

Curator

THE WHITE HOUSE

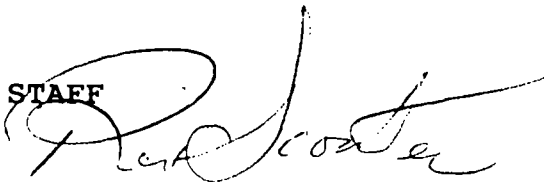
WASHINGTON

September 8, 1993

MEMORANDUM

TO: ROY NEEL, DEPUTY CHIEF OF STAFF

FROM: REX W. SCOUTEN, CURATOR



SUBJECT: Clinton Video Update -
"Within These Walls...A Visit to the White House"

I have been informed by Mrs. Clinton that the President wishes to be filmed for his appearance in the subject video. At the same time he wishes to have the Oval Office filmed so that viewers will have an opportunity to see the "Clinton Oval Office" furnishings.

WQED in Pittsburgh, who has filmed Mrs. Clinton for her appearance would like at least three days notice to prepare for their visit to Washington.

Approximately ninety minutes of set-up time will be required for the President's filming and ninety minutes of preparation time for the Oval Office portion as well. Actual filming can be accomplished in ten or fifteen minutes for each segment.

Thank you.

cc: Margaret Williams
Dawn Friedkin
Capricia Marshall

HRC

THE WHITE HOUSE

WASHINGTON

May 27, 1993

MEMORANDUM

TO: MARGARET A. WILLIAMS, CHIEF OF STAFF TO THE FIRST LADY

FROM: REX W. SCOUTEN, CURATOR

Rex W. Scouten

SUBJECT: 1940 Proposal "A National Health Program"

As Mr. Meyer writes, Senator Wagner's proposal may only have historical value, however, I would think that members of the Health Care Task Force would find it interesting.

HOWARD N. MEYER

375 WEST END AVENUE (120)

NEW YORK, N.Y. 10024

(212) 724-3389

20 May 1993

Dear Mr Scouten,

You will recall my gift to the White House Library last February of a copy of Higginson's Army Life in a Black Regiment,

Current activity on the Health care reform issue prompted the recollection of a 1940 (sic) essay that I helped to write on Senator Wagner's proposal, "A National Health Program." I have located an extra copy and it is sent herewith for such use as Ms. Clinton's task force may have for it.

Although much of the data may not have more than historic interest, the President and Ms Clinton will find a wry poignance in the last sentence of the epigraph. Also the sources cited in the footnotes will certainly be of some interest. (The writer does not claim any present expertise, save as a client and beneficiary of Medicare.)

[If there is ever time to address such matters:]

Back in 1988, Senator Mikulski responded to a presentation made by a constituent and proposed a commemorative stamp for Col. Higginson. This was endorsed by Rep. Joseph Kennedy, who now represents the District where Col. Higginson lived for most of the 19th Century. As things were in 1988, this could not "fly." Maybe it can now.

With every good wish to the present occupants of the White House for whom the writer maintains the interest and support expressed during the campaign, with hope for their success on the important domestic matters now current.

Sincerely,



Howard N Meyer

Rex W Scouten
White House Curator.

INTERNATIONAL JURIDICAL ASSOCIATION

MONTHLY BULLETIN

Vol. 8, No. 7

JANUARY, 1940

357

Price \$2 a year

A NATIONAL HEALTH PROGRAM

"Across the Atlantic and the Pacific millions of our fellow men are being offered up as sacrifices to the gods of war. That sanguinary spectacle we cannot wholly dismiss from our thoughts and our daily contacts. But we can and should reject its brutalizing influence. By the adoption of a national health program now let us demonstrate to all the world that America places human resources first among the assets of an enlightened civilization."

From Speech of Robert F. Wagner, N.B.C.
October 23, 1939.¹

The opening of the 1940 session of Congress focuses attention on the entrance into the legislative arena of two conflicts stimulated by the changed world situation of the past few months. The temporary advantage is with those contending first that measures of social security must be sacrificed in favor of measures of "National defense" and second that a democracy can take undemocratic measures in the interests of such defense. Their views seem to have found expression in the recent statement indicating that the Administration had withdrawn its support from the Wagner health bill,² thereby reducing considerably the bill's chances of enactment at this session of Congress.³

For a considerable period of time, unofficial groups and official agencies have been engaged in studying both the health needs of the nation, and the adequacy of present technical resources and facilities to meet those needs. Their various reports have agreed substantially on the extent of the needs, and not only the insufficient extent of our technical resources to meet these needs but also the poor organization of these resources. The conclusion was inescapable that solution of the problem was beyond the capacities not only of the professions directly concerned (even if they had desired to bring about a solution) but also the interested voluntary social and philanthropic agencies, and that the only hope for effective action lay in a national legislative program.

When on February 28, 1939, Senator Robert F. Wagner introduced the bill, which if enacted, would have been entitled the "National Health Act of 1939," he was not submitting a wholly original creation.⁴ A full understanding of the extent to which the Wagner bill is calculated to contribute toward a healthy America, requires some familiarity with the evidence collected by the three major studies of the problem made in the years since 1926. The first of these studies was undertaken by a voluntary group which brought about the organization of the Committee on Costs of Med-

(Continued on Page 69)

RECENT ITEMS OF INTEREST

LABOR RELATIONS ACTS

N.L.R.A. and Intra-Union Disputes. Superior Court Judge John Beardsley of Los Angeles, California, recently held that union members' rights under the National Labor Relations Act may not be impaired by union rules which discriminate unfairly between different classes of members. Plaintiff sued as a Class B member of the Screen Actors Guild to have discriminatory by-laws of the union set aside. Under these by-laws the membership of the Guild was divided into Classes "A" and "B". Class A members were high-salaried screen actors² of which there were 1,200; Class B members included extras, of which there were 6,700. Although Class B members were in a majority and contributed as a class an equal amount in dues with the Class A members, they had practically no voice or voting rights in union affairs. The Guild is incorporated under the laws of California which permit such discriminatory classifications of membership.

In overruling a demurrer to the bill, Judge Beardsley stated that the effect of the by-laws in question was to deny Class B members the right to organize and bargain collectively guaranteed by the National Labor Relations Act, which, by virtue of its constitutionality, is the supreme law of the land within the scope of its application. The Judge answered the argument "that a dissatisfied member may drop out" by saying:

"That is generally, if not always, true in labor organizations. But in an industry which is 95 per cent closed shop, the [consolation] afforded by that privilege is dubious. One may assume that freedom in America embraces freedom to go on relief, or to starve. Fortunately, in our democracy, freedom also includes the right to fight for one's rights."³

Subsequent to Judge Beardsley's decision, Judge Emmet H. Wilson denied an application for a preliminary injunction⁴ on the ground that the case could be tried on its merits before another union election.⁵

National Board's Interpretation of "Discrimination in Regard to Hire" Rejected by Court. In what may prove to be a decision of far-reaching importance, the Third Circuit Court of Appeals, with Presiding Judge Learned Hand dissenting, has reversed one of the earliest decisions of the National Labor Relations Board⁶ and has held that refusal to hire an applicant for employment because of his union activities does not constitute an unfair labor prac-

1. *Heim v. Screen Actors Guild*, Los Angeles Daily Journal, Nov 27, 1939, p. 1.

