

Withdrawal/Redaction Sheet

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001. letter	Anne Japuncha to Mr. Trafficant [partial] (1 page)	04/27/1999	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19586

FOLDER TITLE:

Youth Violence - Neera [Tanden] File [2]

2013-0436-S

rc1257

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

The Education Center of Developmental Resources Inc.

113 E. Van Buren • Naperville, Illinois 60540 •



Celebrate the Tradition ~ 20 Years of Service 1979-1999 ***You can make the difference in the life of a child***

Many community services are aimed at alleviating "problem kids", including vocational schools, drug treatment centers and juvenile correctional facilities. The Education Center offers a unique alternative that gives young people the chance to create and attain goals that will help insure their success in school, and in life.

In 1979, The Education Center was founded as a not for profit Illinois agency with the mission of providing counseling services for young people. The staff works tirelessly with thousands of children, youth and families each year. Help comes to those with learning disabilities, lack of study skills and serious school issues. Hope comes to those attracted to drug and gang affiliation, facing uncertainty about how to get a job, and turning to truancy, running away and suicide.

The at-risk young people who enter the doors of the Education Center are offered a second chance for success in school, and in life. The Education Center and its Executive Director Dr. Michael Litow have been honored nationally for the work of changing the lives of many of our communities "lost" children. We are asking for your help to join us in our effort to help children and children and young people gain skills that may save their lives. Be a friend to a kid that needs your love; help to place a student at your company- *with full support of The Education Center staff*; scholarship a student looking for direction; refer someone you know who needs a hand. Call 630-420-7807 or return the form below. Thank you.

Please cut here and return _____

I would like to I learn more about mentoring a student. Call me at _____

I may be able to help place a student at my company. Call me at _____

I want to help support the work of the program. Enclosed is my tax deductible gift.

Please call me about a young person that needs help: _____

Name: _____

City: _____ State/Zip Code: _____

"Helping kids succeed not only in school but in life."

A kid's best friend

■ *Dr. Mike Litow does what parents should do with their children: He listens.*

Judging from responses to last week's column, a lot of people have given up on our kids.

I wrote that 14-year-old Garey Randle was expelled from Crete-Monee Middle School for an entire year for fighting. The school district, which happens to be in the throes of an economic crisis, can't pay for alternative programs. The mother, Gloria Yates, can't pay for an alternative or private school, either.

That leaves Garey on the street, heading down a path that leads straight to prison or an early grave. I argued that it would be better for our taxes to go for intervention now, rather than to pay for prisons later.

Boy, did I get an earful from readers.

"We have another example of a parent who, in my opinion, has not taken their role seriously and now wants the schools, teachers, taxpayers, etc. to FIX IT!" wrote Lauren Zaubi of Itasca.

"If we were all more responsible for our own children and stopped waiting for someone else to teach our kids, our society may not be facing the problem it is," said Burnard C. Taylor of Chicago.

And Mark Fearon of Chicago had this advice: "Get off your rump and take charge of your home life or a jury of your peers will do it for you."

As cold as this sounds, these sentiments accurately reflect the opinions of a lot of people. Thank goodness there are people around like Dr. Mike Litow.

Litow counsels kids like Garey and others who are deemed troublemakers or underachievers. He has been at it for 20 years, and says it is not enough to blame parents for the growing number of unruly kids.

He ought to know. Litow flunked fourth grade, was found to have a learning disability, and for most of his school career was a teacher's worst nightmare. He now works with learning disabled kids at Sullivan Elementary School on the South Side, and runs a nonprofit counseling service, the Education Center of Developmental Resources. The center has offices in Naperville and Oak Park.

"I think everybody wants to point the finger of blame," he said during a recent interview at his Oak Park office. "But we live in a very violent society. I'm talking about a society where violence is almost an acceptable form of behavior. Kids emulate that kind of behavior."

His clients include the children of CEOs as well as those who live

in public housing. In a lot of instances, money doesn't matter.

"I see too many people who want to phone in their parenting. They spend more time in line to buy Beanie Babies than they will spend helping their kid with homework, or talking to their kid," he said.

There are also learning disabilities that are not detected by school officials. For example, a Naperville family turned to Litow after they got tired of hearing teachers say: "He's a great kid, but..."

Litow discovered the high school junior had attention deficit disorder.

"I can't say enough about Dr. Litow," said the mother, who asked for anonymity to protect her son's confidentiality.

"My son's problems stemmed from a lack of self-esteem due to an undiscovered learning disability. Mike was instrumental in pointing that out, and following up very closely with the counselors at school."

Litow goes even further. He reaches out to businesses in the area for donations so that parents who can't afford the fees won't be turned away. He also uses his business contacts to find mentors and jobs for the young people he counsels.

"I try to establish a relationship and trust," Litow said. "The kids trust me and we talk about everything that is going on in their lives. Adults will lecture, preach and sermonize. I listen."

"Our main thrust is to help kids stay away from gangs, drugs and from dropping out of school. We feel very strongly that if you can



RICH HEIN/SUN-1

"Too many people... spend more time in line to buy Beanie Babies than they will spend helping their kid with homework," says Mike Litow.

give the kid the skills and self-confidence, that is a lot more effective than paying \$30,000 a year to lock them up."

He is absolutely right about that.

Parents seeking help, or those who want to help, can contact the

Education Center of Developmental Resources at (630) 420-7807.

Mary A. Mitchell is a member of the Sun-Times editorial board and writes a column in Sunday's Sun-Times. E-mail: marym@sun-times.com

October 1997

Opportunities

Vol. 6, No. 10

Education Center, SPYGLASS Partner for Kids

If you had met Jim when he was a freshman in high school, you probably would have dismissed him as a "problem" kid. In fact, Jim had problems with the law and at school. His grades were D's and F's. He informed his guidance counselor that when he came of legal age, he planned to drop out of school. His mother Kathy, a struggling single parent, had sent Jim to almost every counselor and social services agency in the area. Jim's life changed the day he walked into The Education Center, a nonprofit agency that helps students succeed in school and learn job skills through a unique Business Mentorship Program. Four years later, Jim is a high school senior getting B's and C's. He plans to go to college and says he owes his success to Dr. Michael Litow, Executive Director of The Education Center.

The Education Center assessed Jim's interests, helped build his self esteem, and eventually presented him with a job opportunity at SPYGLASS, Inc. in Naperville. Jim prepared a resume and interviewed with both Doug Colbeth, President and CEO of SPYGLASS and the department supervisor. Jim now works in the marketing department doing anything and everything and is clearly a favorite of the staff.

Jim is pleased to work at SPYGLASS and teases Colbeth about taking over the company when Colbeth retires. "They treat me like family," Jim said. "I've played on their softball team, gone to the company picnic and even have my own cubicle with a name plate."

SPYGLASS is also pleased with the Business Mentorship Program. This past year, the company employed young people in various departments and have worked in conjunction with the Naperville school districts. Each student works approximately 10-20 hours each week. "These kids are a tremendous value," Colbeth said. "One young man even built an internal Web site for our employees to make travel arrangements and do on-line expense reports."

Colbeth says other businesses who don't employ young people are missing out on a wonderful opportunity. "There's no better way to give back to the community than to invest in our youth."

Jim's outlook on his life has definitely changed since working with The Education Center and SPYGLASS. He's now considering studying business and computers in college. Jim's mother, Kathy (who volunteers at The Education Center in her spare time) says her life certainly wouldn't be the same had it not been for these two chamber members.

You, too, can make a difference in the lives of Naperville youth by starting a Business/Education Partnership. See the article about Business/Education Partnerships on page 5.

aste o l le af er school helps turn een around

TEEN: Cen er helps him get back on track

Continued from Page 1

BY KARI ALLEN
Daily Herald Staff Writer

Feb. 1998

Jim Trader epitomizes the phrase "attitude adjustment."

He remembers being a freshman at Naperville North High School just four years ago, thinking he knew everything.

Adults, of course, knew nothing.

He was always in the dean's office, always the class clown. And he always talked about dropping out so he could work full time.

Those who knew him back then barely recognize him now.

He's energetic, respectful to adults and dedicated on graduating from high school, going to college and getting a good job.

To get there, he's giving up his own cubicle, computer and name plate at Spyglass Inc. in Naperville.

For the time being, least.

Michael Litow, director and director of the Education Center of Developmental Resources Inc. in Naperville and Oak Park, helped Trader turn his life around.

"He talked to me like a normal person," Trader said. "The first day I met him, he gave me a business card; I still have it in my wallet now."

"It has his home number on it, too. How many counselors give out their home number?"

Trader doesn't think of Litow as a counselor any longer, but as his best friend.

A friend who set up an interview for Trader with Douglas Colbeth, president and CEO of Spyglass, a company that provides Internet expertise, software and services to various companies.

Colbeth met with Trader and offered him a job as a clerk. Trader accepted and has been shipping, filing and faxing at Spyglass for about a

He's not alone. Litow meets with many troubled teens and tries to help them.

These teens often are termed "trouble-makers," "slackers" or potential "gang-bangers." Many do poorly in school.

They frequently are viewed by society as having little value or potential. Litow, however, sees something in these teens many others ignore: their strengths.

He discovers their interests, whether it be business, journalism or art, and finds mentors in these fields. These leaders talk to or even interview and hire teens referred to the Educa-

"These kids tend to dwell on what they can't do. We try to develop their strengths."

— Michael Litow

do," Litow said. "We try to develop their strengths, to get them excited about life, about themselves."

The workplace often does just that, Litow said. When young people think they can't achieve anything, he said, they tend to not care about school, themselves or life. Until, that is, they find they can be successful.

Now, Trader jokes with Colbeth that he'll be back, after college, to take the CEO position. "I'd like to take Doug's chair," Trader said. "He's keeping it warm for me."

That wasn't how he felt when he first walked through the doors of Spyglass. He thought his co-workers would view him as an inexperienced kid who didn't know what he was doing. "The first couple days, I was scared ... But everyone has gone above and beyond to be nice to me," Trader said.

In return, Trader has simply blossomed, Colbeth said. "He's a wonderful kid and has so much positive energy," he said.

"Jim's one of the most favorite employees in the company."

And Trader doesn't want to stop at just doing his job well. He wants to give back, both to Litow and Colbeth.

He'd like to be on the volunteer board of the Education Center. He wants to come back and talk to teenagers who are struggling, letting them know they can change.



Above, Jim Trader, a senior at Naperville North High School, files memos at Spyglass Inc., an Internet specialty company. At left, Ryan Crockett, left, stops to chat with 18-year-old Trader, who is one of the company's most popular employees, according to president and CEO

"I have always felt that we need programs for prevention. We need to spend the money to establish relationships with young people."

■ Dr. Michael Litow
YOUTH COUNSELOR

A KNACK FOR SAVING KIDS

*Villages resident earns
national reputation
for work as counselor*

By Judy Buchewot
60504 CORRESPONDENT

Michael Litow knows what it's like to be a troubled child. He was one. For the past 30 years, he's been drawing on that experience to help kids as a youth counselor.

The Fox Valley Villages resident has become nationally renowned for his work with the Chicago Board of Education. He is the coordinator of Inclusive Education for Emotionally Disturbed Behavior Disorder Students in Chicago. He also operates counseling centers for youth in Naperville and Oak Park. He has gained a reputation of being able to reach troubled children.

He was among 125 experts invited by the president to a conference on at-risk youth last month in Washington, D.C. Litow was able to speak directly with the President and Mrs. Clinton during the conference.

"Part of the day was spent addressing the causes of violence in our schools," Litow said. The list of causes mentioned at the conference included changes in family structure, community problems spilling into the classrooms and abuse in homes.

"I think a major issue is that kids need someone they can go to and confide in. Kids get upset and angry and they want to show everyone how they feel. They act on

the impulse," he said, referring to the shootings that occurred last spring on school grounds.

"The bottom line at the conference was that there needs to be collaboration," Litow said. "Educators, mental health professionals, police, businesses and everyone need to collaborate."

"I have always felt that we need programs for prevention. We need to spend the money to establish relationships with young people. We can't keep building prisons to lock them up. Prevention and intervention is more cost effective than incarcerating a kid at \$33,000 a year."

At his counseling practice known as The Education Center, Litow pursues his own ideas of prevention and intervention. Among the many professionals who refer youths to Litow is DuPage County Juvenile Probation Officer Robin Blench.

"I have a number of kids on my caseload who I have referred to Mike," said Blench. "I often find that behavior and education problems are in the same package with the kids. Mike does a good job of looking at the whole picture. There are very few therapists that have the expertise to make the connection to help with both issues."

See Litow, Page 6

Litow

From Page 5

A kid goes to school six or seven hours a day and if they aren't experiencing success, their self-esteem takes a beating, Litow said. Michelle Donovan was a student who wasn't experiencing success when she was a sophomore at Waukegan Valley High School. She went to Litow for some skill development but gained much more.

"He helped me with my test-taking skills, but he also understood what a kid goes through in high school. I had no direction in my life and he just kept working with me until I saw what I needed to do. It's been five years since I saw him and I'm working and a full-time student at COD. I never would have thought that I could have done this when I was a sophomore," Donovan said.

Jim Guleserian, a Wheaton North senior, also made a connection with Litow. "I was having big problems in school. I wasn't on track to go anywhere. When I went to Mike, I felt that he genuinely cared," Jim said. "If you do something wrong, he doesn't make you feel bad. You just want him to trust you and you wouldn't even think of lying to him. I'm applying to colleges now and I know I can do well."

One way that Litow is able to help kids feel successful is to find them a job. Although he makes the arrangements for a job, the phone call to secure the interview needs to be made by the youth.

Mrs. C., a parent of a troubled Waukegan Valley High School student, thought that no one would ever be able to reach her son. (To protect his identity, his real name will not be used.) "Jack turned from a great little kid into a delinquent," his mom said. "He got into a crowd of kids who went around giving the world the middle finger. He stopped attending school and started using drugs. I just didn't know what to do."

