

Withdrawal/Redaction Sheet

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001. paper	re: political (3 pages)	09/13/2000	Personal Misfile
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COLLECTION:

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

FOLDER TITLE:

Hillary Rodham Clinton Requests

2013-0436-S

rc1310

RESTRICTION CODES

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

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

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b(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]

THE WHITE HOUSE

June 5, 2000

Dear Mr. Ginsburg -

I am writing on behalf of Mrs. Clinton to share with you two recent reports on the income gap between women and men.

Mrs. Clinton mentioned that she had spoken with you about this issue and wanted to be sure to share with you the statistics showing that the income gap is closing. Although, you will see from these reports that we still have a ways to go.

Please let me know if you need any additional information.

Sincerely,

Ann O'Leary

Withdrawal/Redaction Marker

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Ann,
These are mostly
speeches I found
on the subject of
genital mutilation.
Let me know if
you read more.
Eve

Please copy &
mail to:

Jessica Drobny
2005 Keats Lane
Highland Park, IL
60035

PHOTOCOPY
PRESERVATION

THE WHITE HOUSE

May 29, 2000

Dear Jessica -

Mrs. Clinton shared with me your interest in female genital mutilation. She was quite impressed that you are writing a high school report on the subject and wanted to be sure to share with you her speeches and writings on the topic.

If you have any questions, please feel free to call me.

Sincerely,

Ann O'Leary

Roundtable on the Elimination of Female Genital Mutilation
Remarks by First Lady Hillary Rodham Clinton
Dakar, Senegal
April 2, 1998

Let me start by thanking all of you who are here this morning. And I want to thank, first of all, the minister and I particularly want to thank the minister for her work on this issue and many others. And I want the minister to convey to the president what an example he is for not just Senegal and Africa but the entire world with the stand he has taken.

I also want to thank our representative from Mali. We know that the issue of FGM in Mali is a very serious one, and I want to thank you for bringing to our attention the statistics and the work that you are doing in Mali. And I know that you will have the support and solidarity of women, not only in Senegal and Africa, but around the world, for your work. I want to thank our moderator for her excellent job and honor the work that she has done. And I want to thank Molly Melching for the work that TOSTAN and that she personally has done on this issue and so many others.

But mostly, I want to thank the great women and men who are here today. The work that you have done in Malicounda is an example that will stand as a model for all time and all people. I hope you understand how important your work is not only to your families and your girls but to girls all over Senegal, Mali, Africa – everywhere where custom and tradition in any way poses a danger to girls' health.

And in your skit I saw how difficult this has been. It was not easy for women and men to come together to stand against and speak out against a very ancient custom. And as we saw in the skit, even sometimes mothers who did not want their girls to be circumcised felt like they had to because of this ancient custom. And as we heard, the circumcisers often themselves felt they had to continue the custom because it made them a living. So you had many obstacles to face when you began your struggle to bring to everyone's attention all of the difficulties, the pain, the hemorrhaging, the suffering, even the deaths associated with female circumcision.

This is not only a very wonderful example of what you have done on this issue. This is an example of how democracy works; how women's voices, combined with some very brave men's voices, can be heard. It is also an example, as we heard, of how you can make it clear to people that there is no religious basis for this custom, that the Koran does not say anything about this, and that Islam does not support this. And I appreciate very much the message to that effect.

The courage and commitment of the women, the men, and the religious leaders of Malicounda has served now as an example to bring together thousands and thousands of other Senegalese. So you have started a great movement. And I hope that this movement, along with the very strong statement of the president and the work of the minister, will end FGM in Senegal. And that Senegal will then be an example, because of your leadership, to Mali, to Egypt, to every other country and every other family and every other village because they can say, "If the people of Malicounda can do it, we can do it." And our girls are healthier, they are happier, and the men and the women are working together, and we should be able to do this as well.

I have written about what you have accomplished. I have written about it in a newspaper column that will go all over the world because I want the world to know about the men and the women and the religious leaders of Malicounda and what you have done for your girls. You have changed history. You have done something so very important, and I am honored – honored – to be with you. I feel a great sense of pride and honor as I look at you because I know that you have accomplished – more than anything else – you have created a new future for the girls and the boys.

Because, after all, the girls become the mothers, and the mothers must give birth to healthy children and be able to raise those children for the village to continue, and you have made that much more possible

than it used to be. So I thank you. I thank you for your work. I thank you for your leadership. And I thank you for making this long journey early in the morning with your babies to come here to be with all of us. And I want the rest of us to applaud the people of Malicounda.

I am just very proud to be with these extremely brave and courageous leaders of change.

[Read our Privacy Policy](#)

TALKING IT OVER

HILLARY RODHAM CLINTON

April 1, 1998

The women my husband and I met on our trip to Africa greeted us with song. Everywhere we stopped, they sang of their lives, they sang of their hopes for themselves and their families, and they sang of the new Africa.

In Ghana, the women who greeted us were dressed in aqua, orange, yellow and other bright colors. They were united by a common mission -- the chance to become full participants in their country's political and economic development. They showed me the micro enterprises they've created selling jewelry, art, clothing and other goods. But nothing delighted them more than showing me their day-care center, where children were being cared for while their mothers worked to support their families.

Last year, when I visited South Africa, the women sang to me of strength, money and knowledge. When my husband joined me there last week, we witnessed the remarkable changes born of these three ingredients.

As we approached the Victoria Mxenge Housing Project, we could still see the shanties where homeless squatters -- mostly women -- lived. Now, on the other side of the street, we found a vibrant community that women have built by pooling their resources, securing small loans and constructing homes together.

Last year, I asked the women if they believed they would own a home themselves someday. Their answer was a resounding "yes." This time, when I asked how many had become homeowners, hands shot up throughout the group. In just one year, the number of homes in that village has increased from 18 to 104.

Roads once made of dirt are now paved. The concrete slab where we gathered last year is now a community center, complete with a day-care center and a store. And the women have just bought a larger plot of land that will provide fertile soil for new businesses and new homes.

In Rwanda, I was anguished as women spoke of the struggle to rebuild lives ripped apart by genocide. In Uganda, I heard the stories of women striving to provide education for every boy and girl and using microcredit loans to increase their incomes and improve their lives. And in Botswana, I listened to women leaders who are helping combat the scourge of AIDS and promote legal rights.

In Senegal, I met with a group of women from the Malicounda Bambara village who have done something truly remarkable. Although female genital mutilation affects less than 20 percent of women in Senegal, in many villages like Malicounda, it is considered a rite of passage for all girls.

These women decided that female genital mutilation had harmed their daughters' bodies and spirits for too long. They decided that it was time to end the pain, hemorrhaging, infections, AIDS and childbirth complications caused by this deadly tradition.

They showed me a skit that they have used to educate their religious leaders, their husbands and their neighbors. Malicounda Bambara villagers have now banned female genital mutilation, and in the process, they are inspiring others to do the same. Just last month, 13 villages with a combined population of more than 8,000 people joined together to end female genital mutilation in their communities. And now, Senegal's President Diouf has called for a new law to abolish it throughout the country.

In Thies, Senegal, I visited a group of parents at the Mode Kane School who are improving their children's lives by improving their own education, literacy and health. They, too, sang a song of their journey, a song they called "Women's Rights": "All people ... have equal rights. The right to education. The right to health. These rights have changed our lives ... in our homes, in our neighborhoods and in our country."

As I leave this remarkable continent to return home, I am reminded of how one of Senegal's greatest authors, Ousmane Sembene, described a group of women from Thies who marched and sang in the name of simple fairness and progress. He wrote, "Ever since they left Thies, the women had not stopped singing. As soon as one group allowed the refrain to die, another picked it up and new verses were born. ... No one was very sure any longer where the song began, or if it had an ending. It rolled out over its own length, like the movement of a serpent. It was as long as a life."

With every generation, the chorus of African women becomes stronger and more powerful. No one remembers where the song began. But I hope the song of Africa's women never ends.

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Talking it Over

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THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

October 26, 1999

REMARKS BY THE PRESIDENT
AND THE FIRST LADY
AT VOGUE RECEPTION

The East Room

7:52 P.M. EDT

MRS. CLINTON: Welcome to the White House. There are very few events that we have that are standing room only in the East Room. (Laughter.) But the response to this event is one of them. And we are delighted that so many of you could be here.

I know that all of us want to congratulate Annie on the absolutely spectacular show and book that has burst into national awareness in the last days. (Applause.) Annie has said about this project, it was like going to photograph an ocean -- very large. Well, we thank you for diving into that ocean and surfacing with 74 magnificent portraits that capture women of our time in all of our youth and increasing age -- (laughter) -- our strength and vulnerability, our whimsy and our sincerity.

I am especially pleased that Annie's family could join us, and I am delighted that -- I think all of your family is just about here, isn't it? Her parents and her siblings, except for one. And so we are pleased -- we just took a White House photograph of Annie and her family. And it was quite an experience -- (laughter) -- for Annie to be on the other side with us.

I'm also very pleased that we're joined here by Senator and Mrs. Patrick Leahy. Secretary Shalala was here and had to leave. Susan Sontag, that did the book text; and Anna Wintour, who has sponsored Annie's work so well -- we are delighted you all could be here.

We're celebrating Annie and her show and the photographs, but we're also very pleased that we're going to be honoring a special program that means a lot to the Secretary of State and to the President and myself, and it really is part of the trip that Annie took with me when we went to Africa just a few years ago. And when it came time to share my impressions of that visit in the pages of Vogue, it was Annie's photographs that did so much more than my words to capture what that experience was like.

When other photographers who were traveling with us knew that she was going to be on the trip, there was a lot of intimidation. (Laughter.) And a lot of people were really worried because, you know, she's a celebrity and a star. But I have to say that within hours, she was such a colleague to everyone traveling that everyone felt so at ease as she would go around on her knees, looking for a good place to take a good picture. (Laughter.)

One of my favorites are of a housing initiative in Capetown* that we visited together where women were building their own houses and singing songs. And I later learned the lyrics to the song they were

singing: "strength, money and knowledge, we cannot do anything without them." And it was good advice for any woman, no matter where she might find herself. (Applause.)

I want to thank Anna and Vogue for the contribution that they are making to the Vital Voices Global Partnership that was recently formed to enhance the work of our government's Vital Voices Initiative. I've been privileged to promote Vital Voices as a very important tool of American foreign policy. And through this initiative, we are attempting to not only advance democracy worldwide, but ensure that women are at the table in all of their societies.

I want to thank Secretary Albright and particularly Theresa Loar, who staffs Vital Voices at the State Department. We've now held conferences for women of the former Soviet Union, in Austria, for women in Latin America, in Uruguay, for women of Northern Ireland and Belfast, and just a few weeks ago, for women of the Baltic States and Russia in Iceland. I wish that all of you could have been with us. And I'm particularly pleased that this is a public/private partnership. And I want to thank Discovery Communications and McKinsey and Company for their support.

If you had been there, you would have heard voices like those of Rasha, a woman from Kuwait, who was on the front lines of the struggle to try to ensure that Kuwaiti women are able to vote, something that they've been promised, but which is always in doubt. She said about her mission that we don't want a "skim milk" democracy, we want a "full cream" democracy. (Laughter.) Also, that reminds us of Annie's milk ads. This whole thing has an Annie theme to it. (Laughter.)

I particularly liked it when Pearl, one of the two female negotiators in the Irish peace process, referred to politics as a playground for large children, but a playground she loves -- (laughter) -- and urges all women to get out and play on.

But probably the most moving presentation was from a woman lawyer from Belarus who has struggled for democracy and human rights. She continues to speak out despite the fact that she's been disbarred. Her colleagues have disappeared, newspapers have been shut down, NGOs have been barred from existence. And yet, she continues to try to do the work of human rights, women's rights, democracy and progress in that beleaguered country.