2. Some of them receiving \$5,000.00 a week.

3. *Cameron v. International Alliance*, 119 N. J. Eq. 577, 183 Atl. 157, cert. denied, 298 U. S. 659, was cited by the court in support of the decision. See 45 Yale L. J. 1494 (1936) for an analysis of the Cameron case; and *Disputes Within Trade Unions*, 45 Yale L. J. 1248 (1936) for a full discussion of the subject.

4. Apparently an injunction against enforcement of the by-laws was asked.

5. Note 1, *supra*.

6. *National Casket Co., Inc.*, 1 N.L.R.B. 963 (decided June 20, 1936); amended April 10, 1939, 12 N.L.R.B. 165.

1. Entire address reprinted in pamphlet form by, and available from, Washington (D.C.) Star.

2. 76th Cong. 1st Sess. S. 1620.

3. N. Y. Times, Dec. 23, 1939, at 1.

4. S. 1620, 76th Cong., 1st Sess. (1939).

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Rex Scouten or KR's request

THE WHITE HOUSE

WASHINGTON

May 20, 1993

MEMORANDUM

TO: MARGARET A. WILLIAMS, CHIEF OF STAFF TO THE FIRST LADY
FROM: REX W. SCOUTEN, CURATOR *Rex Scouten*
SUBJECT: The First Ladies - Insert for Mrs. Clinton

Attached is the text for Mrs. Clinton's insert in The First Ladies White House Historical Association publication.

The author, Margaret Klapthor, has made some minor changes.

Please advise if the revisions are acceptable. If so, only a photograph is required in order to produce the insert.

OK
Let's
send right
away -
Maggie

sent June 1
w/ need

NATIONAL MUSEUM OF AMERICAN HISTORY

SCIENCE, TECHNOLOGY, AND CULTURE

500 - 3rd St. S.E.
Wash. D.C. 20003
May 19, 1993

Dear Ms. Williams:

It was a pleasure to talk to you last week. Here is what we hope will be the final copy for Mrs. Clinton's biography. My editor and I have tried to keep all the information you wanted to use. We just rearranged it a bit so it does not sound so much like a Campaign biography and to make it more like the rest of the book.

When I talked to you I forgot to ask you about the legend for the photograph. That should be checked and returned to us with the biography. Will Mrs. Clinton's picture be one of her with her new Corffure. I think it is very becoming.

The book I mentioned is First Lady - Life of Lucy Webb Hayes by Emily Apt Geer. It was published by the Kent State University Press and the Rutherford B. Hayes Library in 1984. I find it interesting to see that Mrs. Hayes, our first First Lady to be a college graduate, and one who shares many of Mrs. Clinton's spiritual beliefs, was just as appropriate for her time as Mrs. Clinton is for ours.

over

If you have any questions please call me
my number is 202-543-3044. As you know
we would like to have this completed as soon
as possible.

Sincerely
Margaret Brown Klapthor
Curator Emerita
First Ladies Collection

5th
color
→

[Rosalynn Carter]

A biographical supplement to the book
THE FIRST LADIES

Published by the WHITE HOUSE HISTORICAL ASSOCIATION
with the cooperation of the NATIONAL GEOGRAPHIC SOCIETY, Washington, D. C.

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**PHOTOCOPY
PRESERVATION**

Rosalynn Smith Carter

1927-

5th color

[O]n their first date, Jimmy Carter was so impressed with Rosalynn Smith that later that evening he told his mother, Lillian Gordy Carter, "She's the girl I want to marry." Mrs. Carter must have smiled; for the Smiths and Carters were neighbors and friends, and Mrs. Carter knew very well the talents and capabilities of the 17-year-old girl who had won her son's admiration.

Rosalynn Smith was born on August 18, 1927, to Allie Murray Smith and Edgar Smith in Plains, Georgia. The first of four children, Rosalynn grew up in a small-town atmosphere where strong family ties were the norm, and dedication to church and community were expected. It was a good country life for a young girl, and Rosalynn was happy. However, when she was only 13, her father died, and her mother became a dressmaker in her home to supplement her small farm income. Rosalynn helped with the sewing. The times were difficult, but Rosalynn completed high school and went on to Georgia Southwestern College. It was after her freshman year of college in 1945 that Rosalynn first dated midshipman Jimmy Carter, home from the Naval Academy at Annapolis, Maryland.

Their romance progressed, and after their graduations the following year they were married. They settled in Norfolk, Virginia, where the young ensign began his naval career, and Rosalynn Smith Carter started her career as a Navy wife. Assignments kept the couple on the move. All three of their sons were born in different places: John William in Portsmouth, Virginia; James Earl III in Honolulu, Hawaii; and Donnel Jeffrey in New London, Connecticut. With Jimmy Carter often away on sea duty, Mrs. Carter handled all the family matters.

When Jimmy Carter's father died in 1953, the Carters left the service and returned to Plains to run the family peanut business. Mrs. Carter took over the accounts after her husband opened a fertilizer-and-seed business, and soon she was working full time. In 1962, Jimmy Carter entered politics. Rosalynn Carter realized she was about to begin yet another career—helping her husband in politics. In the midst of this hectic political life, Amy Lynn was born to the Carters in 1967. Basically a quiet person, Rosalynn Carter gradually developed into a skillful public speaker and a strong campaigner. She doubled the Carter political mileage by campaigning on her own. During the Presidential campaign, she appeared independently in more than 40 states and in the final week alone traveled approximately 15,000 miles.

In the early months of the Carter Administration, she visited the leaders of seven Latin American countries as her husband's personal emissary. An active First Lady, Rosalynn Carter still makes public appearances and maintains regular hours in her office in the East Wing of the White House, where she devotes much of her time to projects for the mentally ill and the elderly.



For many years, Rosalynn Carter has taken an active interest in volunteer work and in helping the emotionally and mentally ill. She serves as Honorary Chairperson of the President's Commission on Mental Health.

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PRESERVATION

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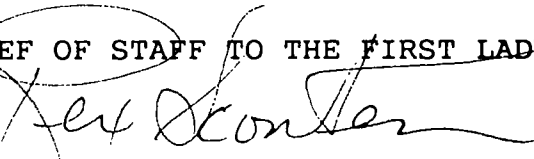
THE WHITE HOUSE

WASHINGTON

May 19, 1993

MEMORANDUM

TO: MARGARET A. WILLIAMS, CHIEF OF STAFF TO THE FIRST LADY

FROM: REX W. SCOUTEN, CURATOR 

SUBJECT: Video Update - "Within These Walls...A Visit to the
White House"

Attached are suggested scripts for the President and Mrs. Clinton to be used in updating the White House Historical Association video.