"The probation office sent us to

Mike and Mike talked his language. They were really able to connect. He changed Jack's attitude. Jack used to be so unhappy and angry and now, he's happy and laughing again. He's going to go to the College of DuPage in the spring. I did everything I could do. It was Mike who finally connected with Jack."

Although he has turned many lives around, Litow knows he can't save everyone. Before accepting a student into his center, Litow completes a free assessment. He does not accept students with severe depression, advanced drug habits or other situations which can't be handled in his practice. Although some students are not accepted, it is never due to monetary issues, noted Blench.

"Mike has never turned away a kid for financial reasons. He reduces the fee, finds a scholarship or does it for free and believe me, this is not done frequently in the counseling world," Blench said.

Most of Litow's clients meet with him for about nine weeks.

"This is not dance lessons," Litow said. "I want them to become independent and self-reliant." After the formal counseling ends, Litow often checks in with clients who are on their own.

Mrs. C. said he made visits to her son in the youth home when he was no longer being paid for his time.

Although Blench admires Litow's ability to connect with students, he sees a greater strength in the relationships that are formed.

"Perhaps the main reason that he is so highly effective is that he has a very clear vision that not only do these kids need emotional support but they need accountability. He shows them that they need to be accountable for their actions."

The conference in Washington was an opportunity for Litow to share his ideas about making positive connections with youth.

"Parents need to love their own children but they also need to love all children. They need to give guidance and support wherever they can. Relationships to kids are as important as location is to real estate."

Youth expert: Suburban kids need guidance, too

By Bonnie R. Kohout
Senior Staff Writer

Juvenile violence has so permeated the news in recent years that the shock value is wearing off.

Two boys in Arkansas opened fire in an Arkansas schoolyard. A group of teens bludgeoned to death a boy riding his bicycle in Chicago. The male suspects in the recent slaying of a 12-year-old Chicago girl are just 7 and 8 years old.

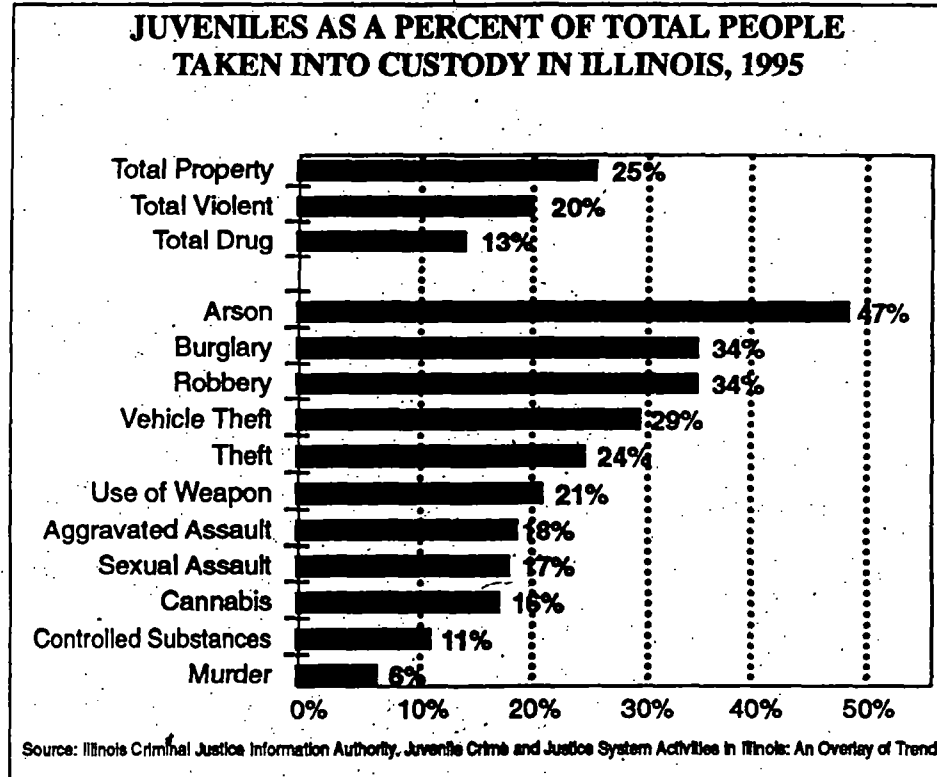
"Society is more violent," said Michael Litow, a nationally recognized authority on troubled children and teenagers. "Kids see it, live it, learn and experience it," he said. "Violence becomes acceptable behavior — a way to respond."

Litow spoke Thursday before the La Grange Kiwanis Club. He pointed to television, movies and some video games as highly negative influences.

"Everywhere you look there's violence," Litow said. "You could write a handbook on violence just from TV. There are graphic examples of rape, molestations and killings. Kids see thousands of hours of this. Some kids can't distinguish fantasy from reality and that number is growing."

Litow dispels the notion that juvenile crime is confined to cities. As the executive director of The Education Center Inc., with offices in Naperville and Oak Park, he sees many suburban children with serious behavioral problems.

"Many are impulsive," he said. "They're not good at making decisions. They go ballistic and have temper



Juveniles account for a large percentage of statewide crime. This graph shows the percentage of crimes that were committed by those younger than 17. In general, juvenile males are responsible for a higher percentage of these crimes.

tantrums when things don't go the way they want."

Parents promoting the "good life" for their children — by giving them money, expensive toys and clothing — often attempt to overcompensate with material things instead of time, Litow said. Youngsters who don't hear parents say "no" once in a while grow up believing they'll always get their way, he said.

"These kids lack the ability to cope.

They want instant gratification. Their attitude is, 'I want it. I deserve it,' " Litow said.

So what can be done?

For schools, Litow recommends getting tough with students causing serious problems. Install metal detectors in buildings and suspend or expel anyone caught with a weapon, he said.

He'd also like to see more schools establishing conflict resolution pro-

grams where students learn to resolve disagreements without turning to violence. Schools should identify youths who exhibit early signs of behavioral or emotional problems, he said.

Peer mediation programs have been started at Hinsdale Central, Hinsdale South and Lyons Township high schools. Peer mediators are trained to help deal with student conflicts. If more assistance is needed, students may be referred to the school's guidance department, social workers or deans.

Such programs are not a panacea, said Dave Franzen, Hinsdale Central's assistant principal for student services. The programs work well when there's two willing participants, he said.

Litow offers this advice to teachers: Before you teach the kid, reach the kid.

"Be accessible," he said. "Get to know each one of the students. Get to know what makes them tick. Don't just look at a collective group of 30 kids. Be sensitive."

Litow says parents must make their children feel loved, wanted and needed.

"Spend some time with them," he said. "Talk to them. Listen to them. Don't condemn or judge them."

As for business community members, Litow recommends that they act as mentors to youths, getting involved with school and community programs.

"Take a kid under your wing," he said. "There are all kinds of kids who need positive direction. Work with them and teach them personal responsibility, accountability and integrity. Give kids skills training to be productive members of society."

Family - Chicago Tribune 3-28-99



Tribune photo by Ed Wagner

"Once kids experience success, you see a lot of negative behavior disappear," Michael Littow says.

Getting the message

Psychologist Michael Littow's life is connecting with teens

By Candace Furdum
SPECIAL TO THE TRIBUNE

The cozy two-story, white frame house in downtown Naperville welcomes guests with its wide front porch. The Education Center is the kind of safe, homey place where cross-stitched "Home Sweet Home" samplers would seem appropriate.

But here, the sentiments would likely be, "Before you try to learn, you've got to learn to try." "Look ahead and prepare, or look behind and regret," or "Life can throw you a curve — but life's life!"

These are among Michael Littow's favorite messages, and the teens he counsels hear them often. Since 1987, they have made their way to Littow's office, upstairs in the old frame house, to solve problems and aim for goals.

"I see a lot of kids from [inner city neighborhoods] who basically deal with day-to-day survival: how to make it to school without getting your butt kicked, or your gym shoes ripped off, or catching a bullet," says Littow, who 20 years ago opened, and still operates, the original Education Center in Oak Park. "And then I see kids out here who are basically great kids, but many of them are overindulged and have difficulty coping with disappointment because everything's given to them."

The range keeps Littow on his toes. Because he has worked with thousands of young people, nothing surprises him. "When I think I've heard it all, something else comes up," says the psychologist, who also has been affiliated with the Chicago Board of Education for 30 years, as a teacher, coordinator, assistant principal and consultant. "Whatever I do hear, we just deal with."

From Annie (not her real name), Littow has heard plenty over the past 18 months. The 16-year-old DuPage County girl is surviving an abusive background, her parents' bitter divorce and difficult financial straits. Despite a high IQ, the girl's grades and spirits plummeted last year. Miserable, Annie dreaded school.

According to her worried mother, Annie was bent on failure. "It came on gradually and just never picked up," says the mother. "I thought it was just something she was going through emotionally. So I waited it out a little bit, but then I had her evaluated."

The medical facility recommended that Annie see Littow. Within months, there was a positive difference in Annie that has continued.

"I go to a huge high school, and we don't have one-on-one relationships with our teachers. So I didn't feel they were interested enough," Annie says. "Dr. Littow's more caring. He doesn't give advice unless you ask for it, which is nice because you go to any adult and they say, 'Well you should do this and that.'"

Annie responded to what she terms Littow's "incredibly positive attitude." Today, she has her heart set on college and a career in environmental studies and is raising her grades to get there. So grateful is Annie's mother, that she says, "Mike's on my prayer list every night."

Endorsements, and support, come from the business community as well. Over the years, Littow has been a ferocious letter-writer, contacting celebrities and professionals of all kinds to serve as mentors, among them the late Bears owner George Halas; Sam Skinner, former chief of staff for President Reagan; and broadcaster Joan Esposito.

Three years ago, such a letter attracted Douglas Colbeth, president and CEO of Naperville's Spyglass Inc. "I was absolutely compelled to help Mike out," explains Colbeth, who has since hired several of Littow's young clients at his software firm. "Mike has a tremendous combination of toughness and compassion. ... He gets kids open to helping themselves."

Littow describes his process as finding and tapping each student's talents.

"You can talk about self-esteem until you're blue in the face, but once kids experience success, you see a lot of negative behavior disappear," Littow says. "For many of them, school has been a punitive experience. They're left asking, 'Why can't I get this? What's wrong with me?' And that leads to other problems."

Littow speaks from experience. He flunked 4th grade. At Chicago's Mather High School, Littow, Class of '64, wore a leather jacket and a ducktail haircut and was more or less a "Happy Days" Fonzie-type.

"I vacillated between two groups, the juvenile delinquents and the kids who were going to college," Littow notes. "But I decided I wanted to do something with my life."

Littow says the critical work is still with those kids: the ones on the fence, the ones many DuPage area schools refer to him.

For parents, Littow prescribes the tried and true: Love your children for who they are. Spend time with them. Be supportive and encouraging. Don't be too quick with judgment or advice. Listen.

It's what Littow practices at the old frame house, where he stresses to every client one last message: "Failure is not an option."

SCA VLO.

THE FOUNDATION FOR SOCIAL CHANGE

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Board in Formation

Robert Boehm
Maurice Paprin
Miles Pennybacker
Stanley Sheinbaum
Stanley Weithorn

May 21, 1999

First Lady Hillary R. Clinton
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500
ATTN: Melanne Verveer

*Neera -
Can you follow
up?*

Stimley

Advisory Council

Judith Anders
Richard Anders
Stanley Aronowitz
Peter Bahouth
David Callahan
Richard Cloward
Jeff Cohen
Bill Collins
Adrian DeWind
Lani Guinier
Russell Hemenway
David Hunter
David Kallick
Evelyn Fox Keller
Babette Linfield
Mike Miller
Frances Fox Piven
Marshall Pomer
Marcus Raskin
Michael Shuman
Alice Slater
Edith Tiger
Anne Zill

Re: Citizen Action & Civic Responsibility

Dear Hillary:

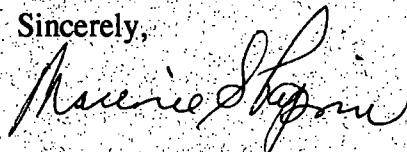
Yesterday's outbreak in Georgia is just the latest illustration of the critical need for our project, which we have dubbed "Citizen Action & Civic Responsibility." The wellspring of ideas, organizations and people from all over the country is waiting to be tapped and put to work.

The responses we received for our "Circus Maximus" advertisement on the impeachment charade conducted by our Congress reflected the large numbers of Americans searching for a mechanism to take them from "couch potatoes" to "citizen activists" with a local community base in their Town Halls, churches, schools, synagogues, etc.

Rumor has it that there is someone on the White House staff (Richard Zacharides?) who has been assigned to work on a similar project. Can you find out what is being done in this area? We offer our assistance in formulating and developing this program.

We await your advice.

Sincerely,



Maurice S. Paprin

pc: James Carville
Bobbi Handman
Laura Handman
Harold Ickes

Craig Butler,
Executive Director

Enc.\

THE FOUNDATION FOR SOCIAL CHANGE

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Stanley Weithorn

May 14, 1999

Mr. John Podesta
Chief of Staff
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Advisory Council

Judith Anders
Richard Anders
Stanley Aronowitz
Peter Bahouth
David Callahan
Richard Cloward
Jeff Cohen
Bill Collins
Adrian DeWind
Lani Guinier
Russell Hemenway
David Hunter
David Kallick
Evelyn Fox Keller
Babette Linfield
Mike Miller
Frances Fox Piven
Marshall Pomer
Marcus Raskin
Michael Shuman
Alice Slater
Edith Tiger
Anne Zill

Re: "Citizen Action and Responsibility Project"

Dear John:

About one year ago, in the wake of the Springfield, Oregon killings by student Kipland Kinkel, I wrote to you and Rahm Emanuel proposing a White House Summit on "*Citizen Action and Responsibility*" (enclosed is my letter of May 22, 1998). At that time, Rahm indicated serious interest in the proposal and advised me that an inter-agency committee at the Department of Justice was studying it. With the fallout of the Littleton, Colorado catastrophe last month, the White House organized an Emergency Summit to deal with the numerous outbreaks of teenage violence in our schools and communities.