These are just some of the voices joining a strong and growing chorus of women around the world. And it is fitting that we honor a great photographer and a great writer for their joint project today with a real appreciation for their bringing to our awareness the lives and words and images of women, because we believe that we cannot expect to have a democracy that flourishes here at home or abroad unless women's voices are heard and respected.

It's now my great pleasure to introduce someone who usually does not make her points by her voice, but by her work. And yet, it is a great honor for me to introduce the woman we've come to honor today who has done so much to really capture our times and our images, Annie Leibovitz. (Applause.)

* * * * *

THE PRESIDENT: Thank you very much. Annie, Anna, Madam Secretary, ladies and gentlemen. First of all, you've just heard in Madeleine Albright, who has done a magnificent job for our country, the introduction -- (applause) -- give her a hand. (Applause.) She was so generous to me, it was a perfect illustration of Clinton's third law of politics: Always be introduced by someone you appointed to high office.

(Laughter and applause.)

It was so nice, I had to pinch myself to make sure I was still alive. (Laughter.) Normally, you have to keel over before people say things like that for you. (Laughter.)

Let me say, I am so honored to have all of you here for this truly historic moment in the cultural history of our country. We're here to honor two groups of people that I think are very important to our present and to our future -- women and photographers. (Laughter.) The White House -- some of my former photographers, as well as some of my present ones are here tonight, but a lot of people in the office have almost made fun of me, because I'm always comparing the job of a photographer in Washington with the job of a reporter or a columnist. And in some ways, the job of the photographer is easy, because a photographer is rewarded just for looking to see what's there and capturing it in some remarkable, clear, crystal way. The poor reporters and columnists have to perform reverse plastic surgery on the event to get any notice whatever. (Laughter.)

But it's a really important thing. I want to say one thing, I'm delighted that Senator and Mrs. Leahy are here. Senator Leahy, some of you may know, is also a very accomplished photographer. And we have in the home of our cabin at Camp David a magnificent picture that he took in Tibet, which we treasure very much. So there are a lot of people here who admire you, Annie, and your craft.

I also want to thank Susan Sontag for her participation in this. You never know how a book like this is going to do, but in terms of its appropriateness at this moment in our history, it strikes me that it could have the kind of impact that James Agee and Walker Evans had so many decades ago with their magnificent book, "Let Us Now Praise Famous Men," which captured the faces of the Depression. (Applause.) And for people like me who grew up the children of Depression-era parents in very poor places, it had a profound impact. And that's what I sense is possible here.

This work also -- you heard about our Vital Voices Initiative that Hillary has worked so hard on and the Secretary of State has worked so hard to support. But Vital Voices has a lot in common with what is being celebrated here, because it has worked to empower women all over the world who are just interested in making politics what it's supposed to be -- an instrument of solving common problems. And I have seen the power of this.

Hillary and I went to Africa a couple of years ago, and we were in, I think it was Senegal, at the end of our trip, but we went to this meeting. Hillary is always getting to go to these meetings and talk to people about solving -- (laughter.) And all of a sudden -- and she said, you know, I met these people the last time I was here from this little village, these women who were determined to end the practice of female genital mutilation. And they had a few token guys there who were cheering them on. It's the same thing everywhere. (Laughter.) And they have come all the way to the capital to meet you. So you've got to understand this and you've got to handle this.

So we go into this meeting and there are these people just in these resplendent, bright, brilliant, beautiful native dresses, these women. And their token male supporters, who were also pretty dolled up and pretty proud of themselves for trekking in and sticking up. But they were alive.

I met with Irish women that Hillary had been working with for several years by the time I met with them who had been critical to the

progress we've made in the Irish peace process. In Bosnia, when the Muslims and the Croats and the Serbs wouldn't even talk to each other, there were women in groups reaching across the ethnic and religious lines to work for the common future of their children. And they weren't really anti-political. They were political in the best sense.

One of the things that happens to all political systems and all movements is that people tend to acquire a vested interest in the perpetuation of whatever the problem is, because that's how they got where they are. And we all have to be willing to let it go and go on. (Applause.)

And this Vital Voice, she just got back from Iceland. And in Reykjavik, they had women from Central Europe, from the Baltic States, from Russia, from all the Scandinavian countries coming together to talk about common problems. This is a huge potential force in world politics. And I, for one, am very grateful.

I've also seen the work that we have done since we've been here -- and I thank you, Secretary Albright -- through our AID programs. We fund now 2 million microenterprise loans every single year, almost all of which go to poor village women in Latin America and Asia and Africa, who, with just a little bit of money can change the future.

We met a women in Uganda in a little village who was now in the rabbit business, having gone up from the chicken business. We met another woman who had started her own restaurant in this little village. All these things are an important part of changing the new millennium for women and their daughters.

I'm especially grateful, too, for the work that Hillary and Madeleine have done to try to encourage the education of young women. And I loved it when were in Africa and Uganda they were bragging about the fact that they had more girls in school than other African countries, that they knew we wanted to hear it, they knew we cared, but they knew it was the right thing to do.

And the last thing I would like to say, because no one has mentioned this yet -- perhaps the most difficult place in the world for women today is still Afghanistan. And I hope that the fact that we have had two Afghan women here in one of our human rights events, and the fact that we continue to push for changes in the lives of those people and to take as many in as we can here, will someday lead to a change in that country -- because no women should have to undergo what those women have experienced. (Applause.)

Now, we celebrate tonight Annie Leibovitz's photographs of our women -- from coal miners to Supreme Court justices. We say that they are all important, that they all matter, that they are not any longer invisible, nor are they any longer discounted; that we know our ability to manage all of our other diversities in America, and we are fast becoming the most diverse, complicated, big democracy in the world -- racially, ethnically, religiously, many other ways.

Our ability to manage them all must begin with our ability to have genuine equal treatment, mutual respect and equal empowerment of women and men. I truly believe that the stunning gifts of this great artist and fine human being, who happens to be a woman, will make a major contribution to that end.

I'm glad you brought your family. They're a pretty rowdy bunch. (Laughter.) And I see where you got your spirit. And I see how you became so observant. It was probably necessary from time to time to be observant just to survive in this crowd. (Laughter.) But I -- (applause) -- I thank you, Annie, for doing. I thank you for your

dedication to your work. I thank you for showing that capturing the simple truth about people is the most interesting thing of all.

Thank you very much. (Applause.)

END

8:18 P.M. EDT

THE WHITE HOUSE

Office of the Press Secretary
(Kampala, Uganda)

For Immediate Release

March 25, 1998

REMARKS BY THE FIRST LADY
AT MAKERERE UNIVERSITY

Kampala, Uganda

4:51 P.M. (L)

MRS. CLINTON: Bana' Uganda. Muli mutyano. (Applause.) It is such a great honor and pleasure for me to be here on the campus of this great university. (Applause.) Before I begin, I want to thank President and Mrs. Museveni for the warm hospitality that they have extended to us during our visit. And I particularly want to thank Mrs. Museveni, not only for that kind introduction, but I want to acknowledge her leadership on so many fronts, especially her creation of the Uganda Women's Effort to Save the Orphans. (Applause.) I also want to congratulate her on her recent graduation from the university. (Applause.)

Thank you for your warm welcome, Mr. Vice Chancellor. And, no, I do not mind at all, for you're asking that the needs of the students and faculty here be met, and I will carry your message back to the United States. (Applause.)

It is a pleasure once again to be with your Vice President, whom I admire so much and who told me that she, too, was a student and a teacher here at the University. (Applause.) I am also delighted to be joined by the Speaker of the Parliament, the Deputy Speaker of the Parliament, the Minister of Justice and Attorney General, the Chief Justice of the Supreme Court and Deputy Chief Justice, the Minister of Education, the Minister of Gender and Community Development, and so many of you distinguished guests and faculty and students.

It is wonderful for me to have been able to return to Uganda. Last year when I visited with my daughter I made the promise that I would return with my husband. And I'm very pleased I could keep that promise. (Applause.) I learned a lot about your country, your struggles and challenges, last year. Since then I have followed your development with great interest and very great admiration, because I have some small sense from the conversations I have had with many men and women here in Uganda and Ugandans in the United States about what you have had to overcome.

As the choir sang the Uganda National Anthem a few minutes ago, I thought about how appropriate it is for these words to fill Freedom Square today -- united, free for liberty. For 75 years, Makerere University has stood for those principles. And, yet, I know that that forces of evil stole the life of Makerere's first Ugandan Vice Chancellor. I know that the forces of evil arrested, tortured and vilified students. They pushed faculty out of the country and tried to demean those who stayed. They wanted to destroy this world-class university. (Applause.)

People like Idi Amin and his ilk are not comfortable in the light of

freedom and education -- they prefer ignorance and backwardness. And you did not let them succeed. (Applause.) Instead you healed the wounds of the past and you are now building this university for the future, just as Uganda is doing, just as Africa is doing.

Out of the hard soil of the Cold War, democracies, free market economies and civil societies are all taking root. Students who once fought oppression underground re-emerged as liberators and now as leaders of a free Uganda. And voices for freedom and dignity and human rights once silenced are now again echoing through the halls of this university and across this country.

Many such voices are here with us today. I could call the names of many faculty and students, government and academic leaders, members of the professions and the businesses here in Uganda -- people who stood up for freedom when it really counted. We can hear the voices of freedom from Sister Rachele Frassera, the Deputy Head Mistress of St. Mary's College in Aboke. When the Lord's Resistance Army kidnapped 139 girls, 75 percent of the student body, she chased down the terrorists, convinced them to release 109 girls and is working day and night to make sure all of them return safely. (Applause.)

We can hear the voice of freedom from Dr. Joy Kwesiga, the former Chair of Action and Development, the former Chair of the Women's Studies Department, and now Dean of Social Sciences here at Makerere. (Applause.) She has worked hard to ensure that the victims of domestic violence are heard, that their accusations are treated seriously and that the crimes are punished.

We can hear the voice of freedom from Sarah Bagalaliwo. As a founder and Chair of the NGO FIDA, Sarah instituted a legal aid clinic, which over the last 10 years has helped thousands of vulnerable women understand and exercise their fundamental legal rights. (Applause.)

Just a few hours ago my husband and I were in Rwanda, where we spoke with survivors of the 1994 genocide. It is still hard to imagine that in the space of three months, one million people were murdered. Nowhere has that number of people ever been murdered in such a short period of time in history. We listened to a delegation of six Rwandans who spoke of their experiences. One member was a woman whom I met exactly a year ago here in Kampala. I could not myself go to Rwanda, but several women came to see me and we met here to talk about their experiences.

Last year and again today, all will forever see the faces of the people I spoke with as they described the human toll of Rwanda's violence and what they were doing to rebuild their lives and communities. As my husband said in his remarks today, genocide destroys not only individuals, but our humanity. We must continue to bring healing to the victims, and we must bring the perpetrators of genocide to justice. (Applause.) We must continue to be vigilant about the dangers that still exist and do everything we can to make sure that nothing like what happened in Uganda in the '70s and what happened in Rwanda in 1994 happen again.

That means every one of us must act. Not just our leaders -- we must hold our leaders accountable -- it is for all of us to stand up for the rights of all people. We must work to end atrocities around the world, not just the ones that grab headlines, but the indignities that people suffer quietly, when they are denied the chance to speak or learn, to work or eat; when they're denied the chance to live free from fear or want. In other words, we should stand up for the rights of all persons to be fully human.

You have made many steps toward that goal here at this university. I could not name them all, but I want particularly to commend the

University for creating the Department of Women's Studies, and now for creating the Human Rights and Peace Center. (Applause.) There is no better time than for all of us now to reaffirm our commitment to human rights and peace, for it was 50 years ago that the Universal Declaration of Human Rights was born and the world acknowledged a common standard for human dignity. The document puts it very directly: All human beings are born free and equal in dignity and rights. All human beings -- not just men, not just adults, not just people of particular cultures or nations, races or religions. This declaration means that we must expand the circle of human dignity to all human beings.

