dartmouth, UC Davis and other centers believe that everyone has some trouble adjusting to the written word because it makes such taxing demands on so many different parts of the brain.

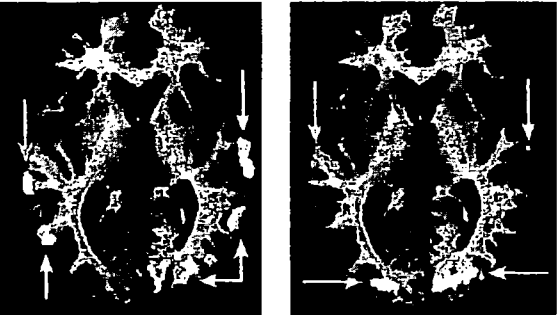
Moreover, reading disorders originate in children much earlier than previously believed - often years before they are diagnosed in school and well after they most readily may be corrected, language experts at UCLA, Harvard, Rutgers and the University of Texas said.

Reading simply does not come naturally to anyone.

And what many reading experts traditionally diagnosed as a learning disability arising from a physical defect may instead result from normal variations in how individual brains work.

Mind Reading

Reading challenges the brain in unexpected ways, new imaging studies show. The highlighted areas in these two PET brain scans show that reading silently and reading aloud involve different parts of the brain’s left hemisphere. Areas of the most intense activity are shown in yellow and red.(as displayed in original art work, shown here by arrows).



Symptoms of Possible Reading Disorders

At home, a child who is at risk for language and reading problems often:

- Misunderstands what is said
- Denies hearing the beginning or middle of a long talk
- Requests that information be repeated
- Gives slow or delayed responses
- Has difficulty telling a story in the correct order
- Has problems finding the right word to say
- Uses imprecise words or phrases
- Uses only a few descriptive words
- Is reluctant to talk

In school, a child with language and reading problems might:

- Have problems remembering or following oral instructions
- Forget the question when called on in class
- Seem to daydream in class
- Do poorly in noisy situations
- Have problems with ambiguous language, idioms or homonyms
- Have problems with phonics
- Have reading or spelling problems
- Have unexplained behavioral problems

“Reading problems are an expression of an entirely normal brain; it is just that different brains have different abilities,” said Judith L. Lauter, director of the Center for Communication Neuroscience at the University of Oklahoma.

Indeed, the simple act of reading a book may be one of the most challenging tasks the brain must perform, the new findings of neuroscience suggest.

“Reading does not just happen,” said UC Davis neurology expert Kathleen Baynes. “It is just a terrible struggle.”

Our Biological Destiny: Speaking Not Reading

The anatomy of reading is shaped by that struggle.Consider a 45-year-old San Jose housewife known to the scientific world as V.J. To cure severe epilepsy, she recently underwent an unusual operation that surgically separated the hemispheres of her brain.

When it comes to reading, she is today of two minds

The left side of her brain can read things it cannot write. The right side of her brain can write things it cannot read.

For researchers investigating how people read, she is starkevidence of the special place that written words occupy in the brain, divided by the learning process into the separate acts of reading and writing that lodge in unrelated neural tissues. Her unusual inner struggle to read and write is a living demonstration of the extremes to which written language drives every human brain. While 90% of right-handers process speech and language in the left side of their brain, about 30% of left-handers - like the patient V.J. - process language in the right side of their brain.

But written language - as V.J.’s condition demonstrates - is scattered across both hemispheres.

Before V.J.’s surgery, her left and right hemispheres worked together seamlessly to coordinate reading, writing and speaking. Now that the halves of her brain can no longer communicate, her left hemisphere attempts to control her language abilities, interfering with her ability to read and write.

Unlike speech, written language is an invention so recent that the brain has yet to develop any dedicated neural machinery to handle it. Consequently, it straddles the brain in a way that language alone does not.

Said Fletcher at the University of Texas-Houston. “Speech is a biologically evolved skill. We have had speech for 4 million years. We have had written language for 4,000 years. We are biologically destined to speak, but not to read or write.”

Neuroscientist Michael S. Gazzaniga at Dartmouth said the efforts of the brain to adapt to the cultural demands of written language have a profound effect on its neural structure. “Reading is an invention that is going to have a different neurology to it than the things that are built into our brain, like spoken language,” he said.

The case of V.J., he said, shows how much learning to read and write alters the brain from the more natural structures that all human brains long ago evolved for spoken language.