Once again, we believe that a "quick response mechanism" was necessary. However, just putting on a "show" which focuses on the entertainment industry may produce the desired headlines and give the appearance of a serious treatment of the issue involved. However, it lacks the necessary ingredients of thoughtful educational and civic involvement we had hoped would be brought into play.

With due respect, we still believe that the idea of a Task Force on Citizen Action and Civic Responsibility requires some long-term commitments from the wide range of volunteer organizations which are eagerly awaiting a summons or invitation from the President to go to work on a series of events, workshops and institutional mechanisms to cope with these new emergencies and phenomena.

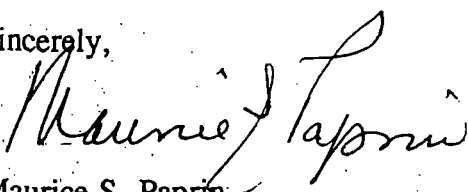
Craig Butler,
Executive Director

(continued)

Podesta Ltr-5/14/99
Page 2

It is up to you to begin the process. We await your call.

Sincerely,



Maurice S. Paprin

Enc.\

THE WHITE HOUSE
WASHINGTON

1 June 1998

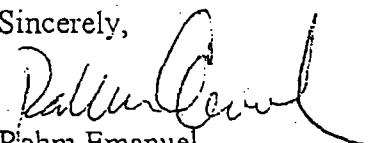
Maurice S. Paprin
The Foundation for Social Change
171 Madison Avenue
Suite 1006
New York, New York 10016

Dear Mr. Paprin:

Pursuant to our conversation last week, I am confirming that we have received your letter and that your proposal is being considered. Since our conversation, I have forwarded your letter to the Justice Department via Cabinet Affairs. In addition, I have indicated that you would like to be invited to a national public conversation, if and when that opportunity arises. The Justice Department has already formed an interagency committee to discuss this issue, but again these conversations are very preliminary.

Thank you once again for the time and effort that you invested in constructing your recommendations. We are keeping in mind your ideas as we address these issues in coming weeks, but our first priority at this early stage is ensuring that the families in Springfield, Oregon have the time and support they need to heal.

Sincerely,


Rahm Emanuel

THE FOUNDATION FOR SOCIAL CHANGE

171 Madison Avenue, Suite 1006 • New York, NY 10016 • (212) 685-8848 Fax: (212) 685-8970

Board in Formation

Robert Boehm
Maurice Paprin
Miles Pennybacker
Stanley Sheinbaum
Stanley Weithorn

May 22, 1998

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Mike Miller
Frances Fox Piven
Marshall Pomer
Marcus Raskin
Michael Shuman
Alice Slater
Edith Tiger
Anne Zill

Mr. Rahm Emanuel
Deputy Chief of Staff
and Counsel
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500
Fax: (202) 456-2530

Dear Rahm:

The horrific Oregon killings committed by Kipland Kinkel yesterday is a "bomb burst" that should be a signal to all of the people of the United States (and people throughout the world) of a society that may be on the verge of "running amok."

I believe that this latest incident should be seen as an opportunity to rouse the conscience and the energies of people in every Congressional District, in every village and hamlet, to respond to a call from the President and the First Lady to meet in Washington, DC on Sunday, June 28, 1998 at The White House Emergency Summit on "Citizen Action and Responsibility."

Early in the first Clinton Administration (1993), we called on President Clinton to follow up on his magnificent Little Rock Economic Summit (held during the transition period prior to his first inauguration) to use his great talent for leadership and innovation for more of such events and programs.

Now I'm suggesting that we convene a small planning meeting in the Executive Office Building with volunteer leaders to lay out the parameters and guidelines for the proposed "Summit." The date (June 28) is only a "target" date, and depending on logistics, mobilization of

Craig Butler,
Executive Director

(continued)

Emanuel Ltr-5/22/98

organizations and schedules of key leadership people, can be shifted to July, August or September, depending on the planning group's decisions and/or recommendations. I use the date only as an instrument of impelling people to gather together to meet the sense of crisis at the earliest possible time.

I also believe that the planning group should consider holding simultaneous rallies, demonstrations and public fora in as many Congressional Districts as possible, with Interactive TV and radio hook-ups so that the widest and broadest participation and communication can be achieved.

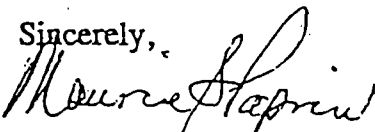
This effort and campaign must be built on the basis of maximum participation and involvement of all citizens (and residents) of all ages, races, religions, and communities. It must involve the people from President Bush's "Thousand Points of Light," from Ret. General Colin Powell's organization, America's Promise, from President Carter's Center on Habitat and Humanity, to President Ford's Economic Summits, from Ross Perot's "United We Stand," to Lani Guinier's "Lift Every Voice," from Norman Lear's "People for the American Way," to Tikkun's Dialogues.

With modern technology for communications and databases we can actually reach huge numbers of people in the 50 states, and the theme should be that everyone should take action and responsibility for significant changes in our "Quality of Life" and preventing explosions of killings, terrorist actions and mayhem that has been seen in Oklahoma, Oregon, New Jersey, Waco, Texas, etc.

We stand ready to meet next week for beginning this process, depending upon the response we get from you, President Clinton and the First Lady. I would like to hear what staff you have available to initiate this process. Obviously, a project of this scope will require mobilization funding. The Foundation for Social Change is prepared to provide the initial "seed money" required for the first planning meetings. With White House support, I am certain that the additional funding for the White House Summit can be secured from a number of Foundations and wealthy sponsors.

I am most anxious to get your reaction and response to this ambitious proposal. I would hope that you could call me back at my office, or at my home over this extended Memorial Day weekend. My home telephone and fax number are 212/486-7367.

Sincerely,



Maurice S. Paprin

pc: President William J. Clinton
First Lady Hillary Rodham Clinton



Child Wire, Inc.



"If it Affects the Lives of Children, It's News to Us"

**24 Sixth Street, SE
Washington, DC 20003**

**Founder, Executive Editor and CEO: Rachel L. Jones
Managing Director: Julie A. Newell**

**Voice: 1-202-543-5033/1-618-734-0959
Fax: 1-202-543-1965/1-618-734-0959**

February 4, 1999

Melanne Verveer
Chief of Staff
Office of the First Lady
Old Executive Office Building
Room 100
Washington, D.C. 20502

Dear Ms. Verveer:

My name is Rachel Jones, and I'm contacting you with a belated yet sincere "Thank You" for taking time last Spring to review my business plan for The Child Wire, Inc. News Service. I later learned that you had passed it along to Nicole Rabner, who contacted me for more information.

I was truly grateful that you considered it important enough to refer to Nicole, and so I'd like to update you on the project's current status. Managing Director Julie Newell launched the first Child Wire, Inc. newsletter last October, and the company was officially incorporated in November. As you'll see in the enclosed newsletters, I have also launched a media consultancy division, and have started working with organizations to help them develop their media strategies.

Since we last corresponded, I have joined National Public Radio as a Science Desk correspondent. I specialize in stories about health, behavior, research and development of children. I was asked to join NPR because Senior Editor Anne Gudenkauf had heard about the Child Wire, and wanted to forge a collaboration. When the Child Wire is launched, NPR will be an exclusive distribution outlet for our news stories.

While attending the "Responding to Child Maltreatment" conference sponsored by the Children's Hospital in San Diego last week, I had the privilege of meeting Deputy Attorney General Eric Holder. He shared information about the upcoming White House Conference on Children and Violence, and promised to keep me informed about plans for the meeting. I'd like to develop a list of story ideas that could air on NPR before and during the conference.

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YOUTH VIO

7

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Melanne Verveer

Page 2

But I'm also contacting you to offer my help in developing a panel on the media's involvement in the crucial issue of protecting children from violence. I've spent the past few years emphasizing the importance of sustained, comprehensive reporting on these issues, but to date, mainstream media thinks it's "news" only if a child is murdered or commits a crime. I think the Child Wire, Inc. News Service is the ultimate solution to that problem, but until it is up and running, it's important to engage other media's participation. ✓

I'd be happy to talk more about the Child Wire with you or conference organizers, at your convenience. As I expressed last year, Mrs. Clinton remains an important role model and inspiration for me in this endeavor, and I would be honored to have her input. In the meantime, please review the Child Wire, Inc. Newsletter and let me know what you think. Once again, thank you so much for your interest in the Child Wire, and I hope to have the opportunity to work with you in the future.

Sincerely,

A handwritten signature in black ink that reads "Rachel Jones". The signature is fluid and cursive, with the first name "Rachel" and the last name "Jones" clearly legible.

Rachel Jones
Child Wire, Inc./National Public Radio
(202) 414-2784

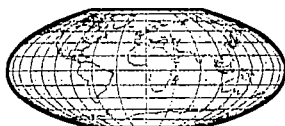
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(Faxes) 1-202-543-1965

1-618-734-0959



If It Affects The Lives of Children, It's News To Us!

October, 1998

Welcome To Child Wire, Inc.

Meet Our Editor



Rachel L. Jones is Founder and Executive Editor of *The Child Wire, Inc.* News Service, with a planned launch of 1999.

In March of 1997, Jones received a grant from the Annie E. Casey Foundation to research and develop the *Child Wire, Inc.* project.

The *Child Wire, Inc.* will produce news, features and investigations about social policy pertaining to children and a broad range of issues from childcare to parenting to juvenile justice. The agency will be headquartered in Washington, D.C.

From 1994 to 1997, Jones was a National Correspondent with Knight Ridder Newspapers Washington Bureau, where she reported on children and family issues. From 1992 until 1994, Jones was a feature writer/ health columnist at the Detroit Free Press Newspaper. She has been an investigative reporter and a local reporter, as well as a freelance writer and columnist, for publications including the St. Petersburg Times, The Chicago Reporter and Newsweek Magazine.

In May of 1997, Jones was named a Senior Research Associate at George Washington University's Center for Communitarian Policy Studies. Most recently, Jones was a Distinguished Speaker at Yale University's Bush Center for Child Development and Social Policy, and is currently working for National Public Radio (NPR) as a correspondent.

Jones is also Past President of the Journalism and Women Symposium (JAWS), and a Board Member of the National Capitol Area YWCA. She is the Washington Editor for the Delta Airlines Shuttle Sheet Magazine.

The *Child Wire, Inc.* Mission

The mission of *Child Wire, Inc.* News Service is to become the definitive source of news pertaining to and

In this issue...

Welcome to Child Wire, Inc.

What We Are About—The Child Wire, Inc. Mission
Children's Policy And The Media

For More Information, Call: 1-202-543-5033

Or E-Mail Us At: Rachella35@aol.com

affecting children. We will provide news on such a consistent basis that it adds depth, breadth and context to the coverage of issues impacting children.

Our journalists can provide in-depth reporting on broad topics that affect the growth and development of children in the United States and around the world. These topics include education, health social policy, child protection, criminal justice child abuse, adoption, parenting and child care. In addition, *Child Wire, Inc.* expects to be the premier medium for positive, solution-oriented news stories about young people.

As news services become more customized to individual readers' tastes, Americans will demand more from journalism than the daily fare of body counts and political machinations. They are especially interested in the well-being of American children, whether or not they are adequately cared for, educated and prepared for the future. The following goals will help *Child Wire Inc.* achieve its mission:

- * To add depth and context to news stories about children's issues;
- * to inform the public of ongoing changes in social policy that will impact America's children;
- * to heighten the level of debate over whose role it is to find solutions: government's, communities' or individuals';
- * to intensify the focus on the millions of American children who are doing WELL, and who are making an effort;
- * to put a sharper focus on national, state and local services for children and to track the impact of shifts in child welfare policy;
- * to give children and youth an appropriate voice in society; and
- * to help newspaper journalism strengthen its commitment to communities, future readers and to the integrity of its product.

Child Wire, Inc. will track and report on current events that affect children. Based in Washington, D.C., the news service will cover news from coast to coast. Our staff of journalists and freelance writers will scour the country for ideas that

not only raise the level of debate over policies that impact our children, but also presents the data from a positive and informative perspective. Readers of *Child Wire, Inc.* articles will find solution-oriented reporting where the reader can be both informed and engaged.

Our services will include coverage of breaking news, feature stories, database access to archived stories and press releases. *Child Wire, Inc.* will cover breaking news in order to establish credibility in the industry as the leader in news that affects children. However, it is our feature stories, investigative series and analysis columns which will give readers the detail and the knowledge that will enable them to be informed about these issues, and allow them to become involved in creating solutions. Press release services will be offered to non-profit entities seeking to communicate information throughout the country.

Children's Policy and The Media

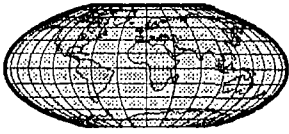
During the past decade, public interest in children's issues has reached an unprecedented level. More and more programs have been launched to focus on the importance of the first years of life, and on what families and communities can do to promote children's healthy development and school preparedness. We cannot afford to enter a new millennium paying mere lip service to the fate of children.

The statistics on child well-being in America offer the most dramatic proof of the need for a children's news service. Child poverty, malnutrition, abuse and neglect continue to skyrocket in the most prosperous nation in the world, yet we often seem either numb or powerless to help.