And just think how much wider that circle has grown in Africa in just a few short years. Only a decade ago who would have imagined that Nelson Mandela would move triumphantly from prisoner to President in South Africa. (Applause.) Or that more than 30 years of turmoil would give way to healing and unity in Mozambique. And who would have imagined that it would have been your brave President, President Museveni, that would have taken on the scourge of AIDS with his public health campaign, and that he would and you would, working together, stem the rise of AIDS in Uganda. That is also standing up for human rights. (Applause.)

And who would have imagined that Uganda would produce your Vice President, the highest ranking woman in any African government. (Applause.) I could add, the highest ranking woman in many governments around the world, not just in Africa. (Applause.)

And yet, despite the steady march of progress, the commitment here to universal primary education, for example, there are still who will claim that human rights are a luxury of the West; that they have nothing to do with Africa, or Asia; that they are just the province of people like Americans. But the beliefs inscribed in the Universal Declaration were not invented 50 years ago; they are not the work of any single culture of country. They are universal and timeless.

Sophocles wrote about universal human rights 25 years ago, when he had Antigone declare that there were ethical laws higher than those of even kings. Confucius articulated them in ancient China. And we can look throughout this continent and find examples of ancient leaders of Africa who also said that all people walk the same way, all people must be treated with dignity. These are the core teachings of all major faiths in the world. They are the foundation of what it means to be a respected human being -- in Africa, in Asia, in America -- because they live in the human soul.

Around the globe, I have seen many women and men pushed to the margins of their societies. They may know nothing of the Universal Declaration of Human Rights, but they are eloquent in their beliefs that they were born with God-given rights just as surely as they were born into the human family.

It is absolutely untrue that individual human rights and community rights cannot co-exist. The truth is, they are indispensable to each other. Democratic progress is possible when all citizens can be heard. Economic progress is possible when all citizens have the tools of opportunity, such as education and health care, that will enable them to support their families.

Yesterday, President and Mrs. Museveni went with my husband and me to visit a village -- the Jinja Village. We saw women who are working together through a village bank to make their lives better, increasing their income, helping their husbands support their families better, taking care of the children that were orphaned that they have taken in from brothers or sisters or other relatives. And they are doing it because they've been given access to credit; they've been given tools to enable them to make economic progress.

Real security is only possible when we learn to live together and to respect each other's fundamental differences. I found a quote I particularly like from a Dinka Chief, who put it like this: "If you see a man walking on his two legs, do not despise him; he is a human being. Bring him close to you and treat him like a human being. This is how you will secure your own life."

But yet, it is not an easy task, in my own country, or any country, to make human rights a reality. The work is not done when a law is passed or a constitution is drafted. Securing human rights for all people is a never-ending struggle. In my own country, it has taken most of our 222 years -- some of them bloody and few of them easy -- to extend the benefits of citizenship to all Americans.

We went from a very small group of white, property-owning men having citizenship, and gradually expanded it to include black men, and then to include women. But then we had to work to make sure that the words in a constitution meant what they said. One of my predecessors, Eleanor Roosevelt, who helped to write the Universal Declaration of Human Rights, was 35 years old before she could vote. My own mother was born before women were allowed to vote in the United States. And yet, if we do not secure human rights for all, none of us is secure in our own rights.

Some of you may recall the words of the Protestant minister living in Nazi Germany who said: "In Germany, first they came for the Communists, but I didn't speak out because I wasn't a Communist. Then they came for the Jews and I didn't speak out because I wasn't a Jew. Then they came for the trade unionists and I didn't speak out because I wasn't a trade unionist. Then they came for the Catholics and I didn't speak out because I was a Protestant. Then they came for me, and by that time no one was left to speak out."

At the dawn of the millennium, those of us who have the power to speak, and all of you here associated with this great university, by virtue of you being here and attaining this education, not only have the power to speak, but the obligation. We must speak up wherever we see injustice and inequality.

And particularly today, I want to speak up and ask you to speak up for the women in Africa and all over the globe. Too many of them every day do the work that needs to be done -- managing the home, feeding, schooling, and caring for children; providing water and fuel. But every day, too many women are also being fed less and last; too many are trafficked like drugs and sold into prostitution; too many are left out when important decisions are made about their lives and their families and in their communities.

I want to commend Uganda for your new Local Government Act, which will help more women be part of the decisions that affect their lives. (Applause.) I am pleased to announce today that the United States government will provide \$2 million to help train these elected official women as they assume their new roles and responsibilities. (Applause.)

Because, yes, women's rights are human rights. And everywhere I travel, I meet women who are struggling to make sure that occurs. We have to speak out when either law or customs treat women like children or second-class citizens, when women are blocked from owning land, receiving inheritances, securing credit, or participating in the political process. We also have to speak out for more countries like Uganda to make sure that girls are educated.

Two-thirds of the 130 million children out of school worldwide are girls. I wish that some of the people in those countries that still

prevent girls from being educated would come and visit the classrooms I have seen here in Uganda -- the bright faces of young boys and girls ready to learn so that they can become better citizens. I am so pleased that universal primary education is a critical part of Uganda's future.

There is much else we must speak up against: violence against women; the practice of genital mutilation; women and children who are brutalized by conflict wherever it occurs.

In Uganda, a pilot program here has reduced the number of women who endure genital mutilation by more than one-third. And when I go to Senegal in a few days, I will meet with a group of women who over the last year have voted in their villages to end this practice and are helping others to do the same.

We must also speak up for women and children caught up in war and conflict around the world. It used to be that women, children, and civilians were to be protected during a war. Today, they are increasing the targets of war. Since the turn of this century, civilian fatalities during war have increased from 5 percent to 90 percent, and 80 percent of war's refugees are women and children.

You have seen this here in your country, because nothing so offends any definition of human rights than the use of children as pawns of war and the mistreatment and abuse of women as a tactic of war. The war in Rwanda was waged against the lives and dignity of women. Rape and sexual assault were committed on a mass scale. Here, according to a U.N. report, the children of northern Uganda like children throughout the world, are also at risk.

Last year when I spoke with President Museveni, he talked to me about the more than 10,000 Ugandan children who have been abducted by the Lords Resistance Army. One of those children is Charlotte, and she is one of the girl's that Sister Rachele tried to save. I met with her mother, Angelina, at the White House a few weeks ago before we came on this trip. She told me what had happened the night that the LRA kidnapped Charlotte and the other girls from St. Mary's school; how they broke the windows, tied up the girls, beat them if they cried; took them away into a life of unspeakable horrors. Thankfully, many have been rescued or escaped, or their freedom has been purchased. But many others, like Angelina's daughter, have not returned.

Like terrorists and dictators throughout history, the LRA claims to be doing the Lord's work. But there is no greater sin than forcing children to murder each other, family members, and even the parents who brought them into existence. There is no greater sin than raping young girls and sending them into slave labor. And there is no greater sin than using children as human shields in battle.

The LRA call themselves soldiers, but they are cowards, for only cowards would hide behind children in battle. (Applause.) Through a group called Concerned Parents Association, Sister Rachelle, Angelina and other parents are working to save their children and all children.

One of Charlotte's classmates who escaped talked about what happened when another girl tried to escape. Listen to her words: The girl who is brought in front of us and the rebels told us to stomp her to death. We killed the poor innocent girl. If we did not kill the girl, we were going to be shot by guns. We prayed for that girl in our hearts, silently, and asked God to pardon us and forgive us because it was not our will to kill her.

Another girl who was rescued wrote: I'm pleading with you to find a way of stopping this rebel activity, so they we children of northern Uganda could also share in the peace that other children around the

world are sharing in. We need peace.

I'm hoping that every government around the world and every citizen joins your government and people in Uganda in your fight for peace and in your efforts to save these children. Already Human Rights Watch and Amnesty International are shining a spotlight on this tragedy. UNICEF is helping to get assistance to groups working at the local level. And non-governmental organizations like World Vision and Gulu Save the Children Organization are caring for children who escape.

There are three of those children here with us that I just had a chance to meet before I came out to see you. Their names are Isaac and Janet and Betty. They were kidnapped by the LRA in the north. They managed to escape, eventually finding refuge. As I looked into their faces and their eyes, I saw the faces and eyes of children the world over. And I thought to myself as I looked at these young men and women of Uganda that we owe them and the thousands more like them everything we can do to make sure that they, too, have a chance, like the children I saw yesterday, to grow up in peace, to be educated, and to look forward to their own families and futures.

There are no easy answers, but I want Janet and Betty and Isaac to know, and I hope that someday Angelina will be able to tell her daughter, Charlotte, as well, that America cares about your children, and we want to work with you to try to stop this tragedy and to care for the children who are its victims. (Applause.)

That's why I am very pleased to announce new steps our government is taking through the United States Agency for International Development. First, we will provide \$500,000 directly to local groups like the Concerned Parents Association and GUSCO, to help them find abducted children and give them the medical care they need to heal. (Applause.)

Second, we will provide \$2 million over the next three years for a new Northern Uganda Initiative that will help the people living there plagued by rebel activity get jobs rebuilding roads, dams, schools, health clinics and their own communities. (Applause.) I am very pleased that other donors, including the World Bank, have agreed to support these efforts.

Third, we will provide \$10 million to local African NGOs who are working to improve food security and to prevent, ease and respond to conflict in the region. (Applause.)

And, finally, my husband and our government will increase their efforts to pressure Sudan to end its support for the LRA and their cowardly abductions of children. (Applause.) We will work with you to end this terror, and we will work with you to continue your rebuilding of your country.

But I want to add just one more thought, because when we talk about democracy and human rights we know how important laws and institutions are. We know that strong and free markets are also important because they unleash so much creative entrepreneurial energy from people like the women I saw in Jinja yesterday. But, ultimately, the struggle to protect human rights depends upon the millions of decisions and actions that are taken every day by ordinary people like us.

It is what Alexis de Tocqueville called, the habits of the heart. It is what we tell our children. Do we continue to tell them to hate those who our grandparents hated, or do we try to help them give up that hatred? It is what we tell each other in our neighborhoods, our villages, our workplaces when we hear someone making disparaging comments about someone of another ethnicity or tribal or racial or religious background. Do we say: Why do you say that about a person's

group? Do you know the person? Can you make a judgment about that person as an individual? If you cannot, don't engage in stereotypes. There have been too many stereotypes between us. (Applause.)

In so many ways every day each of us can stand up for human rights. We don't have to be as brave as Sister Rachele rescuing girls. We don't have to be as brave as these three young children who have endured so much, but have come back to build their own lives. We can in so many ways stand up for human rights every day.

That is why I'm pleased that the Human Rights and Peace Center is developing a curriculum to be used throughout the campus, so that the lessons taught and learned here will stay with everyone forever. Because, ultimately, all the work that the President or Mrs. Museveni, or the Vice President or the Vice Chancellor, any of those who are currently leaders in Uganda can do will not be successful unless the students at this University and the children in the schools today understand how important it is to stand up for democracy and freedom and human rights.

No one understands better the importance of human rights than Ugandans. You understand the nightmares that come when they are abused. No one is in a better position to honor the past generations by passing these lessons on to the next generations. I hope that you will accept this challenge, not only now as you are doing, but for many years in the future. Many of us will look to Uganda as an example; as a country that is putting the past behind it in ways that the rest of us not only can admire, but follow. You have a historic opportunity to build a future that is not only one that you are proud to pass on to your children, but one that stands as a beacon not only for Africa, but for the world.

Many of us know what you suffered. Today we stand in admiration of what you are doing now to build a better future. And we will look to you as we move toward this new century and new millennium to show us how people develop new habits of the heart, to make it clear that every person is worthy of dignity and respect, and that peace and freedom, democracy and human rights will always be part of Uganda's life.

Thank you all very much. (Applause.)