We would sincerely hope that the President will be filmed in the Oval Office.

Mrs. Clinton's script covers the Yellow Oval Room and the Truman balcony. We suggest that Mrs. Clinton be filmed in the Yellow Oval Room and do a "voice over" for the Truman balcony.

QED Enterprises (WQED Public Television in Pittsburgh) would require only a few days advance notice to send their crew down to Washington.

QED has proven to be an outstanding organization to work with and we could not be more pleased with our relationship or with the video that they produced.

1:25 (85 5623)

FIRST LADY:

First Lady enters
Lincoln Bedroom

You know it's always so exciting to walk
into this room and think about the
historic events that have taken place
within these walls.

Welcome to the White House, I'm Barbara
Bush.

Ms Bush

Close-up of picture
on wall - Lincoln
reading Emancipation
Proclamation

This is the Lincoln Bedroom and in
President Abraham Lincoln's time it was
his office and cabinet room. From here,
Lincoln followed the course of the Civil
War and it's where he signed the
Emancipation Proclamation that ended
slavery in the United States.

First Lady

To visit the White House is to visit the
past -- to glimpse the lives and times
of the American Presidency. And since
our nation's beginning, the White House
has been the stage for many of our most
historic events.

But this is also the people's house
which thousands of Americans visit every

day. The President and I welcome many visitors to the White House, including heads of state, public officials, family and friends.

George and I use the rooms you will see nearly every day. We enjoy sharing this wonderful home, it's great beauty and sense of history in every room. George and I feel privileged to be among those who have called the White House home. This house is truly a living museum where history is made every day. Again, welcome to the White House and I really hope you enjoy your visit.

WITHIN THESE WALLS

CLOSING MESSAGE FROM PRESIDENT CLINTON FROM OVAL OFFICE

This office...and this house...symbolize both the strength and the flexibility of our great nation. Through all the changes...all the challenges...all the ongoing ebb and flow of events...both the White House and the United States have endured. Working in the Oval Office fills me with pride and humility each and every day. Just as this is the people's house, so too is this the people's office. I am here not just to lead but also to serve, not just to talk but also to listen, not just to be a part of history but also to learn from it.

And there is so much history within these walls, so much to learn from. As your President, and as temporary resident of this house, I am learning every day from the history that has preceded me here.

I hope you've learned some of it in the last half-hour, and that you appreciate it as much as I do. Because this is truly **YOUR** history, **YOUR** nation, **YOUR** house.

The White House stands as a testament to freedom and democracy. Long after I am gone, it will still be here as a simple yet eloquent symbol of America.

Transition to Oval
Office

Pan to desk in Oval
Office

Overlooking the Rose Garden from the West
Wing, is that place where some of the
greatest concerns of the American people have
been addressed. Perhaps the most recognizable
room in the White House, it is of course, the
President's Oval Office.

Still photos of various
Presidents at work at
Oval Office desk...

And so it continues, today... tomorrow... in years
to come. The torch is passed and another
president works to carry out the challenges of
his office.

...ending with photo of
President Bush.

PRESIDENT: (voice-over):

When I'm sitting in the Oval Office, I am filled
with pride, reverence and respect. Pride in
who we are as people... reverence for what we
stand for as a nation... respect for those who
have served here before.

President in White
House Library (set)

PRESIDENT (on-camera):

Here at 1600 Pennsylvania Avenue, many
changes have taken place in the last two

centuries, some large, some small. Some expected, some unimaginable. But through the many remodelings and alterations, the basic integrity of the White House has remained untouched.

In a message to Congress concerning his 1902 renovation, Theodore Roosevelt wrote of his desire to keep alive our sense of continuity with the nation's past.

It's in that spirit that Barbara and I want this to be an open house for all Americans. For this house really belongs to all of us.

The beauty of the White House lies in its simple elegance. Its importance comes, not from its occupants but from its owners -- the American people. As a symbol of democracy and freedom in our country, the White House truly is America's House.

CLOSING CREDITS
over exterior
nighttime aerial

MUSIC UP FULL

WITHIN THESE WALLS

OPENING MESSAGE FROM FIRST LADY HILARY RODHAM CLINTON FROM THE
YELLOW OVAL ROOM

Welcome to the White House. I'm Hillary Rodham Clinton. Right now I'm in the Yellow Oval Room, which is on the ^{Second} ~~third~~ floor of the White House adjacent to the family living quarters.

Extending off this room is the Truman Balcony, one of my favorite places in the White House because of the gorgeous view from here. The addition of this balcony was actually quite controversial when it was proposed by President Harry S. Truman, but that's just one of the many fascinating stories that have unfolded over more than 200 years within these walls.

The Yellow Oval Room is used primarily for private entertaining and for receiving foreign visitors before state functions. But back in 1941, President Franklin Delano Roosevelt used it as his study, and it was right here that he first received the news about the bombing of Pearl Harbor.

The history in every room of this great house inspires me daily. Learning all about what and who have preceded us here challenges the President and me to contribute our share to the ongoing growth and development of the United States.

The White House has changed right along with our nation, as you'll see in your visit today. As temporary guardians of the White House, we are deeply committed to preserving the proud heritage of this building and this nation.

I am privileged to welcome you to the White House, and I trust that your visit will fill you with the same sense of history and responsibility that the President and I feel every day.

Curator

HPC
See
Schedule

THE WHITE HOUSE
WASHINGTON
May 18, 1993

File Scouten

Dear Dr. Smith:

We are grateful for the support of the District of Columbia Public Schools. We believe that the White House 200th anniversary program will enhance the understanding and appreciation of the White House and of the role it has played in our nation's history.

One essential element of the program has been the active participation and the encouragement so generously given by the school principals. To allow us to express our appreciation, the President and Mrs. Clinton have graciously approved our request to have the school principals visit the White House for a tour on Tuesday, May 25th at 3:00pm. We sincerely hope that everyone will be able to attend.

Thank you again for your personal interest and you have my very best wishes,

Sincerely,

Rex W. Scouten
Rex W. Scouten
Curator

Dr. Franklin Smith
Superintendent
District of Columbia Public Schools
415 12th Street, N.W.
Washington, D.C. 20004

THE WHITE HOUSE

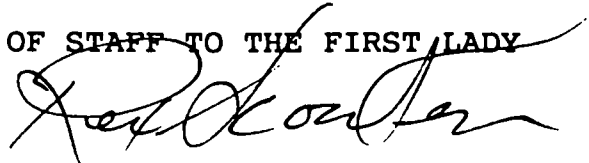
WASHINGTON

May 10, 1993

MEMORANDUM

TO: MARGARET A. WILLIAMS, CHIEF OF STAFF TO THE FIRST LADY

FROM: REX W. SCOUTEN, CURATOR



The American Architectural Foundation, in cooperation with the White House Historical Association, have involved the District of Columbia Public Schools in a program to commemorate the 200th anniversary of the White House cornerstone laying ceremony. This program is currently being presented in each 3rd and 8th grade social studies curriculum. A teacher training session for forty-eight D.C. teachers was held in January for the core teachers participating in the project. The session concluded with a tour of the White House.