Our goal at *Child Wire, Inc.* is to establish a medium to build resources to help parents nurture, support and build a better future for their children. We want to serve as a bridge between American families, communities, bureaucracies and corporations; to be part of the movement to motivate family and community action to ensure children's healthy development and stimulate school readiness. By combining state of the art technology with traditional news media, *Child Wire, Inc.* aims to establish the standard by which all others in this field will follow.

The Child Wire, Inc.

Washington, DC 20003



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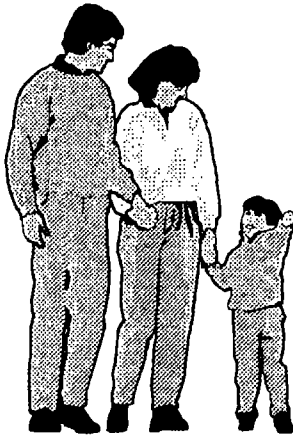


If It Affects The Lives Of Children, It's News To Us!

January, 1999

PLANTING A TREE FOR CHILDREN.....

By Rachel L. Jones, Founder and CEO



In their joint New York Times column last December, former Presidents Jimmy Carter and Gerald Ford began by stating that it was an act of faith for old men to plant trees, knowing that they might not be around to see them grow tall and strong.

In this issue...

Children's Research Issues
The Child Wire, Inc. Media Consulting Division
For More Information: Call or Fax 1-202-543-5033, 1-202-543-1965 or 1-618-734-0959
Or E-Mail us at: Rachella35@aol.com

Congratulations to *The Child Wire, Inc.* Managing Director, Julie Newell, on being selected by the National Education Association to serve on NEA's National Paraeducator Task Force. The group will be responsible for developing career continuums and guidelines for paraeducators, and will develop a question-and-response brochure on the impact of IDEA-97-The Individuals with Disabilities Education Act.



Theirs was a reasoned, articulate call for reconciliation and healing from the acrimonious, painful proceedings on Capitol Hill, but I was most impressed by that eloquent beginning. In writing that column, they sought to instill some equilibrium, something that would banish the discord and bitterness that has enveloped Washington this past year—in fact, for the past several years. They were acknowledging that their proposal might not come to pass, or that they might not be around to see it come to fruition, but they believed it was an effort worth making.

There's a lesson for me, and for all of us, in that simple declaration of faith. The seed for *The Child Wire, Inc.* News Service was planted in my mind in June of 1996, and in hindsight, it seems as if my life and career were preparing me to receive that idea! Nearly three years later, I've learned a great deal about what faith really means, and how

committing to an idea calls for a focus and purpose few of us come into this world equipped with.

I've been inordinately fortunate to have spent the past few years in Washington, having a close-up view as America's Social Contract was being re-written. I've had the tools to analyze that process with an eye to how it would affect America's children. I've met with and learned from some of America's greatest thinkers in that realm, people who are focused and committed to finding solutions for the challenges America's children face. I have been supported by organizations like the Children's Defense Fund, The Annie E. Casey Foundation, the Edna McConnell Clark Foundation, The Communitarian Network, The Zero to Three Foundation, and many other groups and individuals who believe in my idea and who want to see it come to life.

In short, I have planted a tree, one that with the proper care and nurturing attention, will thrive. The need for a news service focusing on children's issues is clear and uncontested. I have stepped out on faith, and I'm willing to do what it takes to make it happen. I would appreciate your feedback and support, as I keep on working toward the goal of creating *The Child Wire, Inc.* News Service.

Children's Research Issues

By Leasia Hill, Abbott Laboratories



The Child Wire, Inc. recognizes that those committed to the welfare of children are a people powerfully motivated, not

just to finding answers to their questions, but to translating those answers into solutions that will positively affect children's lives. Therefore, we are committed to bringing the results of significant breakthroughs in child-related research in developments in education and medicine to our readers.

As a research scientist, I can attest that there's so much important research going on at any given time, it is often hard to keep track of it. The subject areas are diverse, ranging from the molecular cell level of discovering a certain gene sequence coding for a particular protein, to the behavioral sciences of understanding psychological causes of behavioral patterns. With so much research going on, it's hard to stay abreast of the latest findings without being buried by an avalanche of information. It will be our job to help you sort through the mountainous news web to find clear, understandable facts.

Throughout the coming year, *The Child Wire, Inc.* will follow general interest, child-related, research results on topics like Attention Deficit Disorder (ADD), childhood obesity, allergic diseases, vaccinations, and birth defect causes. I've chosen these topics because of the large number of children they affect, and their significance on decisions and policies the nation will make regarding the care and education of its' children.

Over the past decade, growing public attention has been given to the syndrome of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD). ADHD is psychologically-based, and encompasses inattentiveness, impulsivity, and motoric overactivity that is estimated to affect approximately five percent of children. In 1998 alone, well over 70 ADD/ADHD study results were collected on the National Institutes of Health's National Center for Biotechnology Information database service, called PubMed MEDLINE.

These studies looked at therapeutic questions dealing with drug efficacy, long-term dose side effects, and the psychological response by children to their drug therapy treatment program.

Other studies concentrated on testing the accuracy and precision of the tools used to diagnose children with ADD/ADHD. Still other research focused on studying the brain activity of ADHD patients with the hopes of finding new treatment options.

On the rise in the United States, and destined to become a national health concern, is the prevalence of childhood obesity. According to an article entitled 'Childhood Obesity, Adipose Tissue Distribution, and the Pediatric Practitioner' written by Arnold H. Slyper from the Medical College of Wisconsin-Milwaukee, obesity is the most common cause of abnormal growth acceleration in childhood. This includes early puberty and menarche in girls, and delayed or early puberty in males. Other pediatric problems on the rise associated with obesity being seen are hypertension, orthopedic disorders, gall bladder disease, high cholesterol levels and sleep apnea.

Increasingly, health care professionals believe these issues need higher placement on the public agenda. In their article 'Childhood and Obesity: Future Directions and Research Priorities', James O. Hill and Frederick L. Trowbridge state the action needed to "stem the epidemic of childhood obesity. . . will require a prioritization of research into the etiology, treatment and prevention of childhood obesity."

Allergy research is another field with important implications for children. A recent article in *Allergol Immunopathol* (Maar) 1998 May-June: 26(3):90-7, written by Barcelonan authors Eseverri, Cosso, et al states that "An increase in allergic diseases in Western Societies has been observed in all epidemiological studies." According to the authors, "asthma, rhinitis, atopic dermatitis as manifestations of allergic diseases are increasing." Their data is inconclusive about risk factors. However, one thing that their evaluation of 200 children found is that "63.5% were exposed to smoking, and all of the patients were from urban and urban-industrial areas."

Other news in the area of allergy-related research has to do with asthma, and advances in treating this condition. For example, a study reported in *Pediatrics* (May 1998); 101(5):831-6, called 'Impact of Education for Physicians on Patient Outcomes', by Clark, Gong, et al, found that asthma subjects on

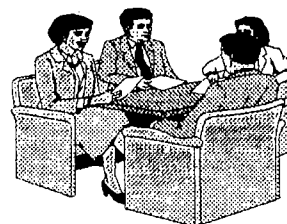
inhaled corticosteroids treated by doctors trained in this interactive seminar program had "significantly fewer symptoms, fewer follow-up visits, nonemergency physician office visits, emergency department visits, and hospitalizations."

However, keep in mind that there is a significant problem with inhaled corticosteroids for the child. In an article in *Acta Paediatr* 1998 entitled 'Influence of Inhaled Corticosteroids on Growth: A Pediatric Endocrinologist's Perspective', D.B. Allen says there is evidence that "strongly suggests that, when consistently administered at moderate doses, inhaled corticosteroids are capable of slowing growth in children." Allen makes recommendations for designing studies that would investigate the effects of drugs on growth.

These are just a few of the emerging fields of research and study that we at *The Child Wire, Inc.* will be tracking and reporting on for you. We believe it will help raise awareness of American children's vulnerability in the field of research and science, and help fill in the gaps of vital information.

The Child Wire, Inc. Launches Media Consulting Division

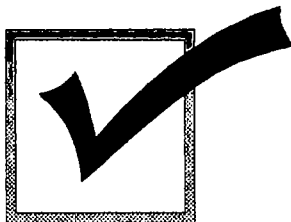
The Child Wire, Inc. Founder and CEO Rachel L. Jones has announced an exciting new venture for this budding enterprise. Beginning in January, Jones will offer her services as a media consultant for organizations seeking to elevate the critical issues facing American children.





In conjunction with *The Child Wire, Inc.* Managing Director, Julie Newell, Jones has developed a formal media consulting division of *The Child Wire, Inc.*, in which she will help organizations develop strategies for engaging the media's interest in, and understanding of, children's issues. Working under *The Child Wire, Inc.* banner, Jones will continue her efforts to raise funding for *The Child Wire, Inc.* News Bureau in Washington.

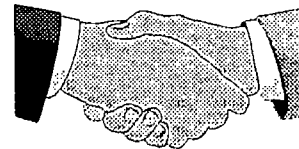
In recent months, Jones has mined her years of reporting experience by advising organizations on methods of interacting with the media. In October, she moderated a panel on family issues for the Stanton/Anthony Conversation at the University of Rochester, New York, and in November headed a panel on breastfeeding policy for the UCLA Center for Children and Families. Also in November, she served on media outreach panels for the United Way's Success by Six Program and The Coalition for America's Children. In early December, Jones was an opening plenary speaker for the Zero To Three National Training Institute, and joined a panel discussion on media strategies the following day.



Among other activities in 1999, Jones will address the National Head Start Training Institute and the International Lactation Consultants' Association. She will also continue her work with National Public Radio, where she works as a correspondent on the

Science Desk, reporting on health, development and behavioral issues affecting children.

Children's issues have achieved their highest profile in recent years, and Jones has been uniquely positioned to chart this growing awareness. As a former National Correspondent for Knight Ridder Newspapers' Washington bureau, Jones covered Children and Family issues for three years. She began in October of 1994, just as the terms "Contract with America" and "Welfare Reform" entered the nation's consciousness. She reported extensively on policy issues like Social Security Insurance disability coverage for children, child support enforcement, school nutrition, and the Family and Medical Leave Act.



Jones developed the idea for *The Child Wire, Inc.* News Service in 1996 after seeing more and more programs being launched to focus on the importance of the first years of life. In 1997 she was awarded a \$20,000 research and development grant from the Annie E. Casey Foundation.

She is working to finalize a formal fundraising presentation, and will continue to seek funding for *The Child Wire, Inc.* throughout the coming year.

Our goal is to establish a medium to build resources to help parents nurture, support and create a better future for their children. We want to serve as a bridge between American families, communities, bureaucracies and corporations; to be part of the movement to motivate family and community action to ensure children's healthy development and stimulate school readiness.

To learn more about how Rachel L. Jones can help your organization develop a sound media strategy, contact *The Child Wire, Inc.* Managing Director Julie Newell by phone or fax at (618) 734-0959.

May 21, 1999

Donna A. Gaffney
Director, Center for Women and Children at Risk
Columbia University
617 West 168th St. Room 202
New York, NY 10032

Dear Ms. Gaffney,

We are sorry that we could not invite you to participate in the conference "Children, Violence and Responsibility." However, we do appreciate you expressing an interest to get involved in the program, and we hope you will be part of the national campaign to prevent youth violence as it moves forward.

I look forward to working with you as this national campaign progresses.

Sincerely,

Neera Tanden
Senior Policy Advisor to the
First Lady

DR. DONNA GAFFNEY

5-3-99

Neera -

I left a message for
you yesterday but realized
you may be very busy - so
I sent my c.v. on to you
directly -

Donna Gaffney

COLUMBIA UNIVERSITY SCHOOL OF NURSING

Neera Tandon

Michael, —

Can you draft a letter
to this ♀ saying
that we're sorry that
we could not invite
her to the meeting, but
that we hope she'll be
part of the national
campaign to prevent youth
violence as ~~it~~^{it} moves
forward. Let Just take
a shot + I'll edit.

-Neera |

COLUMBIA UNIVERSITY
SCHOOL OF NURSING

Neera Tanden
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

May 3, 1999

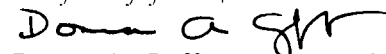
Dear Ms. Tanden,

I have been most impressed with the President's approach to the horrific school shooting at Columbine High School. He was absolutely right when he stated on Friday, "We should recognize the simple truth that there is no simple, single answer." I would very much like to participate in the May 10th session on "Children, Violence and Responsibility." I have over twenty years experience working with children in violent settings and dealing with them after traumatic events (Pan Am 103, the Gulf War, murders and street violence). I also conduct research on how the media affects children, in fact, I have just finished an article for the Casey Center for Children and Families on the danger of journalists talking to children, on camera and off, following a traumatic event. I have a doctorate in child mental health, my resume is enclosed for your consideration.

Several years ago I worked on a teen suicide prevention project with Dr. David Shaffer at the New York State Psychiatric Institute. We used a very comprehensive model to identify factors that can lead to violence (either self-directed or directed towards others) *and* the solutions that can be applied at *each* stage of the child's development. As you know, children don't just become violent over night, it is a long process beginning with factors that influence early childhood development, followed by environmental influences and finally, the "catalyst" factors that set a violent chain of events into action. Like a puzzle, each of these stages has to have the violence-producing ingredients in order to culminate in a violent act. It is not hopeless, and I refuse to believe the explanation that there are just "evil" people. There is something we can do at each one of those developmental stages, whether we are parents, teachers, clergy, or in the entertainment and communications fields. The key is to link all of these influences and to see how they fit "on the same page." I think it is exactly the approach to use for this very important grassroots effort.

Because I am a clinician who spends a great deal of time talking to children, as well as a researcher, I have heard their concerns firsthand, whether they live in an urban setting where violence seems to be a part of their everyday lives or children who are survivors of one time violent events. I would welcome the opportunity to share my experience and suggestions with you and the other members of this strategy session.