END 5:23 P.M. (L)

THE WHITE HOUSE

Office of the Press Secretary
(Accra, Ghana)

For Immediate Release

March 23, 1998

REMARKS BY THE FIRST LADY AT
DECEMBER 31ST WOMEN'S MOVEMENT DAYCARE CENTER
Accra, Ghana

MRS. CLINTON: Thank you very much. (Applause.)

I am delighted to be here with all of you today. It is a great honor to be at one of the 31st December Women's Movement Daycare Centers and to be surrounded by so many women who are creating a new future for themselves, their families, and for their nation.

Before I begin, I want to acknowledge all of the dignitaries who are here. Thank you for coming and making me feel so welcome.

And I want to say a special word of appreciation to my hostess, Mrs. Rawlings. (Applause.) I remember so well our meeting in the White House in 1994. I knew when I met Mrs. Rawlings that I had met a very dynamic, creative leader. (Applause.) And I have looked forward to this day, along with my husband, ever since. We have wanted to come to visit Ghana, and I am so pleased that we are here finally today. (Applause.)

I cannot think of a better place to start with my husband on this historic trip to Africa, the first visit ever by a United States President to your country. (Applause.) And I must say that I cannot think of a better way to start my journey than right here with all of you -- (applause) -- surrounded by women and men and children, because this is where a country is really judged, isn't it? What do we do for our children?

And I have visited many, many different schools and daycare centers, not only in my own country, but throughout the world. And I must say, I have never seen brighter, better behaving, more impressive children than the ones I have seen today. (Applause.) I would like to take all the children who danced and spoke home with me and -- (laughter and applause) -- tour them around my own country because I think their messages would be just as welcome in many parts of the United States as they were here today.

Everything we do as individuals, as parents, as grandparents, as citizens begins with our children -- giving our children the chance to learn, to grow, to dance, to sing, to become who they are meant to be, to give them the opportunity to fulfill their own dreams. And so much of what we give our children depends upon the opportunities and respect we give our women. Because if women are empowered, if women are respected, if women are given the chance to live out their own dreams, then boys and girls will as well. And so when I look out at this crowd of such distinguished women in so many walks of life, I know that you share my belief.

We have what Efua Sutherland called a "sacred responsibility" to children. And you are showing the world the role that women in Ghana and across Africa are playing in transforming their lives, their communities, and their nations. Like many of the women throughout

Ghana's history and throughout Africa, you have come together to help build a strong democracy, a strong economy, a vibrant civil society, with the dream that every woman will have the health care, the education, the jobs and credit, the opportunities she needs to make the choices that are right for her. That is a very important part of what we are attempting to achieve here in your country and in mine -- not that we dictate what a woman's choice will be but that we empower women to make the right choices for themselves. (Applause.)

During my visit to Africa last spring -- and I told Mrs. Rawlings I very much wanted to come to Ghana, but I also very much hoped my husband would come to Ghana. And I was told, save Ghana for the President. (Laughter.) So I hope that I will be able to return again on my own to see what I have seen in other parts of Africa as well. (Applause.)

I have seen women building with their own hands their own homes. I have seen women working against diseases that are ravaging the children of your continent. I've seen women working with other women to teach them about their legal rights. I've met with women working to end the sometimes deadly, but always inhumane, practice of genital mutilation. And I want to congratulate this nation for your leadership, not only by passing a law outlawing this practice, but by making sure that the law changes hearts and minds so that individuals understand what the law means and why it should be enforced in every village throughout Ghana.

We share common victories and also common challenges. Every day, women are managing the crops, feeding and caring for children, providing water and fuel for their homes, but every day in too many parts of the world, women are still being fed less and last. Too many are caught in a deadly cycle of conflict and violence, some in their own homes. Too many are treated as children under the laws of their nation, unable to buy land, get credit, or receive an inheritance. Too many cannot find good child care like that offered here for their children when they have to go out to work.

All of this is now changing thanks to leaders like you. And I want to commend you for everything you and your government are doing to ensure that the rights of women are protected and that the voices of women are heard. (Applause.)

All of us must speak out. We must speak out to ensure that no girl is ever denied an education. Can you imagine the tragedy of seeing these bright young girls whom I have seen listening to them with their pride and confidence, standing and performing in front of such a large group, being told at the age of 10, or 12 or 14, you cannot be educated any further. What a loss. Not only a loss to the nation, but a loss to their families. So we must ensure that all girls are enabled to have an education, because when you educate a woman, you do educate a family and a community and a nation. (Applause.)

We must also speak up to end violence against women in all forms. It does not matter if that violence is in our homes or on our streets. Violence against women must never be dismissed as trivial or explained away as cultural. Violence against women should be called what it is -- a crime -- whether it happens in Ghana or the United States or anywhere else in the world. (Applause.)

We must speak with one voice -- women across the world. And I'm pleased that my government, through the USAID and the Embassy's Democracy and Human Rights Fund, is working as partners with the women of Ghana.

And today I am pleased to announce that the United States government will provide \$1 million to create Powernet. (Applause.) Powernet will be a new electronic bridge, linking our two countries across the ocean,

linking women from all walks of life in the United States and throughout Africa.

We know in the United States that there is much we have to learn from you, and we want the opportunity to learn from you. You are finding new ways of resolving conflicts, creating micro-enterprises, improving the health of families, improving the legal system, educating girls. This new Powernet will use the Internet to create dialogue between us, to enable us to share road maps for successes and strategies for the future.

I am so pleased that this kind of opportunity will enable you and the women of my country to learn from each other so we can build a stronger, better, more just world for our children. (Applause.)

Efua Sutherland wrote something that I liked very much. She said: Our fathers found for us the paths; we are the road makers. They bought for us the land with their blood; we shall build it with our strength. We shall create it with our minds.

With the women of Ghana continuing to lead the way, I know that will happen. And I want to thank you for your example and for your leadership, for your encouragement and for all that you are doing, not only to lift up the people of Ghana, but to give heart to women, men, and children everywhere.

Thank you all so much. (Applause.)

END

THE VIRGINIA COMMITTEE FOR GUN-FREE SCHOOLS
PHONE 757 898-8453
FAX 757 890-0004

FACSIMILE TRANSMITTAL SHEET

TO:	FROM:
Ms. Ann O'Leary	Pamela L. Pouchot
COMPANY:	DATE:
The White House	5/19/2000
FAX NUMBER:	TOTAL NO. OF PAGES INCLUDING COVER:
202 456-2878	13
PHONE NUMBER:	SENDER'S REFERENCE NUMBER:
202 456-6275	
RE:	YOUR REFERENCE NUMBER:

☐ URGENT ☒ FOR REVIEW ☒ PLEASE COMMENT ☐ PLEASE REPLY ☐ PLEASE RECYCLE

Information as requested in our phone conversation of May 18, 2000.

130 KIMBERLY COURT YORKTOWN, VA 23692

**The Virginia Committee For Gun-Free Schools
103 Kimberly Court
Yorktown, VA 23692**

Phone (757) 898-8453 Fax (757) 890-0004

Email gunfree@widomaker.com

May 19, 2000

Ms. Ann O'Leary
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500-0001

Dear Ms. O'Leary,

Enclosed are the Federal and Virginia statutes regarding the possession of firearms on school property.

Title 20 Education, Chapter 20, subchapter XIV General Provisions, Part F (Gun-Free Schools Act of 1994), sections 14512 and 14514 prohibit required participation. Last year I contacted the US Department of Education and was told the law had no teeth and was unenforceable. There are no consequences for failure to fully enact this legislation.

Title 18 USC 922 expressly permits unloaded firearms in vehicles on school property. There is no prohibition to store ammunition in the vehicle. Firearms are permitted during non-school sponsored functions on school property. PTA and gun shows are examples of non-school sponsored functions where the school division enters into contracts to lease available school facilities to individuals or organizations. Firing ranges are permitted as part of curricular programs.

Code of VA 22.1-277.01, paragraph F states "This section shall not be construed to diminish the authority of the Board of Education or the Governor concerning decisions on **whether, or the extent to which, Virginia shall participate in the federal Improving America's Schools Act of 1994,**"...

Code of VA 18.2-280 paragraph C permits the discharge of firearms on school property "**while engaged in lawful hunting**"... Schools are public property and in communities where hunting on public lands is permitted, one must only be 300 feet from an occupied dwelling or roadway to discharge a firearm. In many Virginia communities a 16 year old student can go home after school, take his unloaded handgun (legally given to him by his parents) and \$7.50 hunting license back to the school, load it and 365 days per year hunt for pest animals such as groundhog and skunk. At best, he might be charged with reckless endangerment if he fires while school children are present. This is in direct conflict with federal law. Firing ranges may also be on school property or within 1000 feet of school property. Stray bullets are given no consideration.

Code of VA 18.2-308.1 paragraph B reiterates federal statute permitting unloaded firearms in vehicles on school property. However, in Virginia the vehicle does not have to be locked, nor do the firearms have to be stored in a locked container or locked firearms rack. The firearms may be stored in or upon a motor vehicle. Firearms may be possessed in curricular programs and at non-school sponsored functions, including licensed loaded concealed firearms.

Code of VA 18.2-308.7 allows minors to legally possess and transport an alarming array of firearms.

The bottom line is that schools are not legally permitted by federal or state statute to be "gun-free zones". Federal law states that gun-free school zones may be established, but if firearms can not be forbidden, how can there be a gun-free zone? Easy access to firearms in the heat of anger or sudden emotional imbalance is a reality. Both federal and Virginia statutes must be amended to remove the exceptions found within.

The Virginia Committee For Gun-Free Schools amended Code of VA 22.1-277.01 during the 1999 General Assembly session to finally make it an expellable offense for a student to bring a firearm, loaded or unloaded, on school property in a vehicle. However, it is still not illegal. Anyone other than a student is still legally permitted to bring an unloaded firearm in an unlocked vehicle (with ammunition present) on school property.

During the 2000 General Assembly session we introduced 3 bills in the House and 3 in the Senate to amend 18.2-280, 18.2-308.1 and 22.1-277.01. All but one bill was killed in committee. The surviving bill was held over for study. Our bills would only effect public schools. ROTC and firearms safety courses, which use facsimiles, would not have been effected. We made allowances for law-enforcement personnel, military and government officials possessing firearms while carrying out their official duties. We were also willing to exempt firearms which expelled projectiles by means of compressed air to allow for school sponsored rifle teams who used air rifles. We no longer have firing ranges in any of our schools, but we do have a few rifle teams. The Republican leadership refused to consider any legislation which might infringe on their *perceived* second amendment rights. The House majority leader actually wants to arm all teachers and require firearms courses for all students with the Ten Commandments posted in the hallway.

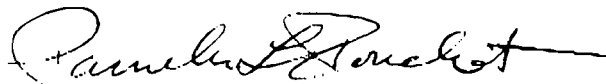
Federal firearms laws concerning firearms on school property must be required, not optional. No one other than law-enforcement personnel, military and government officials in the performance of their duties should be legally allowed to possess firearms on school property. Our schools must be a safe haven for children to learn in an atmosphere free from fear. The days off the 40's, 50's and 60's are truly a thing of the past. Today children kill children, children kill adults and adults kill children. Today over 32,000 human beings die by gunfire each year in America. In all the years of the Vietnam War only 55,000 died. And we are not a war. Australia recently banned

firearms and last year 54 people died due to firearms incidents. Who is right and who is dead right?

I would personally ban all firearms if I could. However, the Virginia Committee For Gun-Free Schools has but one goal. The establishment of true gun-free school zones. We will continue to submit legislation in our General Assembly to that effect. We will continue to lobby those at the federal level to amend federal laws. We will continue to report the positions of politicians running for office. It is up to the voter to vote accordingly. We do not endorse politicians. We do not buy politicians with donations to campaigns. We expect political support because it is either the right thing to do or because it is politically expedient to do so, as long as the outcome is gun-free schools.