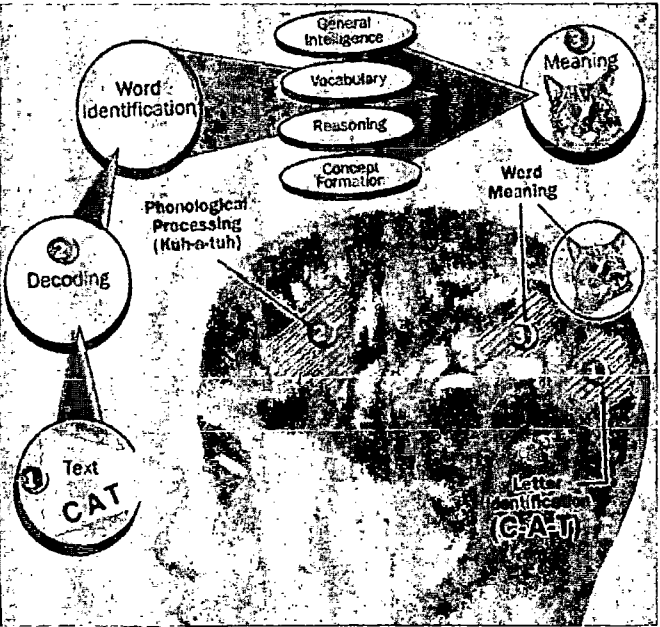
No one is sure why the process of using written symbols to express a thought should be so separated from the process of extracting meaning from those same symbols or what it may mean in terms of reading ability.

“Reading is a bizarre skill - and a very complex process,” said Harvard neuropsychologist Alfonso Caramazza, who studies the neurobiological basis of language.

A Good Reader’s Lopsided Brain

Look at the word “cat.”

Go ahead, read it again.



Now say it out loud.

Could you detect any difference in your mind when you saw it, read it and then spoke it?

Almost certainly not.

But each time, the brain employed quite different neural circuits to perform each task, new brain imaging studies show.

Even as simple a word as “cat” can make the reading brain stumble. Reading comprehension depends on the ability to decode and recognize single words rapidly and accurately. Any mental hesitation can destroy the high-speed flow on which reading depends.

So far, researchers have identified three neural problems that may make it harder for people to read well:

- The inability to identify and sound out properly the internal sounds, called phonemes, that make up words. English depends on the sounds of 44 phonemes and uses only 26 letters to encode them. There are three phonemes in “cat.”Many poor readers have a hard timeprocessing these phonological cues.

- The inability to make those auditory distinctions rapidly enough. Some brains may process information too slowly and may not be able to distinguish between the sounds from which words are composed.

- The inability to quickly resolve the visual patterns of the characters themselves. Some poor readers may stumble because they cannot process visual information fast enough to scan letters on a page.

“Mapping a single letter or cluster of letters to a sound may be the most difficult skill in reading,” said Caramazza at Harvard.

Those educators who have championed phonics instruction are especially heartened by the new research because it highlights the importance of teaching the building blocks of words as part of any schoolreading program.

Scientists are still trying to understand what the brain does that may be unique to reading, as opposed to the more general cognitive chores of memory, attention, pattern recognition, auditory processing and categorization.

The visual process involved in recognizing letters, for example, may make use of older neural circuits that originally evolved for recognizing faces.

“The challenge for the brain is to take these basic building blocks and then assemble them in some way to compute a meaning,” said UC Berkeley linguist George P. Lakoff, who is working on a neural theory of language.

Some brain-imaging studies conducted by researchers at Rutgers have suggested that the left side of the brain is faster at processing information than the right side, which may be an important skill when it comes to separating the sounds embedded in speech into distinct units.

That may be why language generally favors the left side over the right side.

Certainly, researchers have found that children with normal language skills appear to have lopsided brains - the left side is bigger and more active than the right. Children with language disorders appear to have more physically balanced brains, with both hemispheres being of equal size and activity.

Some researchers now believe that such physical differences may arise before birth as the developing fetus is exposed to varying levels of the hormone testosterone.

Even when brains appear to be physically similar, they may function in quite different ways.

Imaging studies that compared how men and women recognize words, sound them out and extract their meaning found striking variations in how people read, based on their gender.

Men tended to read with the left side of their brain; women tended to activate both sides of their brain.

The Yale researchers who conducted the study believe that those who depend most on the left hemisphere take in text in a more global way. Those who use both hemispheres may take in text bit by bit.