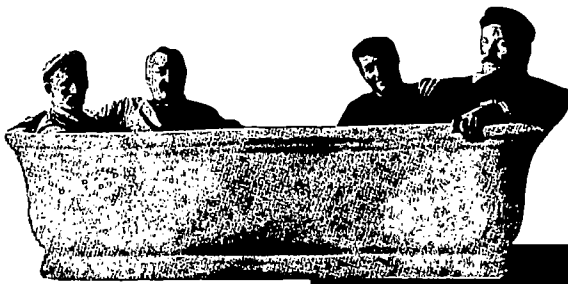
At the training session, a White House 200th Anniversary Teacher's Resource Kit was introduced. The kit provides activities for integrating projects that connect math, science, history, language, and literature through the study of the White House.

The attached sheet describes the contents of the Teacher's Resource Kit.

I have made arrangements to have the principals of the District of Columbia Public Schools in for a tour of the White House on Tuesday, May 25th at 3:00pm. This visit will provide an opportunity to thank the principals, for without their guidance and support, the program could not be in the school system. Secondly, I will take this opportunity to present each principal with a White House 200th Anniversary Teacher's Resource Kit. This kit will remain with the principal's office to be made available to all teachers in the future.

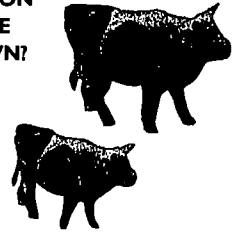
Would it be possible for Mrs. Clinton to extend a greeting to the approximately 110 District of Columbia Public School principals sometime during their visit on Tuesday, May 25th?

Thank you for your consideration.



WHICH PRESIDENT HAD
AN EXTRA-LARGE BATH-
TUB INSTALLED IN THE
WHITE HOUSE?

WHICH PRESIDENTS
KEPT COWS ON
THE WHITE
HOUSE LAWN?



The White House Is Our House

WHICH FIRST LADY
AIRED THE FAMILY
LAUNDRY IN THE
EAST ROOM?



WHICH PRESIDENT'S
CHILD TOOK THE FAMILY
PONY ON THE WHITE
HOUSE ELEVATOR?

This fabulous birthday card is provided
to educators by

**The American Architectural
Foundation**

**The American Institute of Architects
White House Historical Association**

and is made possible by the generosity of the
following sponsors:

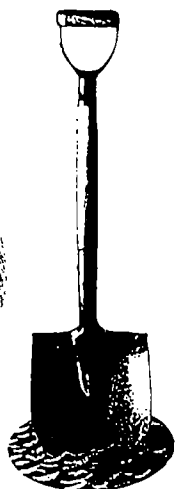
Autodesk, Inc., Creative Classroom,
MBNA America, and McGraw-Hill.

WHY DID ONE PRESIDENT
HAVE THE WHITE HOUSE
SWIMMING POOL FILLED IN
(AND HIS SUCCESSOR HAVE
ANOTHER POOL DUG)?



WHAT FAMOUS GENERAL
VISITED THE WHITE HOUSE
WITH HIS PET
ALLIGATOR?

GET READY TO
CELEBRATE THE
WHITE HOUSE
IN 1992!



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File
Rex
Scorden



Schomburg Center for
Research in Black Culture

2557

The New York Public Library 510 Malcolm X Boulevard New York, NY 10037-1005 (212) 491-2200 Fax (212) 491-8760

FAX TRANSMISSION
FAX #: (212) 491-6760

DATE: MAY 3, 1993

TO: MARGIE WILLIAMS
OFFICE of THE FIRST LADY
HILARY CLINTON
Fax No. (202) 456-7805

FROM: HAROLD ANDERSON
SCHOMBURG CENTER

Telephone No. (212) 491-2259

COMMENTS: AS REQUESTED, HERE IS
A BRIEF DESCRIPTION of
THE SCHOMBURG CENTER
AND A BIO on HOWARD DODSON

TOTAL NUMBER OF PAGES (INCLUDING COVER SHEET): 3



Schomburg Center for Research in Black Culture

The New York Public Library 515 Malcolm X Boulevard New York, NY 10037-1601 212/491-2200 Fax 212/491-6780

HOWARD DODSON BIOGRAPHICAL SKETCH

Howard Dodson is a specialist in African-American history and a noted lecturer, educator and consultant. From Chester, PA, he has studied at West Chester State College, Villanova University, the University of California at Los Angeles, and the University of California at Berkeley where he is currently a Ph.D. candidate in the Department of History. In 1987 he was awarded an Honorary Doctorate of Humane Letters by Widener University.

Mr. Dodson became Chief of the Schomburg Center for Research in Black Culture, The New York Public Library, in September of 1984, assuming responsibility and authority for the Center's library operations, budget, personnel, development and activities. From 1979-82, he was a consultant in the Office of the Chairman of the National Endowment for the Humanities in Washington, D.C. He served in a number of capacities from 1970-79 at the Institute of the Black World in Atlanta, GA, including a tenure as Executive Director from 1974-79. Before joining the staff of the Institute, Mr. Dodson served as a Peace Corps volunteer in Ecuador, South America (1964-66) and national Peace Corps office staff member (1966-69), including the positions of Deputy Director of Recruiting, and Director of Minority and Specialized Recruiting. He has also taught at California State College at Haywood, Emory University, Shaw University, and Columbia University. Mr. Dodson has served as a consultant for such diverse groups as the Georgia Association of Black Elected Officials; Congressional Black Caucus; National Council of Churches; Martin Luther King, Jr. Center for Social Change; National Association for Equal Opportunity in Higher Education; National Urban Extension Association; World Council of Churches; the City of Atlanta; Atlanta University; the Library of Congress; Smithsonian Institution; United States Department of Education; African American Museums Association; DuSable Museum; and New York State Black and Puerto Rican Legislative Caucus.

Mr. Dodson is also a member of the Council of Overseers of Eugene Lang College at the New School for Social Research; the New York City Partnership and One Hundred Black Men.

Under Mr. Dodson's leadership, the Schomburg Center has taken steps to secure its position as the leading repository for the study of black history and culture, including the completion of a \$13.2 million capital campaign and the development of an \$8.8 million construction and renovation project. The Center celebrated 65 years of service with the grand opening of its expanded complex in the spring of 1991.

SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE

The Schomburg Center for Research in Black Culture of The New York Public Library is generally recognized as one of the leading institutions of its kind in the world. This Harlem-based modern research library collects, preserves and provides public access to information and resources essential for documenting the history and cultural development of peoples of African descent worldwide. A cultural center as well as a repository, the Schomburg Center also sponsors a wide array of interpretive programs, including exhibitions, scholarly and public forums and cultural performances. Its collections number over 5 million items, including over 3 1/2 million manuscript items, 125,000 books and 300,000 photographs. Rich collections of periodicals, posters, art objects, films, videotapes, audio recordings and memorabilia are also counted among these holdings. Resource materials are organized by format into five distinct divisions, each providing state-of-the-art storage, preservation and access environments for its unique holdings: General Research and Reference; Manuscripts, Archives and Rare Books; Photographs and Prints; Moving Image and Recorded Sound; Art and Artifacts.