Mrs. Clinton has been a great supporter of gun control.. We fully expect her to win in New York. We believe with the election of Al Gore and more Democrats in the Congress, gun-free school zones may soon be a reality. We would appreciate the assistance of your office in ensuring our success. We look forward to working with you in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Pamela L. Pouchot", with a stylized flourish at the end.

Pamela L. Pouchot
Chairman

SEC. 14512. PROHIBITION ON FEDERAL MANDATES, DIRECTION, AND CONTROL.

Page 1 of 1

SEC. 14512. PROHIBITION ON FEDERAL MANDATES, DIRECTION, AND CONTROL.

Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources, or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

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SEC. 14511. GENERAL PROHIBITIONS. SEC. 14513. REPORT.

SEC. 14514. REQUIRED PARTICIPATION PROHIBITED.

Page 1 of 1

SEC. 14514. REQUIRED PARTICIPATION PROHIBITED.

Notwithstanding any other provision of law, no State shall be required to participate in any program under the Goals 2000: Educate America Act, or to have content standards or student performance standards approved or certified under such Act, in order to receive assistance under this Act.

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SEC. 14513. REPORT.



PART F--GUN POSSESSION

``PART F--GUN POSSESSION

``SEC. 14601. GUN-FREE REQUIREMENTS.

``(a) Short Title.-- This section may be cited as the 'Gun-Free Schools Act of 1994'.

``(b) Requirements.--

``(1) In general.--Except as provided in paragraph (3), each State receiving Federal funds under this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a weapon to a school under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of such local educational agency to modify such expulsion requirement for a student on a case-by-case basis.

``(2) Construction.--Nothing in this title shall be construed to prevent a State from allowing a local educational agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.

``(3) Special rule.--

``(A) Any State that has a law in effect prior to the date of enactment of the Improving America's Schools Act of 1994 which is in conflict with the not less than one year expulsion requirement described in paragraph (1) shall have the period of time described in subparagraph (B) to comply with such requirement.

``(B) The period of time shall be the period beginning on the date of enactment of the Improving America's Schools Act and ending one year after such date.

``(4) Definition.--For the purpose of this section, the term 'weapon' means a firearm as such term is defined in section 921 of title 18, United States Code.

``(c) Special Rule.--The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

``(d) Report to State.--Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under this Act shall provide to the State, in the application requesting such assistance--

``(1) an assurance that such local educational agency is in compliance with the State law required by subsection (b); and

``(2) a description of the circumstances surrounding any expulsions imposed under the State law required by subsection (b), including--

``(A) the name of the school concerned;

``(B) the number of students expelled from such school; and

``(C) the type of weapons concerned.

``(e) Reporting.--Each State shall report the information described in subsection (c) to the Secretary on an annual basis.

``(f) Report to Congress.--Two years after the date of enactment of the Improving America's Schools Act of 1994, the Secretary shall report to Congress if any State is not in compliance with the requirements of this title.

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SEC. 14514. REQUIRED PARTICIPATION PROHIBITED.
CRIMINAL JUSTICE SYSTEM REFERRAL.



SEC. 14602. POLICY REGARDING

- (1) The Congress finds and declares that -
 - (A) crime, particularly crime involving drugs and guns, is a pervasive, nationwide problem;
 - (B) crime at the local level is exacerbated by the interstate movement of drugs, guns, and criminal gangs;
 - (C) firearms and ammunition move easily in interstate commerce and have been found in increasing numbers in and around schools, as documented in numerous hearings in both the Committee on the Judiciary ¹²¹ the House of Representatives and the Committee on the Judiciary of the Senate;
 - (D) in fact, even before the sale of a firearm, the gun, its component parts, ammunition, and the raw materials from which they are made have considerably moved in interstate commerce;
 - (E) while criminals freely move from State to State, ordinary citizens and foreign visitors may fear to travel to or through certain parts of the country due to concern about violent crime and gun violence, and parents may decline to send their children to school for the same reason;
 - (F) the occurrence of violent crime in school zones has resulted in a decline in the quality of education in our country;
 - (G) this decline in the quality of education has an adverse impact on interstate commerce and the foreign commerce of the United States;
 - (H) States, localities, and school systems find it almost impossible to handle gun-related crime by themselves - even States, localities, and school systems that have made strong efforts to prevent, detect, and punish gun-related crime find their efforts unavailing due in part to the failure or inability of other States or localities to take strong measures; and
 - (I) the Congress has the power, under the interstate commerce clause and other provisions of the Constitution, to enact measures to ensure the integrity and safety of the Nation's schools by enactment of this subsection.
 - (2)
 - (A) It shall be unlawful for any individual knowingly to possess a firearm that has moved in or that otherwise affects interstate or foreign commerce at a place that the individual knows, or has reasonable cause to believe, is a school zone.
 - (B) Subparagraph (A) does not apply to the possession of a firearm -
- (i) on private property not part of school grounds;
- (ii) if the individual possessing the firearm is licensed to do so by the State in which the school zone is located or a political subdivision of the State, and the law of the State or political subdivision requires that, before an individual obtains such a license, the law enforcement authorities of the State or political subdivision verify that the individual is qualified under law to receive the license;
- (iii) that is -
 - (I) not loaded; and
 - (II) in a locked container, or a locked firearms rack that is on a motor vehicle;
- (iv) by an individual for use in a program approved by a school in the school zone;
- (v) by an individual in accordance with a contract entered into between a school in the school zone and the individual or an

employer of the individual;

- (vi) by a law enforcement officer acting in his or her official capacity; or
- (vii) that is unloaded and is possessed by an individual while traversing school premises for the purpose of gaining access to public or private lands open to hunting, if the entry on school premises is authorized by school authorities.
- (3)
 - (A) Except as provided in subparagraph (B), it shall be unlawful for any person, knowingly or with reckless disregard for the safety of another, to discharge or attempt to discharge a firearm that has moved in or that otherwise affects interstate or foreign commerce at a place that the person knows is a school zone.
 - (B) Subparagraph (A) does not apply to the discharge of a firearm -
- (i) on private property not part of school grounds;
- (ii) as part of a program approved by a school in the school zone, by an individual who is participating in the program;
- (iii) by an individual in accordance with a contract entered into between a school in a school zone and the individual or an employer of the individual; or
- (iv) by a law enforcement officer acting in his or her official capacity.
 - (4) Nothing in this subsection shall be construed as preempting or preventing a State or local government from enacting a statute establishing gun free school zones as provided in this subsection.

§ 22.1-277.01

Expulsion of students under certain circumstances; Board of Education designated agency; local school board application for assistance; reporting; exceptions

A. In compliance with the federal Improving America's Schools Act of 1994 (Part F-"Gun-Free Schools Act of 1994"), a school board shall expel from school attendance for a period of not less than one year any student whom such school board has determined, in accordance with the procedures set forth in § 22.1-277, to have brought a firearm onto school property or to a school-sponsored activity as prohibited by § 18.2-308.1, or to have brought a firearm as defined in subsection D of this section on school property or to a school-sponsored activity. A school administrator, pursuant to school board policy, or a school board may, however, determine, based on the facts of a particular situation, that special circumstances exist and no disciplinary action or another disciplinary action or another term of expulsion is appropriate. A school board may promulgate guidelines for determining what constitutes special circumstances. In addition, a school board may, by regulation, authorize the division superintendent or his designee to conduct a preliminary review of such cases to determine whether a disciplinary action other than expulsion is appropriate. Such regulations shall ensure that, if a determination is made that another disciplinary action is appropriate, any such subsequent disciplinary action is to be taken in accordance with the procedures set forth in § 22.1-277.

B. The Board of Education is designated as the state education agency to carry out the provisions of the federal Improving America's Schools Act of 1994, and shall administer the funds to be appropriated to the Commonwealth under this act.

C. Each school board shall revise its standards of student conduct no later than three months after the date on which this act becomes effective. Local school boards requesting moneys apportioned to the Commonwealth through the federal Improving America's Schools Act of 1994 shall submit to the Department of Education an application requesting such assistance. Applications for assistance shall include:

1. Documentation that the local school board has adopted and implemented student conduct policies in compliance with this section;
2. A description of the circumstances pertaining to expulsions imposed under this section, including (i) the schools from which students were expelled under this section, (ii) the number of students expelled from each such school in the school division during the school year, and (iii) the types of firearms involved in the expulsions.

D. As used in this section:

"Destructive device" means (i) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device; (ii) any weapon, except a shotgun or a shotgun shell generally recognized as particularly suitable for sporting purposes, by whatever name known which will, or may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (iii) any combination of parts either designed or intended for use in converting any device into any destructive device described in this subsection and from which a destructive device may be readily assembled. "Destructive device" shall not include any device which is not designed or redesigned for use as a weapon, or any device originally designed for use as a weapon and which is redesigned for use as a signaling, pyrotechnic, line-throwing, safety, or other similar device.

"Firearm" means any weapon prohibited on school property or at a school-sponsored activity pursuant to § 18.2-308.1, or (i) any weapon, including a starter gun, which will, or is designed or may readily be converted to, expel a projectile by the action of an explosive; (ii) the frame or receiver of any such weapon; (iii) any firearm muffler or firearm silencer; or (iv) any destructive device.

"One year" means 365 calendar days as required in federal regulations.

E. The exemptions set out in § 18.2-308 shall apply, mutatis mutandis, to the provisions of this section. The provisions of this section shall not apply to persons who possess such firearm or firearms as a part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted by the school to use its premises or to any law-enforcement officer while engaged in his duties as such.

F. This section shall not be construed to diminish the authority of the Board of Education or the Governor concerning decisions on whether, or the extent to which, Virginia shall participate in the federal Improving America's Schools Act of 1994, or to diminish the Governor's authority to coordinate and provide policy direction on official communications between the Commonwealth and the United States government.

§ 18.2-280

Willfully discharging firearms in public places

A. If any person willfully discharges or causes to be discharged any firearm in any street in a city or town, or in any place of public business or place of public gathering, and such conduct results in bodily injury to another person, he shall be guilty of a Class 6 felony. If such conduct does not result in bodily injury to another person, he shall be guilty of Class 1 misdemeanor.

B. If any person willfully discharges or causes to be discharged any firearm upon any public, private or parochial elementary, middle or high school, including the buildings and grounds or upon public property within 1,000 feet of such school property, he shall be guilty of a Class 4 felony.

C. This section shall not apply to any law-enforcement officer in the performance of his official duties nor to any other person whose said willful act is otherwise justifiable or excusable at law in the protection of his life or property, or is otherwise specifically authorized by law. In addition, subsection B shall not apply to any otherwise lawful discharge while actually engaged in lawful hunting, a program or curriculum sponsored by or conducted with permission of the school or while in or on an established shooting range.

D. Nothing in this statute shall preclude the Commonwealth from electing to prosecute under any other applicable provision of law instead of this section.



Go to (previous section) or (next section) or (new search) or (Home)

§ 18.2-308.1

Possession of firearm, stun weapon, or other weapon on school property prohibited

A. If any person possesses any (i) stun weapon or taser as defined in this section, (ii) knife having a metal blade of three inches or longer, or (iii) weapon, other than a firearm, designated in subsection A of § 18.2-308 upon (i) the property of any public, private or parochial elementary, middle or high school, including buildings and grounds, (ii) that portion of any property open to the public used for school-sponsored functions or extracurricular activities while such functions or activities are taking place, or (iii) any school bus owned or operated by any such school, he shall be guilty of a Class 1 misdemeanor.

B. If any person possesses any firearm designed or intended to propel a missile of any kind while such person is upon (i) any public, private or parochial elementary, middle or high school, including buildings and grounds, (ii) that portion of any property open to the public used for school-sponsored functions or extracurricular activities while such functions or activities are taking place, or (iii) any school bus owned or operated by any such school, he shall be guilty of a Class 6 felony; however, if the person possesses any firearm within a public, private or parochial elementary, middle or high school building and intends to use, or attempts to use, such firearm, or displays such weapon in a threatening manner, such person shall not be eligible for probation and shall be sentenced to a minimum, mandatory term of imprisonment of five years, which shall not be suspended in whole or in part and which shall be served consecutively with any other sentence.