Very truly yours,



Donna A. Gaffney, RN, DNSc, CS, FAAN
Director, Center for Women and Children at Risk
Columbia University
617 West 168th St. Room 202
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CURRICULUM VITAE

DONNA AMAN GAFFNEY

57 Winchip Road, Summit, New Jersey 07901

Phone: 908-464-7328, Fax: 908-464-0288, Pager: 1-908-703-8295

Columbia University, Georgian Building, Room 202, 617 West 168th St., NY, NY 10032

Phone: 212-305-3189, Fax: 212-305-6937

EDUCATION:

Sept. 1998- June 1999	Post-graduate Certificate	International Trauma Studies Program at New York University. Ehrenkranz School of Social Work, New York, NY
June, 1998	Fellowship	Mapping the Maze of Children's Health Annie B. Casey Center for Children and families, University of Maryland
Sept. 1996-97	Certificate	Prudential Fellowship for Children and the News Graduate School of Journalism, Columbia University, NY
Sept. 1988-89		Rudin Research Scholar, Columbia University, New York Research Associate, Department of Child Psychiatry, Columbia University, P.I.: David Shaffer, M.D., "Help-Seeking Behaviors in Adolescents at Risk for Suicide and Depression"
June 1986	Doctorate	University of Pennsylvania, School of Nursing, Philadelphia Concentration: Child Mental Health and Cognitive Development (School of Education) Dissertation: Factors Associated with the Perceived Causes of Health and Illness in Children and Adolescents
May 1977	Master of Science	Rutgers, The State University, The Graduate School, New Brunswick, NJ Advanced Psychiatric-Mental Health Nursing of Children and Families Emphasis on clinical experience in group facilitation, individual counseling, systems, child and family therapy. Thesis: The Effects of a Simulation Game on Pediatric Health Care Personnel
May 1972	Master of Arts	Teachers College, Columbia University, New York, NY Department of Human Development Concentration: Child Cognitive Development
May 1970	Bachelor of Science	Hunter College, City University of New York, NY Nursing Science

LICENSURE AND CERTIFICATIONS:

Professional licensure: New Jersey: NR 33072

New York: 194328-1

Certification: ANA Clinical Specialist, Advanced Adult Psychiatric Mental Health Nursing, 040474-01
 NJ. Society for Clinical Specialists in Advanced Psychiatric Mental Health Nursing
 Sexual Assault Nurse Examiner, University of Pennsylvania, 1995

EMPLOYMENT:

1986 - Present Assistant Professor, Clinical Nursing, Columbia University,
School of Nursing, New York, NY
Director, Center for Women and Children at Risk (1997-)
Teaching faculty, graduate and doctoral programs:
 Courses: Human Development I, II; Research; Theory Development;
 Group Theory; Clinical Supervision for Group Psychotherapy
Coordinator, The Sexual Assault Examiner Program (1995-)
Director, Entry To Practice Program (1994-98)
 Faculty of 23, 125 students, redesigned curriculum, teaching
Director, Graduate Psychiatric Mental Health Nursing (1987-1993)
 Administered 12 faculty, 75 graduate students

1992 - 1996 Consultant, Children's Specialized Hospital, Mountainside, NJ.
 Psychiatric liaison for staff, children and families.

1977 - Present Consultant and Psychotherapist to individuals, educational and community systems
 Primary Focus: Child development, trauma, communication, crisis
 intervention, loss and bereavement. Expertise with children and families
 who have experienced or witnessed trauma (Pan Am Flight 103
 bombing, the Challenger explosion, the Gulf War, accidental death,
 violence and suicide in schools and communities)

1984 - 1985 Assistant Professor, Joint appointment Robert Wood Johnson University Hospital
 and Rutgers University, Newark, NJ
 Psychiatric liaison

1981 - 1983 Clinical Specialist, Substance Abuse Evaluation Unit, Fair Oaks Hospital,
 Summit, NJ

1977 - 1980 Assistant Professor, Rutgers, The State University, Newark, NJ
 Undergraduate and Graduate courses: Life Span I, II; Clinical
 Supervision in Group, Individual Psychotherapy

1972 - 1973 Director, Child Life Program; Psychiatric liaison for Pediatrics and Dept of
 Psychology Monefiore Hospital, Bronx, NY

1970-1971 Staff clinician, Pediatric ICU; New York Hospital - Cornell University, NY, NY

AWARDS & HONORS:

Outstanding Community Service Award, Crime Victims Treatment Center, 1999
 St. Luke's-Roosevelt Medical Center, New York

Finalist, Presidential Teaching Award, Columbia University (1996, 1997)

Dorothy and Thomas O'Neil Distinguished Faculty Award for Teaching (1994)

Fellow of the American Academy of Nursing (elected October 1990)

Outstanding Young Women of America - NJ Honoree (1983).

University of Pennsylvania, Appointment by Dean to Search Committee for first Endowed Chair in Psychiatric Nursing (1982).

Hunter College, Cum Laude (1970).

Sigma Theta Tau (1970), Honor Society.

ORGANIZATIONS:

American Orthopsychiatric Association, 1977-
Reviewer, 1993
Association for the Care of Children's Health, 1972-
Casey Journalism Center for Children and Families, 1996-
Non-journalist member of national network of journalists
Commission on Cancer Research, State of NJ
Psychosocial Advisory Group, 1993-
Commonwealth Fund Commission on Women's Health, 1994
International Society for Traumatic Stress Studies, 1998-
New York City Task Force on Teen Pregnancy Prevention, 1996-
New York City Rape Crisis Coalition, 1996-
National Council for Research on Women, 1994-
National Council for Women's Health, 1994-1998
Board of Directors, 1995-98
New Jersey Association of Women Therapists, 1981-

CONSULTATIONS: (selected, full listing available)

PBS, Channel 13 (WNET),
Children's Health Project, June, 1995, 1996
Consultant, *Grandma's House*, television series for Pre-schoolers
Women's Health Project, 1994-present
Development committee, Women's Health-A-Thon
Content specialist and guest, pilot episodes of "*Health in Our Hands*"
Cabrini High School, New York, NY 1993
Violence prevention, conflict resolution and personal development course
Broadway Cares/Equity Fights AIDS
Program Development for Aids Awareness in High Schools, 1993, New York, NY
Irvington, NJ High School Peer-Mentoring Program, 1991
Issues related to Gulf War, crisis and conflict
Consultant to faculty
Group leader: High School peer leaders
WWOR, Universal Nine Network, January 1991
Consultant: Persian Gulf crisis and young people's understanding of war (development of public service announcement series)
Department of Health and Human Services, Office of Disease Prevention and Health Promotion, 1988
Gave testimony for "Health Objectives for The Year 2000"
"Suicide Prevention in Adolescents"
National Committee for Prevention of Youth Suicide, 1986
Planning committee for First Annual NJ State Conference, 1987
Association for Retarded Citizens, Union County, 1986-1989
Developed groups for families

American Cancer Society, Union County, 1976-1980
Developed groups for parents and children

INTERVIEWS:

American Health, March, 1995

Interviewed for article "The Best Way to Talk to Your Doctor"

The New York Times, July, 1994

Interviewed for article "Mothers, Daughters and the Pain of Breast Cancer",

Working Mother, 1994

Article on parental understanding of adolescent relationships

Child, October, 1991

Interviewed for article on children's grief

Woman's Day Guide to Raising Healthy and Happy Kids, Fall, 1990

Interviewed for article on children's fears " Mommy, Can That Happen to Me?"

Child, May 1989

Interviewed for articles on children's grief

Children's Express, February 1986

Interview addressing children's reactions to Challenger crisis

Today, The National Broadcasting Company, January 1986

Interview discussing children's reactions to the explosion of space shuttle, Challenger

PUBLICATIONS:

Gaffney, D. (1977). Pediatrix: A Simulation Game. Published by author.

Gaffney, D. (Co-editor). (1977, October). "Health Column," Simulation-Gaming News.

Gaffney, D. (1981, October). "Two Views of the Child's Cognitive Development," Teaching of Psychology, Vol. 8, No. 3.

Gaffney, D. (Editor-Rewriter). (1984). "Adolescent Health Care" Module. March of Dimes, White Plains, NY.

Gaffney, D. (1988, February). "Death in the Classroom: A Lesson in Life." Holistic Nursing Practice, Vol. 2, No. 2.

Gaffney, D. (1988, April). The Seasons of Grief: Helping Children Grow through Loss. New York: New American Library.

Lamb, F., Dunne-Maxim, K., & Gaffney, D. (1990). "Postvention for Educational Systems." In Rotheram-Borus, M., Bradley, J., & Obolensky, N. (Eds.). Planning to Live: Evaluating and Treating Suicidal Teens in Community Settings. Tulsa, OK: University of Oklahoma Press.

Gaffney, D., Jones, E., Dunne-Maxim, K. (1992). "Support Group Issues for Sibling Survivors Following A suicide in the Family." CRISIS, January.

Gaffney, D.(1993) Sudden Infant Death Syndrome, Loss and Bereavement, New Jersey Medicine, Summer.

- Gaffney, D. (1996) Group Therapy for Children, in S. Lego (Ed) American Handbook of Psychiatric Nursing. Philadelphia: JB Lippincott.
- Gaffney, D. (1996) Individual Therapy with Children, in S. Lego (Ed) American Handbook of Psychiatric Nursing. Philadelphia: JB Lippincott.
- Gaffney, D. (1996) Bereavement Counseling with Children and Adolescents in S. Lego (Ed) American Handbook of Psychiatric Nursing. Philadelphia: JB Lippincott.
- Gaffney, D. (1995 - 1999) Commentary, APNScan, Connecticut: Psymark Communications. Commentary and opinion pieces on research
- Gaffney, D. (1996) Talking to Children about HIV/AIDS, Books Recommended for Children, Adolescents and their Parents, Teachers and Friends. In L. Zuchter, 1996 AIDS Awareness Ontario, Canada: Graphicorp.
- Gaffney, D. (1997) Interviewing Children, A Guide for Journalists. Columbia University Graduate School of Journalism Web site, <http://children.jrn.columbia.edu>
- Gaffney, D. (1997) Community Based Sexual Assault Intervention Programs. Sexual Assault Reports, 1 (September)
- Gaffney, D. (1997) Sexual Assault Prevention: is it ever too young too start? Sexual Assault Reports, 2 (December).
- Gaffney, D. (1998) Educating Judges about Sexual Assault: If only it were that easy. Sexual Assault Reports, 6 (July/August).
- Gaffney, D. (1999) Television and Sexual Behavior: A Lesson in Coercive Sex for the Prime Time Audience. Sexual Assault Reports, 2, (3) (January-February).
- Gaffney, D. (1999) Marketing Mental Health Services. In Shea, C., (Ed) Advanced Practice Nursing in Psychiatric and Mental Health Care. St. Louis: Mosby.
- Gaffney, D. (1999) A Psychologist Advises Reporters on Interviewing Traumatized Children. The Children's Beat, Reporting on Social Issues in America. Adelphi, MD: Casey Journalism Center for Children and Families, University of Maryland College of Journalism. Spring, 1999.
- Gaffney, D. (1999) Interviewing Children, How to Capture Their Words and Tell Their Stories. The Children's Beat, Reporting on Social Issues in America. Adelphi, MD: Casey Journalism Center for Children and Families, University of Maryland College of Journalism. Fall, 1999.
- Gaffney, D. The Influence of Cognitive Development and Illness Experience on Child and Adolescent Conceptions of Physical Health and Illness. (submitted)
- Gaffney, D. Making the Journey Less Perilous for School Aged Girls in Washington Heights. (submitted)
- Gaffney, D. Teaching Primary Providers How to Assess Sexual Assault Survivors. (submitted)

FUNDED PROGRAMS AND RESEARCH:

Principal Investigator

The Influence of Television and Adolescent Sexual Decision Making
National Institute of Child Health and Human Development
(Submitted Feb. 1, 1999)
Pilot work: December, 1998

Principal Investigator

Practitioner Collaboration: A Strategic Task Force for Treating Sexual Assault Survivors
The National Institute of Justice
(To be resubmitted, 7-99)

Consultant

Prevention of Depression in Post-Miscarriage Women. The National Institute of Mental Health (submitted 11-1-98)

Co-Investigator

A Multimedia Intervention for Sexual Assault Survivors
The National Victims Center for Research and Treatment
Medical University of South Carolina, Charleston, South Carolina
Principal Investigator: Heidi Resnick, PhD.
(To be resubmitted, 7-99)

Project Director:

Primary Care Providers as Examiners of Sexual Assault Victims
The New York State Division of Criminal Justice Services (7-1-97 to 6-30-98) \$30,000
New York State Department of Health, Violence Against Women Act
(3-1-98 to 2-28-00)

Project Director and Principle Investigator:

"Girls and Problem Solving: Using Children's Literature as a Role-Modeling Experience."
American Association of University Women (6-93 to 5-94)
The Prudential Foundation (9-96-6-97)

Program Director:

Scholar, Tutor, Athlete, and Role Model (STAR) Program
The Commonwealth Fund (7-1-94 to 6-30-95)
The Valentine Perry Fund (7-1-94 to 6-30-95)

Principal Investigator:

"Child and Adolescent Conceptualizations of Mental Health and Illness"
Columbia University (7-1-93 to 6-30-94)

Principal Investigator:

"Factors Associated With the Perceived Causes of Health and Illness in Children"
Sigma Theta Tau (1983)
National Association of Pediatric Nurse Associates and Practitioners (1983)

Consultant to Adolescent Suicide Prevention Study, New York State Psychiatric Institute, PI: David Shaffer.