The new Schomburg Center complex, a 75,000 square foot, three-building facility is located at Harlem's historic crossroads: 135th Street and Lenox Avenue. In addition to state-of-the-art study and storage facilities for the five collection divisions, the facility also houses a 75-seat theater/auditorium, a 350-seat auditorium, a 30-seat screening room, an exhibition hall and a gallery. The exhibition and cultural programs held in these venues interpret the Center's rich and diverse collections by focusing public attention on issues and themes in the global African experience.

The Center currently sponsors over 50 public programs annually that involve virtually every segment of the population that has an interest in its resources. They provide opportunities for community leaders, schoolchildren, senior citizens, scholars, and artists to meet and engage each other in reflection, discussion and celebration.

For information about Schomburg Center research services and programs and Schomburg Society membership, call or write:

**The Schomburg Center for
Research in Black Culture
515 Malcolm X Boulevard
New York, New York 10037
(212) 491-2200**

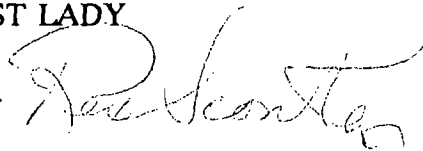
THE WHITE HOUSE
WASHINGTON

April 8, 1993

MEMO

**TO: MARGARET A. WILLIAMS, CHIEF STAFF TO THE
FIRST LADY**

FROM: REX W. SCOUTEN, CURATOR



For your information:

I am taking Lynda Robb and ten of her friends on a tour of the White House at 3:00pm on Friday, April 9th.

April 7, 1993

Ms. Eileen H. Bakke
 Chairman, Board of Directors
 Mustard Seed Foundation
 1001 North 19th Street, Suite 1900
 Arlington, Virginia 22209

Dear Eileen:

I appreciate your writing and sharing with me the work of the Mustard Seed Foundation. What a wonderful way to invest in the lives of students who potentially will make a positive difference in the lives of others.

Thank you for bringing to my attention your 1993 Harvey Fellowship recipient, Sonya Merrill, her availability to work with our Task Force July 15 - September 15, and the Foundation's possible support for her work during the summer. Her letter, writing and résumé are impressive, and I have directed them to the Task Force. I am writing to her in Cambridge as well.

Your concern about my father is gratefully received. Do continue to remember our family in your prayers during this difficult experience.

Sincerely yours,

Hillary
 Hillary Rodham Clinton

*We will contact Sonya - Thanks for
 bringing her to our attention.*

*~~To the~~
 Send cc of all
 this & letter to
 her to Maggie -
 I would like to
 use her if appropriate -
 Ask Maggie to contact &
 interview*

MUSTARD SEED FOUNDATION

*'How shall we picture the kingdom of God?..
It is like a mustard seed..." Mark 4:30-32*

March 22, 1993

BOARD OF DIRECTORS

Tollef A. Bakke
(1912 - 1990)
Eileen H. Bakke, Chairman
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Dennis W. Bakke
Raymond J. Bakke
Helen C. Harvey
W. Brantley Harvey
Paul O. Pearson
Margaret H. Thompson

Mrs. Hillary Rodham Clinton
The White House
Washington, DC 20500-2000

Dear Hillary,

OFFICERS

Dennis W. Bakke
President

Craig E. Nauta
Executive Vice President
and Secretary

Paul O. Pearson
Treasurer

It truly was a delight to be with you and Tipper at the Cedars luncheon a few weeks ago. Thank you for your dear note. I have been thinking of you with your schedule of travel and work on health care reform. It is wonderful that Tipper is able to travel with you so often. Also, I was so sorry to learn of your father's stroke. I pray that he is out of pain and regaining strength.

I cannot remember if Dennis and I have ever talked to you about the Mustard Seed Foundation, a private family foundation which we established ten years ago. The foundation has recently started undergraduate and graduate scholarship programs, the Bakke Scholars and the Harvey Fellows Programs, to assist academically gifted students who have a strong Christian faith, who we believe will make significant contributions to society through their chosen professions.

Sonya Merrill, a Texas native and a 1992 Wellesley graduate, received a 1993 Harvey Fellowship to pursue her Ph.D. in medical ethics at Cambridge or Oxford. I have not met Sonya, but through her resume and scholarship application she impressed me as a young woman of tremendous talent and depth. When I read her application I immediately thought of the Presidential health care reform task force, and I suggested to her that she might be of some assistance to you this summer.

As she mentions in the enclosed letter, she is available to work July 15 - September 15. I realize that much of your work will be completed by then, but imagine that the specifics of the

1001 North 19th Street, Suite 1900 • Arlington, VA 22209 • (703) 524-5620

MUSTARD SEED FOUNDATION

*'How shall we picture the kingdom of God?..
It is like a mustard seed..." Mark 4:30-32*

BOARD OF DIRECTORS

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Paul O. Pearson
Margaret H. Thompson

plan and legislation will still be underway. If you are interested in having her serve as an intern, Mustard Seed Foundation would consider giving her a grant to support her work for the summer. Please have your staff contact me at 703-522-4903, or they could contact Sonya at her address in England.

Hillary, I hope you will contact me if I can ever be of assistance to you in any way. Dennis and I hope to have all of you over for a cook-out and swim when the weather warms.

OFFICERS

Dennis W. Bakke
President

Craig E. Nauta
Executive Vice President
and Secretary

Paul O. Pearson
Treasurer

Sincerely,



Eileen H. Bakke

iss.ble
Project
Inside American Building Survey—Historical Pan Service, designed by Christa Coleman, Isabel Yung, Timothy A. Burrow



Learning By Design

TEACHER'S RESOURCE KIT

A Special Teaching Aid Celebrating 200 Years of White House History

Prepared by The American Institute of Architects and The American Architectural Foundation in cooperation with the White House Historical Association.

**An Invitation - White House
Training Workshop 1/8/93**

This program is made possible by a
grant from the National Endowment for
the Arts

WHITE HOUSE PROJECT TRAINING WORKSHOP

**January 8, 1993
8:00 a.m. - 3:30 p.m.**

**American Institute of Architects
1735 New York Avenue, N.W.
Washington, D.C.**

AGENDA

Ms. Gloria J. White, Presiding

8:00-8:30 a.m.	Registration/Continental Breakfast	
8:30-9:30 a.m.	Introductions	Ms. Rowreatha Anderson
	Welcome	Mr. Norman Koonce President The American Architectural Foundation
		Dr. Gretchen D. Lofland Director CEC/Staff Development Branch/DCPS
	Overview of the Project	Mr. Alan Sandler Senior Director, Educational Programs The American Architectural Foundation
9:30-10:00 a.m.	Slide Presentation	Mr. William Seale Author, "The White House: The History of an American Idea"
10:00-11:00 a.m.	WORKSHOP ACTIVITIES	
	Elementary Schools	Ms. Carol Leos Ms. Zandra Neal
	Junior/Senior High Schools	Mr. William C. Bueneman Ms. Sharon Purcell
11:00-11:15 a.m.	BREAK	
11:15-12:15 p.m.	WORKSHOP ACTIVITIES - CONTINUED	

12:15 p.m.	Prepare for lunch
12:30 p.m.	LUNCH
1:30-3:30 p.m.	WHITE HOUSE TOUR
3:30 p.m.	Au revoir!