The exemptions set out in § 18.2-308 shall apply, mutatis mutandis, to the provisions of this section. The provisions of this section shall not apply to (i) persons who possess such weapon or weapons as a part of the school's curriculum or activities, (ii) a person possessing a knife customarily used for food preparation or service and using it for such purpose, (iii) persons who possess such weapon or weapons as a part of any program sponsored or facilitated by either the school or any organization authorized by the school to conduct its programs either on or off the school premises, (iv) any law-enforcement officer while engaged in his duties as such, (v) any person who possesses a knife or blade which he uses customarily in his trade, or (vi) a person who possesses an unloaded firearm which is in a closed container, or a knife having a metal blade, in or upon a motor vehicle, or an unloaded shotgun or rifle in a firearms rack in or upon a motor vehicle. For the purposes of this paragraph, "weapon" includes a knife having a metal blade of three inches or longer.

As used in this section:

"Stun weapon" means any mechanism that is (i) designed to emit an electronic, magnetic, or other type of charge that exceeds the equivalency of a five milliamp sixty hertz shock and (ii) used for the purpose of temporarily incapacitating a person; and

"Taser" means any mechanism that is (i) designed to emit an electronic, magnetic, or other type of charge or shock through the use of a projectile and (ii) used for the purpose of temporarily incapacitating a person.



Go to (previous section) or (next section) or (new search) or (Home)

§ 18.2-308.7**Possession or transportation of certain firearms by persons under the age of eighteen; penalty**

It shall be unlawful for any person under eighteen years of age to knowingly and intentionally possess or transport a handgun or assault firearm anywhere in the Commonwealth. For the purposes of this section, "handgun" means any pistol or revolver or other firearm originally designed, made and intended to fire a projectile by means of an explosion from one or more barrels when held in one hand and "assault firearm" means any (i) semi-automatic centerfire rifle or pistol which expels a projectile by action of an explosion and is equipped at the time of the offense with a magazine which will hold more than twenty rounds of ammunition or designed by the manufacturer to accommodate a silencer or equipped with a folding stock or (ii) shotgun with a magazine which will hold more than seven rounds of the longest ammunition for which it is chambered. A violation of this section shall be a Class 1 misdemeanor. Any handgun possessed or transported in violation of this section shall be forfeited to the Commonwealth and disposed of as provided in § 18.2-310.

This section shall not apply to:

1. Any person (i) while in his home or on his property; (ii) while in the home or on the property of his parent, grandparent, or legal guardian; or (iii) while on the property of another who has provided prior permission, and with the prior permission of his parent or legal guardian if the person has the landowner's written permission on his person while on such property;
2. Any person who, while accompanied by an adult, is at, or going to and from, a lawful shooting range or firearms educational class, provided that the weapons are unloaded while being transported;
3. Any person actually engaged in lawful hunting or going to and from a hunting area or preserve, provided that the weapons are unloaded while being transported; and
4. Any person while carrying out his duties in the armed forces of the United States or the National Guard of this Commonwealth or any other state.

Go to General Assembly Home

Daniel C. Montoya
04/12/2000 10:46:54 AM

Record Type: Record

To: Patricia Solis-Doyle/WHO/EOP@EOP

cc:

Subject: New York State and New York City Departments of Health Ninth Statewide HIV/AIDS Policy Conference in New York City, 5/23-25/00

Hi Patti:

I'm the Executive Director of the President's Advisory Council on HIV/AIDS.

Jeffrey Barhite as part of the People Living with HIV/AIDS community in New York wrote you a letter (Nov 1999) requesting Mrs. Clinton to be a featured speaker at this conference. He has left me a voice mail message regarding the invitation and whether or not I might be helpful in securing her attendance. Before I call him back, is this already on her schedule? If not, and if your debating whether she should attend, I would be happy to give you any information about the conference since I spoke last year.

Thanks and please advise.

dcm 395-1445

Ann O'Leary / Neera Tanden
What do you
think?
Patti

#62 Scheduled
for review

May 14 Pull
Patt:

From: Jacquie Cofer <jcofer@bellsouth.net> on 03/03/2000 04:19 PM GMT

Please respond to Jacquie Cofer <jcofer@bellsouth.net>

To: first.lady@Whitehouse.GOV

cc:

Subject: We can stop the killing of our children with guns...NOW

[Connection Information]

CLIENT: 209.214.12.127 [209.214.12.127]
BROWSER: Mozilla/4.7 [en]C-CCK-MCD NSCPCD47 (Win98; I)
URL:
http://www.whitehouse.gov/WH/Mail/html/Mail_First_Lady.html

[Sender Information]

PERSONAL-NAME: Jacquie Cofer
EMAIL-ADDRESS: jcofer@bellsouth.net
ORGANIZATION: Million Mom March
RELATIONSHIP: West Palm Beach Organizer
STREET-ADDRESS: 15720 112th Drive North
CITY: Jupiter
STATE-PROVINCE: FL
ZIP-CODE: 33478
COUNTRY: US

Ann O'Leary
--Patt

[Message Information]

PURPOSE: Other
TOPIC: Children's Issues
AFFILIATION: Private Citizen
SUBJECT: We can stop the killing of our children with guns...NOW

[Message]

My father, Frank Brooks, developed a child safety lock that can only be operated by an authorized user, over 9 years ago. He was well ahead of his time but now he is right on time. If the you can just take a few minutes to see this lock, which is currently in use by police departments across the country including the Metro DC Airport Authority, I believe it will have an impact on you that can change the entire frame of gun control in the country. I was able to get an appointment with one of the staff members at the White House on Thursday of next week (3/9) and would like the you to join us if possible. Please let me know if this is convenient and if it is not, we would be happy to accomodate you anytime.

Very truly yours,
Jacquie Cofer
561-478-5625

To Ann Ruby et al
Please review & advise
if this is a document
we can proceed

John

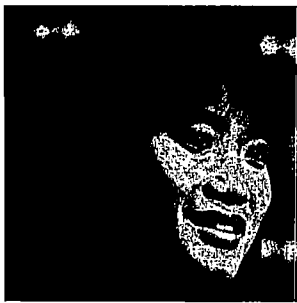
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An ad hoc group of dedicated child advocates in Los Angeles County recently came together to put in writing their thoughts on broadening the important discussion of improving the well being of children and families in America. The group included:

The authors wish to thank the Western Regional Office of The Casey Family Program for its support of Linda Lewis who actually took their thoughts and committed them to paper. Author affiliations are for identification purposes only and do not indicate endorsement by the listed organizations.



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Planning Council*

Bonnie Armstrong
The Casey Family Program

Carol Oughton Biondi
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*California Partnership
for Children*

Patricia Curry
*Los Angeles County
Commission for Children
and Families*

Linda Lewis
*The Western Child Welfare
Law Center*

Jacquelyn McCroskey
*University of Southern
California School of Social Work*

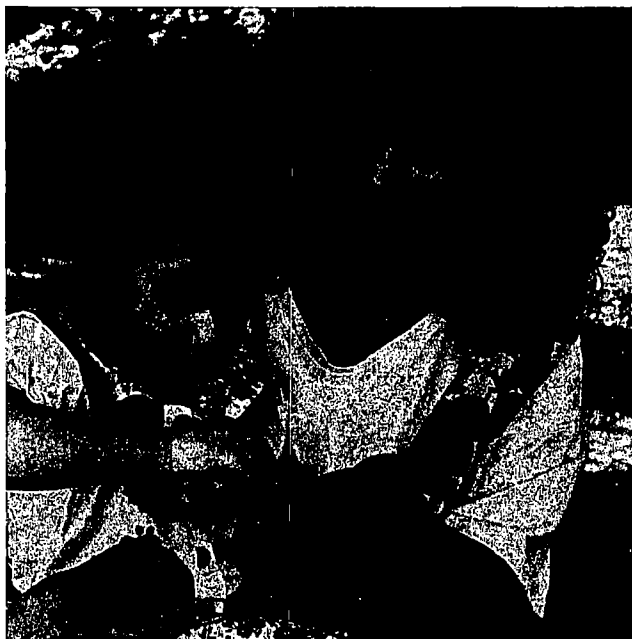
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Nancy Daly Riordan
*Founder, United Friends of the
Children*

Margo Wainwright
Youth Intervention Program

Vivian Weinstein
*City of Los Angeles, Commission
for Children, Youth and
Their Families*



*Let us know what you think by
sending your comments to*

**From Child Welfare
to Child Well Being**
*c/o TCFP,
75 South Grand Avenue
Pasadena, CA 91105*

*or e-mail to
llewis@casey.org*

from
child welfare
to child
well-being

For all its many strengths and its vaunted commitment to human rights, the United States has an unsatisfactory history in relation to the nurture of its children. Despite the oft-repeated aphorism that "It takes a village to raise a child," our cultural commitment to individualism has manifested itself in the presumption that, unless something goes really wrong, families don't need help in caring for their children, and society should keep its hands off. Novelist Barbara Kingsolver makes the point concisely when she says, "In the U.S.A., where it's said that anyone can grow up to be President, we parents are left pretty much on our own when it comes to Presidents-in-training. Our social programs for children are the hands-down worst in the industrialized world, but apparently that is just what we want in a nation." Unlike most other developed countries, the United States has consistently and steadfastly avoided establishing a fully formed and clearly articulated policy for children and families, with tragic consequences.

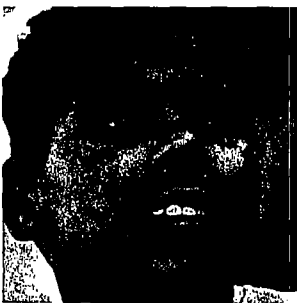


Efforts to measure child well-being are hampered by the lack of appropriate data on meaningful indicators. It is possible to say, however, that, lacking access to or support for adequate health care, appropriate child care and/or effective education or vocational training, far too many families, particularly families of color, have slipped farther and farther behind economically. The desperation of poverty has driven a disproportionate number to self-medication that has deteriorated into substance abuse, further diminishing the families' capacity to meet their children's needs. It is a downward spiral that our lack of will and concerted attention has failed to arrest.

Effective governmental intervention can make a significant positive difference in people's lives, offering support without interference. Persuasive



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evidence for this can be found in the direct result of policies and programs for the aging, including Social Security, Medicare and the Older Americans Act of 1965. In 1966, more than 28% of the elderly were categorized as poor. In 1995, this had been reduced to 10.5%, a direct result of public policy. In contrast, studies conducted by UNICEF and other researchers have demonstrated that child poverty in the United States is by far the highest among developed nations. The primary difference that sets the U.S. apart is that the 17 other nations studied have developed coherent packages of family support policies that effectively reduce poverty and supplement income.

Whether the present system is evaluated on the basis of a narrow construction of the mission of child welfare as protection of children, or, more expansively, as support for and assurance of optimal child well-being, the results are singularly discouraging. Historically, the child welfare

system has threatened parents with the loss of their children to scare them into refraining from abuse. The residue of this approach is evident in a system in which there is an entitlement to out-of-home care but no support to help troubled parents avoid the necessity of separation from their children. Real, measurable progress toward assuring that parents are able to nurture and protect their children has not been achieved. Even more discouraging is the fact that the existing system of substitute care often intensifies rather than ameliorates children's risk. There is an obvious and urgent need for change.

Fortunately, this urgent need is coupled with a once-in-a-lifetime opportunity for bold and historic transformation. Significant amounts of new dollars are currently available from a variety of sources for services to children and families. Perhaps more importantly, there is a widespread call to action from such diverse voices as voters, taxpayers, the business community and professional and service sectors including health care, education, child protection, income support and economic development. These voices are demanding that dollars be spent in ways that result in significant improvement in children's well-being.