Center for Disease Control. (1988-89)

PROGRAM DEVELOPMENT AND IMPLEMENTATION:

The Sexual Assault Examiner Program

First training programs in NYS, part of pilot program for statewide implementation by the Division of Criminal Justice Services, New York

Program Designer and Director (1996-)

Scholar, Tutor, Advocate, and Role Model (STAR) Program

Program for Urban Adolescents providing Enrichment, leadership, health education

Program Director (1994-6)

Growing Heroines: The Girls Bibliotherapy Project

Use of Children's literature to enhance role modeling, leadership, problem-solving in young girls

Training and supervision of graduate students as group facilitators

Program Director (1993-)

RESEARCH :

The Effect of Student Activism on HIV/AIDS Awareness and Education (1995-)

Advisor to the Kids Care AIDS-Network and website

Children's and Adolescent's Responses to Violent Events: An analysis of problem solving and help-seeking behavior. PI (In Progress).

"Children's literature: An analysis of crisis, conflict and problem solving skills, and The Heroine in Children's Literature. PI (In Progress)

"Crisis Behaviors in School-Aged Children as Identified by Educators." 1986.

"Factors Associated With the Perceived Causes of Health and Illness in Children and Adolescents." Unpublished Doctoral Dissertation, University of Pennsylvania, 1986.

"Five-Year Follow-Up of Master's Graduates in Psychiatric Nursing." Research Assistant to Division Administrators - Data analysis of projects, University of Pennsylvania and Division of Manpower and Training, Psychiatric Nursing (ADAMHA). 1982, Department of Health and Human Services, Washington, DC. P.I.: Jeanette Chamberlain, R.N., Ph.D.

"The Effects of a Simulation Game on Health Care Personnel," Unpublished Master's Thesis, Rutgers University, 1977.

PRESENTATIONS, LECTURES AND SPEECHES:

"Clinical Approaches to Childhood Bereavement."

Medical College of Pennsylvania, Philadelphia, PA, May 1989, and
Rockford Center, Newark, DE, March 1990.

"Grief and Bereavement in the Classroom."

Hospice of Morris County, October 1991

"Children and the Gulf Crisis: War, Loss and Bereavement."

Children and Death

10th Annual Conference on Death, Dying and Bereavement, London, Ontario, May 1992

"Violence at Home and Abroad: Notes from the Gulf War to the Los Angeles Riots."

"The Use of Classic Children's Literature as Therapeutic Guides Through Childhood."

"Physical Symptoms in Adolescents at Risk for Suicide and Depression."

Annual Conference

Advocates for Child and Adolescent Psychiatric Mental Health Care

Dallas, TX, September 1992

"Adolescent Depression: Identifying Risk Factors and Facilitating Suicide and Help Seeking Behaviors" and

"The Use of Children's Literature in the Therapeutic Process."

Medical College of Pennsylvania, Philadelphia, Pa., May 1993

"Child and Adolescent Concepts of Mental Health and Illness: A Developmental Approach to Health Promotion."

Medical College of Pennsylvania, Philadelphia, Pa., May 1993

"Depression in Childhood and Adolescence"

"Childhood Bereavement"

Children's Hospital of Columbus, Columbus, OH, October 1993

"Using Children's Literature as a Role Modeling Experience for Girls"

Ohio State University, April 1994, and

Sigma Theta Tau, Columbia University, April 1994

"Communication and Confrontation"

"Being Heard on the Health Care Front," New Jersey, September, 1994

"Doctor-Woman Communication"

National Council on Women's Health, New York, NY, November, 1994

"A Working Partnership: A New Role for Women and Their Providers."

Keynote Address and workshop, Annual Women's Health Day

Kingston Women's Health Center, Kingston, NY, April, 1995

"Children and Adolescents in Crisis: Witnessing Trauma"

Oklahoma Department of Health

Oklahoma City, OK, September, 1995

"Loss and Bereavement in the Classroom" Keynote address, Annual Convention

New Jersey Association of School Nurses

Atlantic City, NJ, November, 1995

"Growing Heroines, A Bibliotherapy Program for Young Girls."

Diverse Paths: Perspectives on Adolescent Girls in the 1996

National Women's Studies Association Annual Conference

Saratoga Springs, NY, June, 1996

"Perspectives on AIDS: Child Development, Psychological Impact and Symbols of Grief"

ANA's Centennial-Celebrate Our Past, Envision Our Future
Washington, DC, June, 1996

"Innovative Approaches with High Risk Children: The Sexual Assault Examiner Program."

"Suicide and Adolescents: Risk factors and Early Interventions."

Columbus Children's Hospital Conference

Columbus, Ohio, October 30, 1996

"The Sexual Assault Examiner Team: What is it and how does it work?"

The Rhode Island Rape Crisis Center- VAWA Sexual Assault Site Consultation Conference

Newport, Rhode Island, April 10, 1997

"A Developmental Approach to Violence Against Women: The SAFE in School Program,"

"Site Based Competency Education for Sexual Assault Clinicians,"

"Building A Preceptorship for Sexual Assault Examiner Training."

The International Association of Forensics Scientific Assembly

Irvine, California, September 28, 1997

"The Role of Primary Providers in the Assessment and Treatment of Sexually Abused Children"

Family Violence Task Force Seminars: Judicial Seminars on Child Abuse and Sexual Assault

Unified Court System of New York State

New York City, Saratoga Springs, Rochester, Melville

March 4,5,10,13,20, 1998

Sexual Assault on the College Campus

Columbia-Barnard Health Services

New York, New York, February 24, 1999

Medical Innovations in the Assessment of Sexual Assault

New York Prosecutor's Training Institute

Long Island College Hospital, NY, NY April 22, 1999

June 17, 1999

Ms. Anne Japuncha
376 Charles Avenue
Courtland, OH 44410

Dear Ms. Japuncha:



We applaud your efforts to create a positive and supportive learning environment for school children. No one wants a repeat of the tragic events at Columbine High School. That is why the administration is working to protect youth from movie violence and urging Congress to pass common-sense legislation to keep guns out of the hands of children.

Thank you for submitting your proposal. We will give your ideas careful consideration.

Sincerely,

Néera Tanden
Associate Director of the
Domestic Policy Council

THE WHITE HOUSE

WASHINGTON

June 11, 1999

MEMORANDUM FOR BRUCE REED
DOMESTIC POLICY COUNCIL

FROM: JANET MURGUIA 
LEGISLATIVE AFFAIRS

SUBJECT: PRESIDENTIAL CORRESPONDENCE

Enclosed please find a copy of a letter that was sent to the President from Rep. James A. Traficant, Jr. (D-OH).

I do not believe this letter requires a Presidential response at this time. Please review the attached letter and respond directly to the Member(s) of Congress. Please forward a copy of the response to the Office of Records Management, Room 74 Old Executive Office Building.

Thank you very much for your assistance in this matter. If you have any questions, please feel free to call Eli Joseph, Office of Legislative Affairs, at 456-7500.

Enclosure

THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

INCOMING

DATE RECEIVED: JUNE 04, 1999

NAME OF CORRESPONDENT: THE HONORABLE JAMES TRAFICANT JR.

SUBJECT: ENCLOSURES A LETTER FROM HIS CONSTITUENT
ANNE JAPUNCHA WITH IDEAS SHE HAS FOR
IMPROVING AMERICA'S SCHOOLS

ROUTE TO: OFFICE/AGENCY	(STAFF NAME)	ACTION ACT CODE	DATE YY/MM/DD	TYPE RESP	C COMPLETED D YY/MM/DD
LARRY STEIN		ORG	99/06/04	Im	99/06/11
✓ DpReed	REFERRAL NOTE: _____		99/06/16		1/1
	REFERRAL NOTE: _____		1/1		1/1
	REFERRAL NOTE: _____		1/1		1/1
	REFERRAL NOTE: _____		1/1		1/1
	REFERRAL NOTE: _____		1/1		1/1

COMMENTS: _____

ADDITIONAL CORRESPONDENTS: MEDIA: L INDIVIDUAL CODES: 1230

MAIL USER CODES: (A) D OH (B) (C)

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*ACTION CODES:          *DISPOSITION          *OUTGOING          *
*                        *                        *CORRESPONDENCE:   *
*A-APPROPRIATE ACTION  *A-ANSWERED          *TYPE RESP=INITIALS *
*C-COMMENT/RECOM       *B-NON-SPEC-REFERRAL *      OF SIGNER    *
*D-DRAFT RESPONSE      *C-COMPLETED         *      CODE = A     *
*F-FURNISH FACT SHEET  *S-SUSPENDED         *COMPLETED = DATE OF *
*I-INFO COPY/NO ACT NEC*                        *      OUTGOING    *
*R-DIRECT REPLY W/COPY *                        *                        *
*S-FOR-SIGNATURE       *                        *                        *
*X-INTERIM REPLY       *                        *                        *
*****

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REFER QUESTIONS AND ROUTING UPDATES TO CENTRAL REFERENCE
(ROOM 75, OEOB) EXT-2590
KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING
LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS
MANAGEMENT.

1230
JAMES A. TRAFICANT, JR.
17TH DISTRICT, OHIO

COMMITTEE:
TRANSPORTATION AND
INFRASTRUCTURE

SUBCOMMITTEES:
RANKING DEMOCRAT: INVESTIGATIONS
AND OVERSIGHT
AVIATION

Congress of the United States
House of Representatives

Washington, DC 20515-3517

June 2, 1999

2446 RAYBURN HOUSE OFFICE BUILDING
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(330) 652-5649

109 WEST 3RD STREET
EAST LIVERPOOL, OH 43920
(330) 385-5921

The Honorable William Jefferson Clinton
President of the United States
The White House
Washington, D.C. 20500

306652

Dear President Clinton:

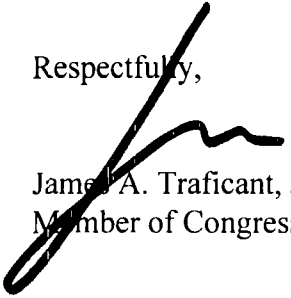
Recent headlines such as the Columbine High School shootings and escalating school violence across the country has brought an increased imperative to reform our nation's schools in order to provide safe and advantageous learning environments.

I am forwarding to you a copy of a letter that I received from one of my constituents, Anne Japuncha of Cortland, Ohio. This letter includes ideas that she has for improving America's schools. I respectfully request that you read her letter and give her ideas some consideration. I believe they provide an interesting course of action to rectify some of the deficiencies of our school.

Please direct any correspondence to Ms. Anne Japuncha at 376 Charles Avenue, Courtland, OH 44410.

Thank you for your time and consideration of these ideas.

Respectfully,



James A. Traficant, Jr.
Member of Congress

JAT/mjr

c: Anne Japuncha

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. letter	Anne Japuncha to Mr. Trafficant [partial] (1 page)	04/27/1999	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19586

FOLDER TITLE:

Youth Violence - Neera [Tanden] File [2]

2013-0436-S
rc1257

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

D.C.
mailed
5/4/99

Mr. Trafficant,

4/27/99

Let me first introduce myself. I am Anne Japuncha,
Mother of four, Grandmother of nine.

(b)(6)

[001]

(b)(6)

I am submitting a program I have thought about for quite some time. This is a preventative as well as an enlightening program and could be adopted into the regular school curriculum on a continuing basis, Kindergarten thru High School, promoting a healthy relationship between our youth, Teachers and our Parents.

In conjunction with this program, a Parent-Teacher discussion group could be adopted at each P.T.O. meeting covering these topics being discussed in the classroom. This would serve as a source of awareness for Teachers and Parents alike, therefore hopefully averting another tragedy such as Littleton.

I'm sure a program such as this would need much fine tuning but I pray it has some merit to offer.

I am sending this outline to you now in the event you feel it has some potential. If so I hope you can submit it on May 10th at President Clintons scheduled meeting.

uniting Parents, Educators, our youth and our leaders.....
working together towards a more humane future.

Mr. Trafficant, I apologize for submitting this
outlie in an un-professional manner. I am not a
writer and my spelling leaves a lot to be desired,
but I am a concerned Grandmother of nine
wonderful grandchildren whose future, and that
of all children facing a legacy of violence and hate,
is at stake!

If this proposal is not acceptable as a viable
option, I would like to thank you now for your
time and interest.

Sincerely

Anne Japuncha

Phone # 638-6741

376 Charles Ave
Cortland, OH 44410

"Planting a Seed"

When we plant young trees, we nourish them with "consistant" tender loving care to assure they have a healthy start. As our trees begin to grow, small growths spring up in unwanted places. We cut them off leaving scars. We treat the scars on the surface, but over the years new, unwanted groths spring up again and again. Sometimes we take good care to treat them and sometimes because we forget or we're so busy, we leave them on their own.

Now maybe three out of five of our trees grow strong and healthy. The remaining two begin to weaken and their scars become diseased. We try to save those trees by babying them and putting bandaids on their scars. Some of those scars are so deep that the disease takes over. We watch, helpless and disappointed with ourselves as those beautiful young trees begin to wither and die. Our bandaids were only temporary fixes. They couldn't heal the damage inside. The "Tender Loving care" we gave in the beginning was needed "Faithfully and Consistantly" till our young trees were healthy internally as well as externally, giving them the strength to stand alone.

As Parents we nourish our children with loving care, watching as they, like the young trees, learn and grow. All too soon, at the "mature" age of five, we loosen our hold as our precious child goes off to school and faces the world on his or her own. A traumatic experience for both Parent and child. Doubts set in. Did we

prepare them well enough to face this challenge with the tools we gave them? We won't be there to wipe their tears when they are hurt. We won't be there to give them hugs when they're un-sure. We won't be there to explain when another child teases or bullies them. Now, for some children, the shy, sensitive one's, the scars begin to show. These children become known as the "Tattle Tales" or the "Cry Babies," so they learn to hide their feelings or they become the "Bullies" when their pain turns to anger. This is the critical time! A bandaid will not heal the hurt inside.

Starting with Kindergarten, the classroom is the "Ideal" place to reach the majority of our youth and their in-securities on a consistent and equal basis.