WHITE HOUSE PROJECT WORKSHOP COMMITTEE MEMBERS

Mr. Alan Sandler	Senior Director, Educational Programs The American Architectural Foundation
Mr. Rex Scouten	Curator, White House Historical Association
Ms. Susan Hecht	The American Architectural Foundation
Dr. Gretchen D. Lofland	Director, CEC/Staff Development Branch, DCPS
Ms. Rowreatha Anderson	CEC/Staff Development Branch, DCPS
Mr. William C. Bueneman	Teacher, Terrell, JHS
Mr. William C. Davis	CEC/Staff Development Branch, DCPS
Ms. Carol Leos	Teacher, Hyde ES
Ms. Zandra Neal	Teacher, Shepherd ES
Ms. Sharon Purcell	Teacher, Deal JHS
Ms. Gloria J. White	CEC/Staff Development Branch, DCPS

PLANNING COMMITTEE MEMBERS

Ms. Rowreatha Anderson	CEC/Staff Development Branch, DCPS
Mr. William C. Bueneman	Teacher, Terrell JHS
Mr. William C. Davis	CEC/Staff Development Branch, DCPS
Ms. Amyle Hawkins	Teacher, Scott Montgomery ES
Ms. Rachel Hicks	Distinguished Fellow, AFT
Ms. Helen Hoban	Teacher, Lincoln JHS
Ms. Carol Leos	Teacher, Hyde ES
Ms. Vicki Lubkeman	Teacher, Cleveland ES
Ms. Zandra Neal	Teacher, Shepherd ES
Ms. Sharon Purcell	Teacher, Deal JHS
Ms. Elizabeth Shiro	Teacher, Stevens ES
Ms. Gloria J. White	CEC/Staff Development Branch, DCPS



**District of Columbia Public Schools
Center for Educational Change
Staff Development Branch**

EVALUATION FORM

WORKSHOP TITLE: White House Project Training Workshop
PRESENTERS: FAIA Staff and DCPS Employees
DATE: January 8, 1993

Your Position: _____
School Name: _____

Please assist us by providing feedback regarding the effectiveness of today's workshop.

DIRECTIONS: Complete each item below by circling the numerical responses or writing the response requested.

How helpful has today's workshop training been in helping you to:

	Very Helpful	Helpful	Not Helpful	
1. Integrate acquired knowledge and materials about the study of White House into your classroom instruction.	5	4	3	2 1
2. Developing ideas for future use in your classroom program.	5	4	3	2 1
3. Identifying strategies for including the White House Project in the DCPS curriculum.	5	4	3	2 1
If you circled #2 or 3 please give brief explanation _____				

4. The thing I liked best about today's workshop was _____

5. Please list any suggestions you may have that will be helpful in infusing this program in the DCPS curriculum.

6. Follow-up I would suggest:

SUGGESTIONS FOR THE WHITE HOUSE UNIT: "Learning by Design Architect's Resource Kit: A Special Teaching Aid Celebrating the 200th Anniversary of the White House"

Timelines

According to the eight 3rd and 9th grade teachers who participated in a planning workshop involving the introduction of this unit into the DCPS curriculum all participants felt that an effective unit on this information could conceivably take an entire school year.

Each unit for the course could be 2-3 weeks in teaching time.

Suggested Units for Lesson Plans:

- Floor plans - opaque enlargement of the White House
- Incorporating unit in other subject areas, i.e.:
 - Math - measurement of room, grounds, etc. Geometry
 - Language Arts - vocabulary development, creative writing, whole language (public speaking), spelling, parts of speech (nouns, verbs, adjectives - description of White House, rooms, etc.)
 - Art
 - Reading - Book reports; plays; poems; etc.
 - Civics
 - Science - plants; the Rose Garden; trees, flowers, etc.
 - Home Economics
- First Ladies and their contributions
- Individual rooms and their usage
- Architecture:
 - reason for present location; original building, renovations, designs
- Strange facts about the White House
- Staffing of the White House (uses and maintenance)
- Children and pets in the White House
- History of the Presidents and their families in the White House
- Historical events at the White House

- Lafayette Park, Blair House, Old Executive Office Building and other neighborhood sites and important buildings
- Fashions during the eras of the White House administrations
- Jobs and careers in the White House
- Explain the concept "bicentennial". Make sure students understand that the White House is 200 years old using this concept.
- Prepare an overhead of the White House. Place a large piece of the rolled white paper on the blackboard or wall. Have students trace the floor plan of the White House. Possible uses:
 - a. Have students outline each room according the color of the room
 - b. Have students collect pictures from each room and make a large hallway bulletin board.
 - c. Have students research each important room in the White House and its use. Then write a narrative or play about that particular room.
 - d. Have students draw the furniture in the room and place in it.
 - e. Have students play a game or scavenger hunt of trying to find different rooms and what goes on in them.
- Have students research the history of the neighborhood around the White House. How has it changed over the past 200 years. Have students present brief plays or role playing of the neighborhood.
 - a. Students could also draw pictures of the history of the neighborhood
- Have students research a state dinner. Then write short sketches of important state dinners.
- Have students compare and contrast the different Presidents and how they have used the White House.
- Research how Presidents have changed the White House to fit the time. Electricity, gas, energy crisis, wars, etc.
- Research why the building is called the "White House"
- Make up a board game. Have students play a game called the "History of the the White House".
- Ghosts of the White House. Have students find stories about Ghosts of the White House. Have each group role play a particular ghost story.

- Have students research the china collection in the White House. Have students draw the various patterns and then write a short history.
- Have students research the roles of Blacks in the White House (design, construction, administration, maintenance, other support positions, entertainment, etc.)

SAMPLE OF A LESSON PLAN

Objective: Given information from selected readings the students will be able to discuss and describe 5 specific historical events of the White House.

How:

1. Read - "Children in the White House" and discuss the selection.
Ask questions - Which child's experience most interested you? What type of experience might you have if you were a child in the White House?
2. Read selected paragraphs from "The White House 1792-1992" and discuss:
 - a.) Thomas Jefferson's role
 - b.) James Hoban as architect
3. Read "Dolly Madison" and discuss the selection. Ask questions.
 - a.) Why was Dolly Madison's deed important for the White House/American history?
 - b.) Was Dolly Madison brave, thoughtful, intelligent? Why? Why not?
 - c.) What would you have done? What things of value do you think would have been worth saving? Why?