In the same way, the brains of many poor readers - especially

The Brain Connection to Learning

Scientific Learning Corporation

The Problem

- Nearly 21 million children need more help to accelerate their reading progress
- Without such help, many lose enthusiasm for learning by 3rd grade
- These “drop outs” end up costing the country \$120,000 plus each in assistance*

» “Third Annual Evaluation Report, OTAC, 1998-99, dollars restated to year 2000

What Our Fast ForWord Computer-Based Programs Do

Produce dramatic gains in language and reading for students in just weeks

- New York, PS 87
 - Students gained 2-4 years in reading in just weeks
- Philadelphia, PA
 - Students gained 3.5 years in language skills in 2 months
- Chicago
 - 22 schools showed dramatic improvement in reading skills and overall academic success

How We Get These Results

- Our programs are unique in the market because based on in-depth research on how the brain learns
 - The brain is “plastic” and can develop throughout life
 - How the brain learns can be mapped and broken down into a clear set of skills
 - Systematic, intense training of those skills with computer-based programs can yield dramatic improvements in just weeks

Another unique aspect...

- Fast ForWord training begins with oral language, often the “missing link” to effective reading
 - If children can’t perceive the difference between sounds like “b” and “p,” then can’t map the sounds to letters
 - Our first program slows down sounds and trains until students get it
 - Tracks their progress, adapts to it, and provides feedback via the internet
- Rest of Fast ForWord Family improves reading rapidly by cross-training on a core set of skills

Fast ForWord Family

Programs

- Fast ForWord Language*
- Fast ForWord Language to Reading
- Fast ForWord Reading
- Fast ForWord Advanced Reading

*also available for adolescents

Tools

- Fast ForWord Tracker
- Fast ForWord Professional Training

Why Fast ForWord is Unique

- Offers a clear sequence of products that helps move large groups of students through the basic sequence of language to reading
 - Training the brain comprehensively on core skills
 - Based on solid neuroscience on how the brain learns
 - Scientifically validated to produce dramatic results
 - In weeks instead of months or years

And this is only the beginning....

- Our unique approach to “training the brain” has demonstrated clear potential to help many groups
 - Teens and adults with reading, literacy problems
 - English language learners
 - The aging who want to keep their brains fit

Why the Brain Connection to Learning is So Powerful

- Based on years of sophisticated brain research and patented technologies
- Realizes the potential of classroom computers to provide a structured “workout” for the brain
- Rapidly and efficiently unlocks the potential of the nearly 40% of children who struggle to read

“In 30 years as an educator, I have never used a program where my students achieved such profound breakthroughs.” *Arlynn Brody, Principal, PS 87, N.Y.*

Jay T. Engeln
1724 Wood Avenue
Colorado Springs, CO 80907

September 6, 2000

Ann M. O'Leary
Special Assistant to the President for Domestic Policy and
Senior Advisor to the First Lady
Second floor, West Wing
The White House
Washington, DC 20500

Dear Ms. O'Leary,

Enclosed is a copy of the September/October issue of the *Soccer Journal*, which is the official publication of the National Soccer Coaches Association of America. I thought you, as well as Mrs. Clinton, might be interested in an article (on page 3) I wrote as a follow up to the White House Conference on Teenagers that I had the pleasure of participating in last May.

Our focus this past year at the NSCAA has been on addressing the needs of youth and high school level coaches and looking at ways that we can support them in their endeavor to provide quality programs for kids in their communities. We have placed a high priority on going beyond the traditional coaching education topics of tactics, strategies and soccer drills and have also incorporated information for our membership on how to address other needs of youth players that are so important in their total development as a person. This focus is a direct outcome of The White House Conference on Teenagers and information learned in presentations and discussions. Thank you for allowing me to be a participant in that outstanding event.

I do hope you find this article useful. Even though I am not a resident of New York, I would like to offer Mrs. Clinton the very best in the upcoming election.

Sincerely,



Jay T. Engeln
National Principal of the Year – 2000
President – National Soccer Coaches Association of America

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Journal



Special Publication of the National Soccer Coaches Association of America



**NSCAA
Membership
Contest**

Fax Cover Sheet

To: Ann O'Leary
Fax # 202-456-2878

From: Paula Neal Loughlin
(561) 336-2910
(561) 971-3972
Email: P Neal1010@aol.com

If you have trouble receiving or reading this transmission, please contact David Loughlin at (561) 229-9386.

Ms. O'Leary,

I am desperate for someone who cares about children, like Ms. Clinton, to look at this. Can you help me?

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Clinton Library

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004a. note	re: personal (1 page)	06/30/2000	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 20223

FOLDER TITLE:

Correspondence [2]

2013-0436-S

rc1316

RESTRICTION CODES

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

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004b. letter	Lisa Rhees to Jami Monnett (2 pages)	04/18/2000	b(6)
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COLLECTION:

Clinton Presidential Records
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Ann O'Leary
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2013-0436-S
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Description of Item(s) 2 Identical 4"x6" photographs of President Clinton with Mr. Tom Ryan, non White House photos. Stored in AV regular storage on 12-5-8-4

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