A group discussion class, covering essential tools for living, could be a general and much needed part of every school's curriculum. Our tax dollars and our time would be put to much greater use working towards "prevention" rather than "rehabilitation". These classes could cover such topics as:

- 1- Criticism and Anger
- 2- Attitudes and Personalities
- 3- Honesty and Loyalty
- 4- Responsibility - Accountability
- 5- Goals and Ideals
- 6- Fears and In-securities
- 7- Compassion - Understanding
- 8- Love vs. Hate
- 9- Self-assurance - Confidence
- 10- Jealousy - Envy

- 11- Relationships - Friendships
- 12- Communication skills
- 13- Peer pressures - Bullies
- 14- Involvement in school activities / Sports
- 15- Manners - Respect
- 16- Common sense - Problem solving
- 17- Attire / Dress code - Fads
- 18- Authority Figures - Role models
- 19- Etc....

All topics would be age appropriate. Chosen by Psychologists - Counselors - Teachers - Etc.. ? Approved by educators and school board.

Suggested - First or last class of the day.

If first class of the day, it could serve as an "Ice Breaker", instilling a more confident and relaxed atmosphere between students, Teachers, and peer's. (could also be 1st 20 min. of class every other day.)

Teachers would initiate the subject matter for the students to discuss. The students would then carry the discussion, observed and guided by the Teacher, and without realizing it, learning to solve their own problems.

For this program to be effective it needs to be continuous, K thru 12th grade (the second time in our children's lives when they face the challenge of standing on their own,) Strong and healthy or weak and in-secure.

The Bonuses of such a class could be many.

- "Teachers" - Ability to view first hand personality's, weaknesses, strengths, and goals of their students
Also an awareness of any sign of crisis.
- "Students" - Learning to tune into the feelings of their peer's, Teachers and Family.

Learning to communicate on common ground for a better understanding of each other.

Classes or sessions could include Films, speakers, field trips such as: Jail, Red Cross, Disabled, etc. Could include class projects, Mentoring. Video taping classes could be considered as a learning tool for future reference. (optional)

Grading for such a class could be:

G - Good

I - Improved

NH - Needs Help

Class could be titled:

examples: Humanities
Tools for Life
Human Resources
Etc...

I believe this form of educating our youth is as important as learning the three R's. Maybe more so, since a healthy, happy and secure child is more likely to work to their highest potential.

This is not a Psychology class or a Religion class, yet it is both. It has the potential of producing a healthy mind while instilling an awareness and caring for others.

It is important to note that by no means is this program considered a "quick fix" or singular solution, relieving Parental responsibility. On the contrary, it's intended to promote Parental involvement and awareness. Building a bridge

THE WHITE HOUSE

WASHINGTON

June 11, 1999

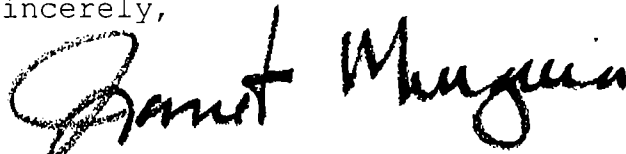
Dear Representative Traficant:

Thank you for forwarding to the President correspondence from your constituent, Mrs. Anne Japuncha, concerning violence in America's schools.

The President has been advised of your concerns, and you will receive a response in the near future. In the meantime, if I can be of assistance to you, please do not hesitate to contact my office.

Best wishes.

Sincerely,

A handwritten signature in dark ink, appearing to read "Janet Murguia". The signature is fluid and cursive, with the first name "Janet" written in a larger, more prominent script than the last name "Murguia".

Janet Murguia
Deputy Assistant to the President
and Deputy Director for Legislative
Affairs

The Honorable James A. Traficant, Jr.
House of Representatives
Washington, D.C. 20515

THE WHITE HOUSE

WASHINGTON

May 21, 1999

I won't see
how you
wanted to
respond to
did write a letter

MEMORANDUM FOR BRUCE REED
DOMESTIC POLICY COUNCIL

FROM: JANET MURGUIA *JM*
LEGISLATIVE AFFAIRS

SUBJECT: PRESIDENTIAL CORRESPONDENCE

Enclosed please find a copy of a letter that was sent to the President from Sen. Tom Harkin (D-IA).

I do not believe this letter requires a Presidential response at this time. Please review the attached letter and respond directly to the Member(s) of Congress. Please forward a copy of the response to the Office of Records Management, Room 74 Old Executive Office Building.

Thank you very much for your assistance in this matter. If you have any questions, please feel free to call Eli Joseph, Office of Legislative Affairs, at 456-7500.

Enclosure

**THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET**

INCOMING

DATE RECEIVED: MAY 13, 1999

NAME OF CORRESPONDENT: THE HONORABLE TOM HARKIN

SUBJECT: ENCLOSURES A COPY OF A RECENT ARTICLE IN THE
SIOUX CITY JOURNAL REGARDING THE RESPONSES
FROM STUDENTS OF WEST HIGH SCHOOL ON VIOLENCE
IN SCHOOLS

DPC ✓
cc: Caroline ✓
Broderick

ACTION

DISPOSITION

ROUTE TO:	ACT	DATE	TYPE	C	COMPLETED
OFFICE/AGENCY (STAFF NAME)	CODE	YY/MM/DD	RESP	D	YY/MM/DD

LARRY STEIN

ORG 99/05/13

JMA 99/05/21

REFERRAL NOTE:

REFERRAL NOTE:

REFERRAL NOTE:

REFERRAL NOTE:

REFERRAL NOTE:

COMMENTS:

ADDITIONAL CORRESPONDENTS: MEDIA:L INDIVIDUAL CODES: 1210

MAIL USER CODES: (A) D IA (B) (C)

*ACTION CODES:	*DISPOSITION	*OUTGOING	*
*	*	*CORRESPONDENCE:	*
*A-APPROPRIATE ACTION	*A-ANSWERED	*TYPE RESP=INITIALS	*
*C-COMMENT/RECOM	*B-NON-SPEC-REFERRAL	*OF SIGNER	*
*D-DRAFT RESPONSE	*C-COMPLETED	*CODE = A	*
*F-FURNISH FACT SHEET	*S-SUSPENDED	*COMPLETED = DATE OF	*
I-INFO COPY/NO ACT NEC		*OUTGOING	*
*R-DIRECT REPLY W/COPY *			*
*S-FOR-SIGNATURE *			*
*X-INTERIM REPLY *			*

REFER QUESTIONS AND ROUTING UPDATES TO CENTRAL REFERENCE
(ROOM 75, OEOB) EXT-2590
KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING
LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS
MANAGEMENT.

United States Senate

WASHINGTON, DC 20510-1502

COMMITTEES:
AGRICULTURE
APPROPRIATIONS
SMALL BUSINESS
LABOR AND HUMAN
RESOURCES

May 10, 1999

President William Jefferson Clinton
Executive Office of the President
Attn: Larry Stein, Senior Advisor to the President
and Director for Legislative Affairs.
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20502

MAY 10 AM 11:05

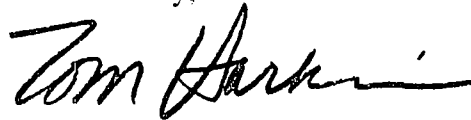
Dear Mr. President:

I am forwarding to you a copy of a recent article in the Sioux City Journal (Iowa) which was brought to my Sioux City office by constituent Beth Hickey. Beth is a retired Sioux City School District teacher. Students of West High School teacher, Alan McGaffin, responded to four questions regarding violence in schools. Subsequently, the responses were published in the Sioux City Journal.

Ms. Hickey feels that these letters may be of interest to the President and others who will be hearing from high school students at an upcoming meeting with the President. I hope that you find this information helpful for that meeting.

Thank you for your time and attention.

Sincerely,



Tom Harkin
United States Senator

TH/mw
Enclosure

THE WHITE HOUSE

WASHINGTON

May 21, 1999

Dear Senator Harkin:

Thank you for forwarding to the President correspondence from your constituent, Ms. Beth Hickey.

The President has been advised of your concerns, and you will receive a response in the near future. In the meantime, if I can be of assistance to you, please do not hesitate to contact my office.

Best wishes.

Sincerely,

A handwritten signature in black ink, reading "Janet Murguia". The signature is fluid and cursive, with the first name "Janet" and last name "Murguia" clearly legible.

Janet Murguia
Deputy Assistant to the President
and Deputy Director for Legislative
Affairs

The Honorable Tom Harkin
United States Senate
Washington, D.C. 20510

In the wake of the tragedy in Littleton, Colo., The Journal's April 28 editorial, "Kids need to help," issued a plea for teens to join in the search for a solution.

We said we needed to hear from teen-agers and asked them to respond to four questions: 1. Where does this violence come from? 2. What can you do to stop violence at your schools? 3. What changes can you help make so that violence becomes unacceptable to more kids? 4. Can you help solve this terrible problem? Students in West High School teacher Alan McGaffin's English classes took up the challenge. Here are their responses:

1. In my opinion, violence isn't occurring because of TV and video games. I think what more than likely triggers teen-agers to do such bizarre things is the attention they don't receive. I don't want to put the blame on parents, however, it just seems that if there may be problems at home, such as a kid may not get attention, praise, love, or kindness. This can lead teens to hang around the "wrong crowd," the ones they think may give them the attention they aren't getting at home.

Also if kids are made fun of, or don't seem to fit in, this may trigger a teen to get involved with the wrong things, because they want to be noticed.

2. Pay attention to those kids that aren't fitting in. The schools can't really prevent violence, it has to be stopped by the students. Children need to realize diversity and acceptance. Peace will have to come from within the students themselves. The school has no prevention. It has to be wanted by the teens.

3. We need to just make sure that everyone is getting reached out for. Perhaps we need students to show more leadership and include those teens who normally aren't included.

4. Pay more attention to children. Look for signs of insecurity, neglect, depression, or whatever else. Discipline your children. Morals need to be taught. — **Cari Clayton, grade 11**

2. The only thing I think that would and could ever end violence in our schools is to make people show respect, make people treat their peers on how they would want to be treated. Personally I feel movies have nothing to do with violence. Teen-agers all know that movies are not real and they might get their ideas on ways to kill from movies but movies don't make them want to kill. — **Mary Osborn, grade 10**

1. I think that the people need to be retaught morals and respect. If we trade violence for respect we will see less violence.

2. I think punishments for violence should be greater to teach those who lost respect would gain it.

3. Violence comes from suppressed anger and we need to learn to be able to deal with our anger.

4. I alone cannot stop violence but I can stop myself from becoming violent. I think we all need to learn to not single out people for being different because that's when the different people get revengeful. We all need to work together. — **Niki Frady, grade 10**

This strangely acquired anger has seemed to come out of nowhere. It's deep down inside any and all persons and certain acts of maybe neglect, abuse, or the feeling of not quite fitting in arouses it for some. Of course, the extreme violence we see on TV and movies or play in detailed games of murder don't seem to be helping. I just have to wonder, if my generation is this bad ... what will the following ones be like.

We need to stop this, no matter what it takes. Boycotting violence on TV and in movies is a start. I personally feel very afraid of what may

at our schools is encourage the kids to know how terrible it is to bring guns to schools. Maybe a metal detector would help or search the kids before they come into the school, but then where have our freedoms gone? — **Jodie Schmidt, grade 10**

So you want to know where the violence comes from. I personally think it comes from ourselves. It is the image you're given as a child up until now. It is the anger, hate, envy, jealousy, or sadness that you feel from what has or is continually happening that you disagree with. Or maybe it's just a self thing, something you feel you did wrong, but instead of correcting it you make it worse.

What I can do to stop this violence at my school or what the school could do is nothing, but pray. Because once you have your mind set on something, that's where it's going to stay in most cases.

The only change I can do is treat them all with the same amount of respect. I can't live from the past but look forward to the future and with the help of the community we can stop the violence. — **Cherrie Dean, grade 11**

1. I think that sometimes you are so stressed that you have so many things to think about, and so many problems, that make you feel angry. Sometimes you feel so angry that you just want to kill somebody. Sometimes people play around saying that, but for some people it's real. They feel angry enough to kill somebody.

2. I think people should have more time to relax. Maybe some yoga classes or before work, just something to put everything "bad" away. — **Leticia Ribas, grade 12**

and help. — **Matt Yusten, grade 10**

1. Where does the violence come from? I don't think the violence comes from one certain place. I think that it is sort of instructed into kids. You see all the time how abused people show abuse to others and pass it down. Mother beats daughter, daughter beats her daughter; it's sort of a chain reaction. What is really scary is when kids beat others and think it's funny. Kids are more than likely to kick dogs or throw things at animals. Does this mean they are psychopaths? Maybe not, but I bet you will find some kind of abuse in their history.

2. To stop violence in my school. I think kids have to show respect. Respect toward students and teachers. I think there should be more counselors. I remember a time when I could not get into my counselor for three days. A lot can happen in three days. There should be stricter rules and harsher punishments.

3. I think there has got to be a limit on what movies watch. It all depends on the parents. My nephew was watching "Jurassic Park." In the movie the dinosaurs were tearing human bodies in half. My nephew, later that night, had a nightmare. My sister came in and talked to him that it was OK, only a movie. So what are we really telling the kids? It's OK to tear bodies apart? Or are they going to be OK? — **Angelia Lyons, grade 10**

1. I don't know where violence comes from. I think that some kids play the violent video games and watch violent movies so much that they are just enchanted by it. But on a personal note, I think violent video games are fun and violent movies are entertaining but is nothing to become obsessed with. I think if parents

an extent, simply because people are always hearing, seeing, and showing it everyday. People talk about violence on the news, the radio, and in the newspaper. As long as it continues to be everywhere, people will continue to accept it.