Materials Needed: Photographs, pictures, books, tape recorder, pens, pencils, paper, crayons, drawing paper, Learning by Design Architect's Resource Kit: A Special Teaching Aid Celebrating the 200th Anniversary of the White House.

Independent Student Activities:

1. Write an essay on a topic of interest from one of the selections read.
2. Prepare a short "talk" of 5 to 15 sentences to be recorded on tape (on some aspect of the selections read) for a later presentation to the class.

Independent Student Activities cont'd.:

3. Draw and color (or paint/collage) a picture or animated strip to depict a part of any selection read which most interested you.
4. Think about how your life would be if your mother or father were President. Write an essay about an exciting event that took place while you were a child in the White House.
5. Write a list of at least 20 changes that have taken place in the White House from 1792 to 1992.

Evaluation Criteria:

1. Given the above independent student activities each student will perform and complete each assignment with 85% accuracy in word usage, sentence formation, capitalization, punctuation, and accuracy of information.
2. Given a 20 sentence multiple choice quiz each student will complete the quiz with 85% accuracy.

Student Outcomes:

1. The students will become more aware of historical events that took place in the White House.
2. The students will gain a greater understanding and better appreciation of the significance of the White House and the role it plays in government and culture.
3. The students will understand the value of the White House as a symbol of the presidency and the democratic process in the United States.
4. The students will further understand the structure and architectural design of the White House.

THE AMERICAN ARCHITECTURAL FOUNDATION



AAF FACSIMILE

Date: February 1, 1993

To: Rex Scouten
Office of the Curator

At Fax Number: 456-6255

From: Alan Sandler
The American Architectural Foundation
1735 New York Avenue, NW
Washington, DC 20006

Pages: 3 (Including this cover sheet)

Message: Draft of Proposal for D.C. Principals Workshop.

Let me know if this works.

Thanks.

Please call 1-202-626-7573 if you should have any questions/problems with this transmission. The facsimile number for The American Architectural Foundation is 1-202-626-7420.

February 1, 1993

Rex Scouten
Curator
The White House
Washington, DC 20000

Dear Rex:

As you are aware, The American Architectural Foundation and the American Institute of Architects have been involving with the District of Columbia Public Schools in a series of events to commemorate the 200th anniversary of the setting of the White House cornerstone.

As a demonstration of impact of a public/private partnership that is making a difference in the lives of high school students, in January 1992, the American Architectural Foundation was involving in a pilot program with the District of Columbia Public Schools through the Pre-Architecture class at Spingarn High School in the "Redesign of the White House." Forty students prepared their visions of the design for the White House. The students presented their work to a review panel of award winning architects.

More recently, a special **WHITE HOUSE 200th ANNIVERSARY TEACHER'S RESOURCE KIT** has been adopted by the District of Columbia Public Schools for incorporation in the 3rd and 8th grades social studies curriculum on D.C. History. The **TEACHER'S RESOURCE KIT** provides activities for integrating projects that connect math, science, history, language, and literature through the study of architecture. Each **TEACHER'S RESOURCE KIT** includes:

one copy each of:

- o *Within These Walls: A Visit to The White House* - a 33 minute video tour of the mansion
- o *The Living White House* - a 152 page, four-color paperback published by the White House Historical Association
- o *The White House: Explorations In Design* - a computer disc created by Autodesk
- o *The White House: The History Of An American Idea* - the official commemorative anniversary book

February 1, 1993
Rex Scouten
Page 2

and multiple copies (one for each teacher in the school) of:

- o *The White House Is Our House* - a large (21" x 59") poster/timeline which represents the historical, political, social, artistic, and architectural history of the White House through facts, drawings, and photos.

A special teacher training workshop for 46 D.C. Public School teachers was held on January 8, 1993. A special tour of the White House was conducted by the you as part of this teacher training workshop.

This program has become a very special part of the public school curriculum. The D.C. Public Schools seeks the further incorporation of the **TEACHER'S RESOURCE KIT** into the every school in the system. The D.C. Public School's Center for Educational Change has requested that one **TEACHER'S RESOURCE KIT** be made available for each of the 180 elementary and secondary school principals. Ideally the distribution of the **TEACHER'S RESOURCE KIT's** would be held in conjunction with a reception and tour of the White House for these principals.

In addition, the D.C. Schools have requested that special recognition be developed for the school children who have participated in these 200th Anniversary activities.

I hope that we can continue to work together towards the further dissemination of these resources into the D.C. Public School System.

Sincerely,

Alan R. Sandler
Senior Director
Education Programs



Sumrell Carter

MEMORANDUM

TO: All Lead Principals

FROM: _____
Dr. Gretchen D. Loffland
Director
Staff Development Branch

SUBJECT: Identification of Third and Ninth grade Teachers For the
White House Training Workshop 1/11/93

DATE: December 16, 1992

A team from the Staff Development Branch and a group of previously identified teachers have been working with Alan Sandler from the American Architectural Foundation in planning an extremely creative and exciting workshop that will introduce the "White House Project" to DCPS teachers (see memo dated October 5, 1992). This project promises to be an educationally stimulating venture. It is designed to assist teachers in using appropriate and innovative materials to enhance students' ability to understand and appreciate the history and design of the White House.

We are requesting your assistance in identifying 4 third grade and 3 ninth grade teachers to participate. The workshop will be held on January 11, 1993 at the American Architectural Foundation at 1735 New York Avenue, N.W. from 8:30 a.m. to 3:30 p.m. A very enjoyable and enlightening day has been planned for all participants. The day's events will culminate with a private tour of the White House.

Your continued cooperation and support is appreciated. We would like to have these teachers identified by Tuesday, December 22, 1992, so that they may be notified of their selection prior to January, 1993.

If you have any questions or concerns please contact Rowreatha Anderson at 724-3680.

"HAVE A JOYOUS AND WONDERFUL CHRISTMAS HOLIDAY"

cc: Dr. Constance R. Clark
Mrs. Bettye Topps
Ms. Sondra Legall
Ms. Edna Pearson
Mrs. Barbara Winston
Mr. Alan Sandler

GOAL: D.C. History teachers in grades 3 and 9 will be introduced to the White House as a living museum.

SPECIFIC OBJECTIVES:

1. teachers will be able to identify reasons why the White House should be included in the D.C. History curriculum.
2. teachers will be able to integrate the study of the White House into all content areas.
3. teachers will create specific activities relative to the design and construction of the White House.

LEARNING STATIONS will be identified by a color coded White House rooms system. Each teacher will be given one of the following rooms of the White House (Red Room, Blue Room, Green Room, East Room, Oval Office) that corresponds to a particular activity. Materials, such as construction paper, tagboard, scissors, glue sticks, magic markers, etc., will be provided for the teachers to construct or complete the directed activities. Teachers will be divided into groups 5 groups of 4.