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An effective system of supports for children and families, could be expected to yield such outcomes as

Good health

- Access to health care
- Regular well-child check-ups
- Immunizations completed on schedule

Safety and survival

- Reduced delinquency and adult crime
- Reduced domestic violence
- Reduction in the number of children in foster care

Economic well-being

- Fewer children in poverty
- Fewer homeless children and families

Social and emotional well-being

- Reduced incidence of child abuse/neglect
- Every child having at least one adult who loves and cares for him/her unconditionally
- Reduced substance abuse
- Increased mentoring of youth

School readiness and achievement

- Children thriving and meeting developmental milestones at appropriate times
- Improved school performance
- Increased high school graduation

In 1998, Los Angeles County spent in excess of \$1.1 billion for services related to child protection (foster care, case management, court and legal costs, etc.) Across the United States these costs are estimated to amount to more than \$15 billion. Yet outcome indicators have not shown improvement.

Good health

- 25% of children are not fully immunized by age 3 (Children's Defense Fund)
- More than 15% of all children and more than 25% of poor children have no health insurance coverage (U.S. Census Bureau)

Safety and survival

- The number of individuals in jail increased by 46% from 1990 to 1998; and the number of youths under the age of 18 held in adult jails increased 400% during this period (U.S. Bureau of Justice)
- The number of children in out-of-home care increased from 405,989 in 1990 (APWA) to 531,331 in 1996 (CWLA)

Economic well-being

- The proportion of children living below the poverty line increased from 14.9% in 1970 to 19.2% in 1997 (and nearly 30% in California) (U.S. Census Bureau)



Social and emotional well-being

- Incidents of substantiated child abuse rose from 690,658 in 1990 to 970,285 in 1995 (U.S. Census Bureau)
- The median waiting time for adoption for U.S. children who are legally freed is between 7 and 26 months; but half of the states (including California) are unable even to provide data about adoptive waiting times (CWLA, 1996).

Education and workforce readiness

- 31% of all children ages 12-17 are either not enrolled in school or are enrolled below the expected grade for their age (U.S. Census Bureau).

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Effective Policies for Children and Families

If we are to progress from this current shameful state, we must take advantage of this historic opportunity to promote and implement policy changes which are forward looking, and which anticipate and prevent problems before they occur rather than reacting after damage has been done. California's Little Hoover Commission Report, released in August 1999, has stimulated thinking about the broader implications of the system's identified failings. Time and again similar commissions and task forces have generated similar findings, and efforts have been made to respond, but perilously little has changed. The 1970's saw passage of the Child Abuse Prevention and Treatment Act. The 1980's brought the Adoption Assistance and Child Welfare Act. In 1993, the Omnibus Budget Reconciliation Act addressed the need for Family Preservation, and in 1997, the Adoption and Safe Families Act was passed. Each of these legislative responses has seemed promising but has fallen far short.

The Little Hoover Report provides specific strategies for addressing weaknesses in the system of care for abused and neglected children, and makes a number of excellent recommendations for structural changes that would greatly improve this system. Among these, the proposed creation of an Office of Child Services and appointment of an Undersecretary for Child Services should be acted upon immediately, for without this action, it is unlikely that other recommendations can be effectively carried out. While all of the Report's recommendations deserve support, the prospect of simply

tinkering with the old mechanisms is unsatisfactory given that they appear to be so completely worn out. The imminent need for far-reaching reform grounded in comprehensive family policy is compelling. Such policy must address the root problems that lead to the abuse and neglect of children, and must respond to the full array of issues faced by children and families at risk. The following statements provide a general framework to guide effective reform.

The best place to raise children is in families. To progress developmentally, children need to develop close relationships with people who love and care for them. They need to feel that their unique, individual needs are understood and responded to appropriately. They need the comfort, security and constancy of familiar surroundings. All of these are present naturally and continually in well-functioning families. To provide for their children, families rely on community systems (e.g., schools, churches, parks, recreation programs, hospitals, and public transit), and where these systems operate effectively, families prosper. Public policy that assists families in assuring that their children live and develop in safe, nurturing and healthy environments could contribute enormously to improving outcomes for children. Such policy could lead to development of a system with the capacity to address deficits while affirming areas that are working well.

All families need resources to build on their strengths and enhance their effectiveness. All families rely on informal and formal support systems to provide safe and nurturing environments for their children. When families require the support of more formal systems, high quality, professional services should be available in their homes and their communities. Such services should be flexible and comprehensive, and should include every

type of resource that works to strengthen families, including child care, parenting information, effective schools, substance abuse treatment, domestic violence intervention, home-maker services, income support, housing, respite care, health and mental health care, etc.

Risk to children should be addressed by intervening with and supporting families rather than by removing children. It is extremely difficult to "create" permanent families for children whose biological families have failed. Far too often, children who are removed from their biological families do not find the kind of stability and nurturing known to be vital to their success. When removing a child from his or her birth family, there must be substantial certainty that the child welfare system is able to provide fewer risks and better care than the home which is considered too dangerous for the child

Care must be exercised to minimize the trauma of a child's separation from his or her family. When, despite the availability of services and supports, it is necessary for the child's safety and well-being to separate him/her from the immediate family, extreme care must be taken. To the extent that relatives close to the child are available, placement with kin can reduce the shock of separation and provide continuity in family relationships. Providing for assessment of the child's specific needs and characteristics, and taking steps to match the child with an appropriate substitute caregiver in response to these needs is essential. It is equally important to support the caregiver in every way possible to stay with and nurture the child, avoiding further change and its accompanying trauma. Early maltreatment, neglect and removal from the family can result in specific behaviors in children that are extremely difficult to manage or to tolerate. Recognizing and helping caregivers to address these behavioral issues, and providing support (e.g., respite care, in-home counseling, etc.) which will assist in this process will reduce the number of place-

ment changes the child must experience. Equally important is sustaining the child's ongoing connection to and involvement with the birth parents to the greatest extent possible. Caregivers need special support and encouragement for working with birth families, and making this a key component of training and continuing supervision is essential.

All children need appropriate, permanent families in which to grow up. If the child's birth family is not available, permanency may be appropriately achieved in kinship care, guardianship and/or through adoption. Appropriateness must be assessed on the basis of the child's best interests represented by multiple factors, including the child's preferences and caregiver characteristics (age, ethnicity, physical capacity, connection to child and birth family, number of other children/care responsibilities, accommodations, etc). The child's well-being is paramount and he or she should be placed where he/she can be nurtured in a safe and permanent environment. In some instances, it may be preferable to place the child with an unrelated caregiver. In any case, emphasis should be placed on the caregiver's responsibility for the well-being of the child, including sustaining relationships with the child's siblings and other relatives.

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Care providers, including relatives, who are accountable for the well-being of children must receive active, on-going support. Foster care has historically been a "voluntary" service. Foster parents and relative caregivers volunteer their time and share their homes and family life, receiving a stipend designed to help cover direct expenses for housing, food and clothing. Like other volunteer activities, profound shifts in our economy have changed the face of those available to provide foster care, and make the voluntary aspect of this work less and less viable. To ensure the continued availability of qualified foster parents consistent performance and ethical standards for foster families must be established and enforced. These standards and expectations must inform and guide recruitment and selection processes. It is critical that alternative incentives and supports for care providers be instituted, and the work and achievements of foster parents must be recognized and validated. Training, mutual support groups and individual consultation must be provided, and, when indicated, 24-hour crisis response, including respite care, must be available. Compensation to caregivers must be sufficient to attract and retain qualified individuals. It must enable the caregiver to ensure the child's well-being, including spending time with the child and arranging for appropriate health, mental health, education and recreation services, as well as providing for the child's material needs.

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A full range of services must be available to respond appropriately to the full range of children's needs. Historically, emphasis has been skewed toward "high end" services, such as psychiatric hospitalization and residential treatment settings, while family-based support and treatment have been largely unavailable. It is, nevertheless, true that in some instances such placements are needed to provide the child the treatment and structure that will assure his/her well-being and safety and that of the family and community. The goals of any institutional placement must always include a plan for returning the child to a family at the earliest possible point. In addition, resources must be designed and directed in such a way that children receive the care they need rather than being given whatever package of services is available. Systematic assessment and reassessment must be done to assure that children are being appropriately served, and that services are modified as needs change. Funding streams must be designed to support individualization. Exploration and evaluation of innovative service strategies must be encouraged and supported.

All youth need support beyond the age of eighteen. In today's world, eighteen year-olds do not have the life skills, motivation, self-confidence and/or earning capacity required for complete self-sufficiency. Parents continue to support their children in response to their needs and capacities, not based on arbitrary timelines. The same must be true for those children for whom the state has assumed parental responsibility. All the supports of foster care, including board and care payments, medical coverage, and independent living services must continue to be available to youth through the age of 21. While most young adults have a legal right and an emotional need to try life on their own, far too many youth leave foster care without a safety net to undergird such attempts. The finality of emancipation is not consistent with the kind of trial and error approach that characterizes developmental progress.

The Imperative for Change

Disparities between what is desirable and current practice are not due to a lack of money. Enormous sums are being spent, though often in ways that prevent blending of funds to maximize results and streamline delivery. Frequent discussion of the crisis in the system for children and families indicates that the problem is not a lack of awareness or concern. Rather, the primary stumbling block appears to be the assumption that the current system can be fixed, despite the failure of innumerable attempts at reform. The breadth of this crisis defies incremental change. To have a chance for success, change must be dramatic and pervasive.

The shape of the current system is known, as are its failings. First and foremost, families do not have access to the supports they need to nurture their children's well-being and keep them safe. Instead, a series of vastly inferior alternatives have been developed. Even these have been bungled on implementation. A child's removal from the family too often results in a series of placements and

replacements until he/she is so traumatized that s/he requires prolonged treatment and remediation of problems which have been exacerbated if not caused by the system which is supposedly protecting him/her. A child's placement is too often driven by the convenience or necessity of an over-burdened, under-informed bureaucracy rather than by a rational and compassionate matching process. Substitute caregivers do not receive essential information about the child's background, health and educational needs, nor do they get the financial and emotional support essential to ensure stability for and genuine attachment to the children in their care. Programs are geared up to offer a specific bundle of services, and it is often difficult to pick and choose those that are most appropriate in a given circumstance, or to fund the types of services that may be most needed by a specific child. Youth are expected to leave the system with tenuous plans for independent living and little access to the kinds of sustained or intermittent supports that would make a successful transition possible.

It's time to start over. What would that mean? What would a new system, one that could be expected to work look like? What admin-



istrative structure(s) would be required to facilitate continuity and stability for children and families? How would the system be re-built, incorporating emerging technologies to support and facilitate the desired outcomes? What levels of training and expertise should be required of caregivers, and what sorts of incentives and supports would be required to accomplish this? How must financing change to reflect expectations for accountability to specific outcomes for children?

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Strategies for Change

In reviewing the current system and past efforts, and in looking at the hopeful glimmers of success in other places, one fact stands out. Taking child well-being seriously means that everyone concerned about children must work together. All levels of government, county departments and public and private organizations must connect and interact, pooling their efforts in a comprehensive, synergistic whole. Beginning steps in this direction have been taken in Los Angeles, and the recommendations that follow depend on continuing and expanding these activities.



Population trends in the Los Angeles County child welfare system raise disturbing questions. For example, the number of children screened into the county's Dependency System for "physical abuse" went from 66,040 (36.6% of total) in 1995 to 34,066 (23.9% of total) in 1999, while "general neglect" rose from 36,185 (20% of total) in 1995 to 43,641 (30.7%) in 1999. In 1992, 70% of the children in out-of-home care were deemed to be "federally eligible" (poor) but by 1999, 94% were so designated. One explanation may be a change in the way statistics are kept, categories are defined or screening is conducted. If, however, these statistics reflect a real change in the population being served by the child welfare system in Los Angeles, there are profound implications for the way this system should be organized and operated.