I believe a way I can help is to protest peacefully. Demonstrate, participate in boycotts and marches may help. — **April Holmberg, grade 11**

I believe the violence comes from the media and movies. I think there isn't a way to completely stop violence in schools; conflict management helps. We need to explain to people that there is no point in violence because it doesn't get you anywhere and will only make it worse. Nobody can solve the problem with violence. We can only cut it down unless everyone is willing to make it stop. — **Amanda Orr, grade 11.**

1. I think violence comes from the way you are raised. Parents don't care what their kids are doing anymore. If the parents are violent, I think the kids are violent.

2. Schools need to take precautions. Don't let kids wear coats, hoods, etc. You could have metal detectors, but then kids will feel like they are entering a dangerous place. School is supposed to be a safe place.

3. Kids should talk with respect. Talk positive instead of talking with a negative attitude. Give kids compliments. The more positive things a person hears, the happier they are. The happier they are, the less violence there is.

4. I can act non-violent, but every person needs to do their part. Parents need to know what the kids are doing and they need to care and love their children. Violence comes from how you are raised. — **Heidi Young, grade 11**

1. I think it comes from the kids. I don't think a movie or video game is going to make a kid go out and shoot a whole bunch of kids. I think it comes from their head.

2. I really don't think there is a way to stop the violence. Yeah, you can put guards at every door but that isn't going to do much. There's metal detectors but if a kid wants to kill bad enough, he/she will find a way.

3. Stop with the video games. As much as I think they are harmless, they could be a factor. If it's fun to kill people with a dipstick, then it must be fun to kill with a real gun.

4. I don't think we kids can help. Maybe the parents can. Talk to kids everyday and tell them it's wrong. I know we kids want more privacy from parents but maybe they should snoop. — **Sarah Nelson, grade 11**

WHAT TEENS THINK ABOUT VIOLENCE

A response to the tragedy in Littleton, Colo.

As a teen, I have to agree that most of the violence comes from movies, TV shows, and every other violent performance shown on television. I heard that Eric Harris and Dylan Klebold were fans of Marilyn Manson. I know for a fact that music stars can be a big influence on teens because I've seen many people who try to look like and do actions that their favorite singers have. Before the massacre, I disagreed about not being allowed to wear coats inside the class because I'm one of the students who get cold. I've never thought about the fact that some kids can hide a weapon in their coats. After what happened at Columbine High, I realized that the rule of not having coats inside the classroom was a good thing.

I believe schools should have cameras, metal detectors, and the staff should be stricter with the kids. I've seen many people that don't go to class and just roam around the halls without anyone forcing them to go back to class. Schools should have their doors locked at all times. Some don't, including this school that I go to. When the doors are unlocked, the kids feel it's all right for them to skip whenever they want.

Older kids should realize that they are a role model for younger kids. They should be setting a good example, not a bad one. If they were to set a bad example for the younger ones, what will this world be in years to come?

Parents are also one of the factors of why some kids are bad. Parents are not always around to listen to their children, about their problems, so some kids just take it out on others. What I hate the most is how some parents let their children do whatever they want and I have seen it happen. They let their kids talk back to them and call them names without doing anything about it. They're just one of those parents who don't teach their children about discipline and I believe discipline is what we kids need today.

If you're just going to let your children do whatever they want from time to time, they'll only take advantage of it and everything will just get worse. — **Yan Nhen, grade 11**

I think that the violence may come from a lot of things such as low self-esteem, having no friends, being the outcast, family problems, and movies as well as music. It can be as little as not feeling loved.

Violence to me doesn't have a cure, although we as a school can come together as one. Don't let others feel as though they are not wanted around. We should involve one another; we are so quick to push away what to us seems out of the normal or what's not acceptable in our eyes, but we will never know until we give it a try. One thing I don't agree with is the continuing talk about tragedies like this and it's doing nothing except keeping the horror alive.

We, as kids, have a few answers to violence. I do believe that it has to start within the homes, our parents should be involved in our lives as much as possible. I know that always can't be the case, so if by chance we do face a situation we should encourage those who are weak, tell them what's right and let them know that they can do better.

There's been many times in my life when I needed someone to talk to, those two words, "I care," or even, "I understand," mean a lot to a person who feels down, so by making myself available to any and everybody, I can try and make a difference. — **Jamie Rainey, grade 11**

1. It comes from the disrespect people show one another, especially at Columbine High School. They did it to themselves by not respecting those guys and teasing them.

2. Schools need more police or security officers to help prevent disrespect in the school.

3. If students don't want anything like this to happen in their school, then start respecting people. — **Tuan Cao, grade 10**

1. The violence comes from the generation before us because it is they who make the movies and who make the Nintendo games, not the kids. So let me ask you where does the violence come from?

2. To stop the violence at schools might mean putting up metal detectors and wearing uniforms. You might also get students together and demand that steps be taken but I am sure this school board would not care.

3. You can help solve this problem only if you want it to be solved. — **Brad Combs, grade 10**

1. Violence comes from inside of the person; people create violence by not showing respect to others, by name-calling and by making fun of others. People who are different and constantly picked on get sick of it and then when they can't take it any more, they just explode, taking their anger out on others.

America's children are exposed more and more to violence. We see it every day, fights in school, the media, movies, and video games. When something is exposed to children time after time, we find it acceptable. Kids simply don't care any more. A tremendous increase in the freshman class of failing students, even myself. I just plain don't care about rules. We see the rules and laws broken so much it becomes an everyday happening.

The only way this harsh attitude can be abolished is by not exposing our young children to the violence. This generation won't see a change but maybe the next will understand. — **Genell Pippett, grade 10**

I think the violence that has affected so many schools, like Columbine High School, comes from children that either feel completely out of place or from the violence they see on the screen. A lot of people think that movies and TV shows have nothing to do with it, but I think it does. So many kids see their favorite person (actor/actress) going crazy, killing people, blowing up things, and they're going to want to be just like them. Just like kids that look up to athletes, there are kids that look up to movie stars, and they end up mimicking something they've said or done. No matter what the expense is, the only thing we can do

Violence comes from within, it doesn't come from movies or games. Violence is triggered by a past event in someone's lifetime, something so emotional that every time they see someone who even remotely resembles someone that was there and hurt them, they automatically go against them: their temper does the rest. If movies are the cause of violence in our school, then every high school student would be blowing up schools all across the country.

To stop violence in our schools, we should put metal detectors in our schools and we should make an anti-violence statement in our schools. I also think instead of filtering movies, we should filter the Internet. Everyone and anyone who is on the Internet, can hear the violent conversations and read the notes.

The change we can help to make violence unacceptable to more kids, might be to point those kids out and help them through hard times in their lives. We could give them better role models. One possible reason they could be doing this is for the fear of being drafted into a possible upcoming World War III.

I think solving this problem rests in both children and adults. We need everyone to pitch in

1. Violence comes from physical and emotional put downs from other people that if bottled up for too long will erupt.

2. I think that if we all think before we speak, we can help because if we make fun of people of different social status, we don't know what will make them click. In other words, "If you can't say something nice, don't say anything at all."

3. I think that if we, as a community, can teach kids respect for other people's feelings, I think that might help.

4. I think that I can help by just getting along with everyone and not leaving anyone out, no matter what social status they are in. — **Sheila Bair, grade 11**

In my opinion, violence comes from words. In every one of the shootings in the past two years, the children that were involved were made fun, taunted, and teased.

I believe that it will take many ways to stop the violence. It will take a lot of cooperation from students if they want it to stop. That would be just one of the ways to contribute to ending the violence.

I believe violence will always be accepted to

1. From the home you live in and what your mom and dad are doing in the home.

2. I can't do anything.

3. Leadership.

4. No. — **Danal Dean, grade 12**

1. It doesn't come from anywhere; you just get tired of people and you snap.

2. We don't really have violence at our school.

3. Send them to counseling.

4. You can't do anything about it because it all ready happens. Maybe if it was a couple weeks later when they started searing the students. — **Elijah Anderson, grade 11**

1. I think the violence comes from the kids and not from video games or movies because they don't make you commit acts of violence. You do it.

2. I don't feel that I have the power to stop violence here. — **Eric Zeman, grade 11**

1. The violence comes from hate.

2. Don't pick on anybody and stop bullies from being so mean to others. Stop people from getting so mad at each other. I think some kids get picked on so much it just pushes them over the edge. — **Derek Weigandt, grade 11**

1. I think violence comes from the society we live in. For instance, sometimes we get angry at something like being made fun of, left out, and it brings violence.

2. I don't know if there is any way to stop violence, but I think that parents should keep an eye on their children and find them positive activities every day.

3. No more guns or drugs.

4. No, because I don't know what to do to change it. — **Long Tran, grade 12**

1. I think violence comes from humans and the wrong actions that they make. It could be movies or video games and music. It's the bad influence people put out for us.

2. We can have a boycott and just not listen or watch certain things.

3. I think that there is too much violence out there for one person to stop this problem. It has to be a big group thing and it will take years for this violence to cut down. People need to open their eyes. — **Priscilla Curi, grade 10**

1. It comes from inside the person and comes from the person's emotions. Video games, movies, and music really don't affect most kids. The ones that it does, just current thoughts by their parents that think that this stuff is fake.

2. Counsel people and make them feel wanted and help make other students aware of their problems and that their actions could be hurting someone.

3. Help them to be able to listen to music and watch the movies without taking the stuff for real.

4. Have an awareness that this stuff can happen to you at your school: — **Danette James, grade 11**

come next. The media, with all their stories of children murdering others doesn't help either. To show others who may have these thoughts of terrorizing, how much attention you'll get is crazy, especially if that person is lacking love or attention in their life right now.

We can help solve this, but we have to act now. We can't sit around and wait for it to happen again. People need to get together and figure out what to do. The best we can do is try, if we don't, the killing will continue and we will all be blamed. — **Rachel Castillo, grade 10**

1. I don't think that the violent acts teen-agers are committing can be blamed only on the parents. I think it has something to do with the environment as a whole, that we live in.

2. If kids all got along with each other then there would be no violence. There isn't really any reason why we should be fighting with our peers anyway. Most of the fighting is over something stupid.

3. Stronger and stricter punishment I think would go across to kids that violence is a serious matter. — **Anne Johnson, grade 10**

1. There is such a plea to blame the violence on one thing but it comes from a variety of factors. It may come from the entertainment or the neighborhood you live in or just the way you've been brought up.

2. To stop violence in schools we should suspend the chronic disrupters.

3. Change for kids is something I really don't know.

4. I think it has to be a group thing in order to solve this problem. — **Nathan VanderMolen, grade 10**

1. I think that violence comes from a variety of things such as parents' guidance is beliefs, TV, video games, and last, peers and associates. All play a key part in who is violent and who is not.

2. To stop violence at schools needs to be a whole entire community involved, not just the school board making school, our schools, more like a prison.

3. I think violence will always be a part of human life. We just have to work on how our youth deal with the rage and anger.

4. I personally can contribute to help solve the problem. But it's a problem of the whole country not just certain people. — **Charles Achuff, grade 11**

The violence from teen-agers can come from anywhere and it does. Everyone is different, so it's hard to say just where the violence comes from and sometimes it's impossible. To stop the violence in our schools we need harder consequences and stronger students. — **Aaron Heiden, grade 12**

Violence comes from a number of things. I think what they watch and listen to has a big effect but parents also have a major effect on the way we think. As much as we like our freedom we need to be monitored and taught the right way.

I do as much as I can to stop violence at my school. I say when I think what someone says or does something mean that there needs to be respect for everybody.

Violence is unacceptable but some people just do not care. They don't care about the rules or what anybody has to say. Those are the people that need help. I can't do anything more to help stop the violence than I am doing now. Everybody has to pitch in. — **Amanda Coupe, grade 11**

start picking up that their kids are constantly watching these movies and playing these violent video games that they should try and get their minds set on something else. For example, get them involved in a sport or a hobby that doesn't involve extreme, violent acts.

2. Nothing really. No matter what happens there is going to be violence that can't be stopped, but shootings and stabbings and many other fatal incidents can, by metal detectors and high tech equipment that detect weapons. We are always talking about getting metal detectors but we can't even afford books in our school system. I think metal detectors would be fine but they need to quit talking about it and do it. — **Wes Kelly, grade 10**

The adult world can't figure it out. I think they are the ones who can solve it. What happens with kids who get in trouble with the law? Get put in J.D., pay a fine? People need to look deeper. What's causing them to act this way?

They were abused, neglected, ignored. Something caused it. The violence comes from deep inner rage, and they need some way to vent it. When they turn around no one is there to hear them. So what do they turn to? TV, music, the Internet, which all has violence. — **Marisa Fuentes, grade 11**

I think that the violence comes from other children. I would put up metal detectors and have more liaison police officers on school grounds. Tell the media to stop publicizing all the shootings for days and weeks. The more kids see it on the news the more it makes them want to do things. There is no way I can help with this problem, but pray nothing bad will happen to innocent people. — **Lynn Hinzman, grade 12**

The burst from younger violence mostly is due to the entertainment runners. People love violence and the entertainment business is a fuel to their fire for violence.

To make an effort to put a stop to violence at my high school would mean kids finding a sense of self worth and equality. These should be instilled in the student.

We can make a better effort to set an example for other people to follow and by doing all we can to put a stop to violence in the media and entertainment.

One person can make a difference and by setting an example to others so that hopefully they'll get the message. — **Larry Iddings, grade 11**

1. It comes from some of the older people and it's also come from the younger people.

2. There's nothing you really can do about it, but try and talk to some of the kids and tell them they shouldn't do that.

3. They should have more things for the younger adults so that they wouldn't have to be out in the streets all the time getting into trouble.

4. Yes. — **Sondra Scaife, grade 11**

1. Kids that pick on one person in particular.

2. Get metal detectors and kick the bad students out.

3. Get rid of all the violent movies and video games.

4. I think everyone can because if someone tells you what they might do you better tell someone. — **Cathia Risting, grade 12**