It seems quite logical that poverty and general neglect (inadequate nutrition, poor health, unsanitary living conditions) would go hand-in-hand, a situation suggested by the current numbers. In this case, are traditional "child protection" approaches appropriate? Are we trying to address today's

issues with old methodologies? Are developing ideas and programmatic approaches congruent with emerging realities?

An even more disquieting set of questions is raised if another aspect of these statistics is considered. Why is it that children from affluent communities virtually never enter the child welfare system? Could strategies available to those children and families be borrowed or adapted and made available in more impoverished communities? Does this imbalance reflect the need to reconsider the screening tools being used and the validity of assessments reached? How can we ensure that our intervention strategies take into consideration the rich diversity of culture reflected in our community? How can we provide support to families before they require intervention?

Whatever the answers to these questions, it is clear that the planning and decision-making within the child welfare system must be based on reliable

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data and aggressive action designed to yield the desired results. Sophisticated data collection and analysis techniques continue to be underutilized. Improvements in this area are necessary to make it possible to provide precise assessments of child well-being and to conduct timely and accurate evaluation of interventions. In addition to improved statistical analysis, continued exploration and demonstration of specific strategies is needed to provide essential information connecting cause and effect in specific outcome areas.

The following recommendations focus on actions that address each of the policy statements outlined above, creating the beginnings of a practical, comprehensive, policy-driven approach to child welfare in this huge and diverse county. In some instances, there are existing models that have demonstrated substantial, measurable success, and is intended that these be built on and enhanced. These recommendations take into account the directions and activities already contemplated in planning for CalWorks and Proposition 10. Directing all these efforts toward a common set of values holds the greatest promise for improvement in child well-being.

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THE BEST PLACE TO RAISE CHILDREN IS IN FAMILIES.

The most significant change in the system suggested by this plan is the recognition of the necessity to do more to prevent the deterioration and break-up of families due to emotional and economic stress. This approach recognizes the profound role played by poverty in putting children at risk, and reflects the determination to treat these causes as directly and seriously as the results of neglect are presently treated. The key strategies associated with this aspect of the overall plan are:

■ **Home visiting for all prenatal families and new parents.** Trained and culturally competent home visitors will assist parents in developing the healthiest and safest possible environment for the newborn, assessing nutritional and health care issues and assisting in development of a plan, including referrals to local community agencies, to address any apparent deficiencies, concerns or problems. Once the child is born, home visitors will assist in the parents' adjustment to feeding, sleeping and general baby care. Having the opportunity to view the whole family together will allow for any special needs to be flagged and for parents to be assisted with referrals to necessary support services.

■ **Developmentally appropriate, high quality, affordable child care.** Access to dependable, safe and appropriate child care is a serious problem for many families which leads to substantial risk for children. Increasing the availability of care and the quality of the care offered is an essential step in bolstering families.

■ **Family empowerment zones.** It is recommended that mechanisms for working within communities to provide the tools for family self-sufficiency be implemented, coupling the needs of families with the economic well-being of the community. A number of options are possible, including formation of a "Family Impact Statement" as part of every community planning process, or economic development strategies designed to reduce poverty.

ALL FAMILIES NEED RESOURCES TO BUILD ON THEIR STRENGTHS AND ENHANCE THEIR EFFECTIVENESS. RISK TO CHILDREN SHOULD BE ADDRESSED BY INTERVENING WITH AND SUPPORTING FAMILIES RATHER THAN BY REMOVING CHILDREN.

While all families will benefit from some assistance, some families will require greater support in order to sustain themselves through particularly troubling periods. The types of assistance needed include:

■ **Enhanced Home Visitation:** Where indicated, specially trained home visitors would develop regular visitation plans for families to assist in organizing the home, improving family interaction, establishing schedules, developing behavioral interventions and otherwise addressing issues that might threaten to disrupt the family.

■ **Family Counseling:** Parents must have access to affordable psychological counseling to address intra-family issues and assist in development of appropriate parenting strategies.

■ **Substance Abuse Treatment.** It is widely reported that more than 70% of the families who become involved in the Dependency System have drug and/or alcohol problems. Providing timely, affordable access to treatment programs, including inpatient services for mothers with children, is essential to breaking the cycle of substance abuse and related neglect.

CARE MUST BE EXERCISED TO MINIMIZE THE TRAUMA OF A CHILD'S SEPARATION FROM HIS OR HER FAMILY. ALL CHILDREN NEED APPROPRIATE, PERMANENT FAMILIES IN WHICH TO GROW UP.

By providing support and moderate intervention earlier on, focused on bolstering the capacity of the family, fewer children will require separation from their families. There will, however, be some situations in which children must leave their homes and families for their safety. In such instances, the plan for the child needs to ensure a minimum of trauma and optimum stability for that child.

■ **Family-Based Decision Making:** Birth parents and members of the extended family should be included to the greatest extent possible in developing and implementing a plan to address the issues of the child's safety and well-being. The involvement of family members takes seriously their continuing role with the child and helps to ensure that the plan will be responsive to the family's unique characteristics and needs. Social workers and other professionals should be trained in methods of facilitation and support for such involvement, and sufficient time allotted for the process to be accomplished.

■ **Assessment and Placement**

Matching: The present system must be modified to the extent that each child who is placed outside of his/her home experiences only one placement, designed to respond to his/her needs appropriately.

■ **Single Social Worker:** Each child should have only one assigned social worker that knows him/her and the family, as well as the details of his/her situation. The social worker actively pursues a plan, which will to assure that the child is back at home or in another permanent situation within one year. This will require a turn-around in the attrition rate among social workers and the full implementation of caseload caps and generic caseloads.

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**CARE PROVIDERS WHO ARE ACCOUNTABLE
FOR THE WELL-BEING OF CHILDREN MUST
RECEIVE ACTIVE, ON-GOING SUPPORT.**

In the present system, supports are available to substitute caregivers that are not available to troubled parents. Under this plan, all those caring for children must be made aware of and have access to the supports needed to make it possible to provide consistent, effective care to children. While the type of support required might differ, the need for access to some types of support is comparable.

■ **Permanency within One Year:** In order to minimize trauma, it is critical that the system be more respectful of the fleeting nature of childhood, reducing decision timelines and processes. This can only be accomplished if sufficient resources (including drug treatment and psychological counseling) are readily available to parents; and on-going supports are made available to relatives or other substitute caregivers (see below). Change will also be required in court processes and timetables. In particular, when it is determined that adoption is in the child's best interest, it must be possible to assure that appropriate families are found and all necessary steps taken to reduce the waiting time for children to the absolute minimum. This should be less than a year from the time the child is freed for adoption.

■ **Provide support to and demand
accountability from foster families.**

All foster parents, including relative caregivers, need the support of an entity that can train them and sustain their work on a continuing basis. Whether offered through a system of private agencies charged with these responsibilities, by the public agency with overall responsibility for foster care, or some combination of both, systematic services and accountability mechanisms must be in place. The services of foster care providers must be evaluated on the basis of specific outcomes for children, and shared standards must guide service delivery, regardless of differences in administrative oversight. The public sector role must include monitoring the quality of care provided, and such monitoring must be independent of all placement decision-making, ensuring that only those individuals and entities that meet established standards and provide effective service continue to have children placed with them. Placements must take into consideration the specific needs of the child, and rate differentials should be given based on specific provisions for supplemental services. Moving in this direction will require that we find ways to differentiate rates based on the service plan for the child rather than by licensing category.

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■ **Limit the number of children in any caregiver's home.** There should be no more than two unrelated children in any substitute care situation, unless there are exceptional circumstances that can be documented. Special care and support must be provided to accommodate sibling groups and to ensure that they are able to stay together.

■ **Professionalize foster parenting.** Gradually, the system should move to compensate foster parents for their time as well as their direct expenses. Such compensation must be tied to strong, professional preparation and a commitment to stay with children through difficult periods, for which additional incentives may be offered. In addition to appropriate, competency-based compensation, foster parents should be provided such supports as respite care, child care, counseling and tutoring as needed.

A FULL RANGE OF SERVICES MUST BE AVAILABLE TO RESPOND APPROPRIATELY TO THE FULL RANGE OF CHILDREN'S NEEDS.

By making the changes identified above at earlier points in the lifecycle of a troubled family, it is anticipated that there will be significant reduction in the need for institutional placements and, in particular, the duration of such placements. It is, nonetheless, true, that some children will require more structured interventions than are possible in the family setting. Effective and appropriate use of such entities requires a change in practice related to their use.

■ **Assessment:** Comprehensive, multi-disciplinary assessments must be done for all children being considered for placement, at regular intervals during the placement period, and at any point when the planned intervention is found not to be working effectively. Such assessments should include a focus on all outcome areas including health, safety, economic well-being, social and emotional well-being and educational achievement, and should address both strengths and needs. They should also include a report from the child in regard to his/her satisfaction with the care that s/he is receiving. In addition, the assessment process must ensure that all treatment plans are directed toward the child's return to family-based care.

■ **Individualized treatment planning and service delivery:** Every child should receive the all services he or she needs, and only those services needed, as identified through the on-going multi-disciplinary assessment and treatment review process. This will require changes in the rate-based system to allow for maximum flexibility in treatment planning and service delivery while assuring program accountability.

■ **Outcomes:** Appropriate, practice-based outcome expectations and utilization criteria for congregate placements must be developed, and placement incentives (e.g., preferential referral) provided to those organizations that achieve or exceed established standards.

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ALL YOUTH NEED SUPPORT BEYOND THE AGE OF EIGHTEEN.

The goal of this plan is to assure that fewer and fewer youngsters reach the age of eighteen without having established permanent family ties. For those youths who do not have families to lean on, "emancipation" must be a gradual and forgiving process. It is critical that the capacity to track outcomes for youth emancipating from foster care be developed in order to assess the effectiveness of transition strategies. Certain basic supports are essential to youths who do not have the continuing support of families.

■ **Medical Insurance:** Any youth emancipating from foster care must have continued medical coverage through Medi-Cal until the age of 24 or college graduation, whichever comes first. This will require changes in Federal legislation and the state plan. There are proposals pending which move the system in this direction and deserve full support.

■ **Work History:** Any youth emancipating from foster care must have at least six months of successful, "unsubsidized" work experience. If this has not been achieved prior to emancipation, the youth may enroll in an appropriate training and work experience program and receive on-going support to the point of 6 months of job self-sufficiency at any time prior to his or her 24th birthday. Effective collaboration with the One-Stop Employment Centers could promote this goal.

■ **Supported Housing:** Any youth emancipating from foster care with a job or enrolled in an advanced vocational or educational program will have access to up to two years of supported transitional housing, between the time of emancipation and his/her 24th birthday. Development of additional units and effective transition programs will be essential for implementation of this strategy.



It is anticipated that, within three years, full implementation of this plan could result in markedly improved outcomes for children and families as measured by every indicator included on page 2. It is, however, typical of systems to implement plans piecemeal rather than following through on the whole strategy. In this instance, it is likely that the temptation will be to implement those strategies that focus on the later stages in the process, rather than the front-end. The authors of this proposal wholeheartedly believe that it is the earlier components of this plan that hold the greatest promise for true change in the system's capacity to care for children. Items 3-6 require only modification of existing structures or extension of current approaches. Items 1 and 2, however, entail reaching across child welfare and pulling "social welfare", economic development, education and health resources together to maximize the possibilities for families through thoughtful and cogent public policy. Only such drastic changes will dramatically improve the lives of children and families, and it is to this end that this plan is dedicated.

Too much is known about what helps and hurts children to put off a commitment to profound and pervasive change. Concerted, radical action is required to stop the damage that the current system too often inflicts and to create a culture that actively promotes the well-being of all children.

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Ann -

HRC met this woman
at the million man
march event and wanted
for to call her about
some policy/issue etc.
she started discussing with
HRC re Title 18

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LM Thurs. 5/18