HANDS-ON ACTIVITIES will include the following (by group)

- Making a White House Rummy card game
- Constructing a 3 dimensional White House using construction paper and tag board
- A house of symmetry: How can we establish that the White House is a symmetrical building.
 - How many windows does the White House have? How did you get your answer? What is the quickest way to get your answer?
 - How many window panels does it have?
 - How many rectangles, ovals, circles, triangles can you count in the floor plan of the White House?
 - Do you see a pattern in the floor plan?
- Construct a puzzle of the White House

WHITE HOUSE PROJECT - TRAINING WORKSHOP

January 11, 1993
8:30 a.m.-3:30 p.m.

American Architectural Foundation
1735 New York Avenue, N.W.
Washington, D.C.

AGENDA

Ms. Gloria White, Presiding

- 8:00-8:30 a.m. Registration/Continental Breakfast
- 8:30-9:30 a.m. Welcome NORMAN KOONCE
Introductions _____
Overview of Project ALAN SANDLER
- 9:30-10:30 a.m. WORKSHOP
- Opening activity: List 5 things you know about the White House (5 minutes)
 - Video
 - Learning Stations/Hands-on activities
(divided into elementary school groups and middle/high school groups)
 - Blue Room
 - Red Room
 - Green Room
 - East Room
 - Oval Office
- 10:30 -10:45 a.m. Health Break
- 10:45 - 12:00 p.m. Continuation of Learning Station activities
- 12:00 - 1:00 p.m. LUNCH
- 1:00 - 3:00 p.m. White House Tour
- 3:00 - 3:30 p.m. "That's a Wrap"! Au revoir!



**District of Columbia Public Schools
Center for Educational Change
Staff Development Branch**

WORKSHOP TITLE: White House Project Training Workshop
DATE: January 8, 1993
LOCATION: American Institute of Architects
1735 New York Avenue, N.W.
Washington, D.C.

GOAL: D.C. Public School teachers who teach grades three and nine will be introduced to the White House as a living museum.

SPECIFIC OBJECTIVES:

1. Teachers will be able to identify strategies for including the White House Project in the DCPS curriculum.
2. Teachers will be able to use acquired knowledge and materials to integrate the study of the White House into all content areas.
3. Teachers will create specific activities relative to the design and construction of the White House.
4. Teachers will acquire increased knowledge about and appreciation for the White House as one of the nation's most important historical landmarks.

Curator

THE WHITE HOUSE
WASHINGTON

June 28, 1994

file

MEMORANDUM

TO: MARGARET A. WILLIAMS, CHIEF OF STAFF TO THE FIRST LADY
FROM: REX W. SCOUTEN, CURATOR *Rex Scouten*
SUBJECT: White House Sculpture Garden

Enclosed is a draft statement concerning subject project composed by George Neubert, coordinator for the first exhibition.

I question the practicality of placing several large-scale and visually compelling works on the outer grounds of the White House. The pieces, in my opinion, should be located in the Kennedy Garden.

When we determine the cost of an "exhibition" - to include transportation, installation, insurance, lighting, brochures, etc., it may be necessary to lengthen the exhibition period - five months is not a very long time.

I will keep you informed as the plans for the project develop.

cc: Melanne Verveer

*To Rex:
Have we committed to this? Has the First Lady
agreed.*

June 16, 1994

DRAFT

WHITE HOUSE SCULPTURE EXHIBITION PROJECT

Suggested Project Objectives

- To utilize this special opportunity to present American 20th-century sculpture in a unique public setting.
- To showcase a vital aspect of the cultural heritage of American art museum collections.
- To broaden the public awareness of the creative achievements and contributions of American visual artists.
- To demonstrate the positive impacts of 'living' with modern and contemporary art (art of ones own time).

Exhibition Concept -

The Spirit of American Sculpture: American Art Museum Collections

Four exhibitions of outdoor sculpture by internationally and nationally recognized 20th-century American artists will be installed over a three-year period on the grounds (Jacqueline Kennedy Garden) of the White House. Each exhibition will consist of works on loan from American art museum public collections within the four designated areas of the United States - Northeast, Central, South and West and will be on display for approximately five months. Each of the four director/curators will select six to ten works that are appropriate to scale, locale and concept, from collections in their respective region to be installed in the First Lady's (Jacqueline Kennedy) Garden.

Also recommended for this project is to be placed several large-scale and visually compelling works to be prominently located on the outer grounds of the White House. These sculptures would serve as a focal point to symbolize the objectives of this exhibition program. These key works would be placed for a longer duration and could include colorful works by artists such as Alexander Calder, Mark di Suvero, Ellsworth Kelly, Sol Lewitt, and Claes Oldenburg.

Selection Criteria

The selection of works will consist of 20th-century American sculpture with an emphasis on living American artists. Because of the nature of the setting and locale, obviously physical scale and installation logistic issues must be considered in the selection process. However, diversity of artistic issues, ideas and sculptural concepts should be encouraged. Suggested thematic criteria could be considered such as:

- *human form* (Elie Nadelman, Gaston Lachaise, Jacques Lipchitz, Judith Shea, Joel Shapiro, George Segal, Robert Graham, Jonathan Borofsky, Alison Saar, John Ahearn, etc.)
- *color and form/abstraction* (Alexander Calder, Mark di Suvero, Ellsworth Kelly, David Smith, George Rickey, Louise Nevelson, George Sugarman, Tony Smith, Richard Serra, etc.)
- *interpreting nature* (Michael Heizer, Isamu Noguchi, Robert Smithson, Martin Puryear, Robert Lobe, Michael Singer, Bryan Hunt Meg Webster, etc.)
- *animal imagery* (Paul Manship, John Flannagan, Herbert Haseltine, Deborah Butterfield, Luis Alfonso Jimenez, Jr., Jeff Koons, Claes Oldenburg, etc.)

Anticipated Exhibition Schedule

1st Exhibition	October 1, 1994 - March 1, 1995
2nd Exhibition	April 1, 1995 - September 1, 1995
3rd Exhibition	October 1, 1995 - March 1, 1996
4th Exhibition	April 1, 1996 - September 1, 1996

*Diana
I must
talk to
Rex
about
this*

THE WHITE HOUSE
WASHINGTON

June 20, 1994

MEMORANDUM

TO: MARGARET A. WILLIAMS, CHIEF OF STAFF TO THE FIRST LADY

FROM: REX W. SCOUTEN, CURATOR *Rex Scouten*

SUBJECT: Sculpture Garden

On Saturday, June 18th, I met with J. Carter Brown and George Walter Neubert, Director, Sheldon Memorial Art Gallery, University of Nebraska-Lincoln.

George Neubert, with Carter Brown's concurrence, will select the sculpture for the initial sculpture exhibition. The Saturday meeting was the first opportunity for Mr. Neubert to see the East Garden. The decision was made to light the pieces at least for the exhibitions during the winter months.

The suggested date for the opening is October 8th.

*I must talk to
Diane
Rex
↓
D*

THE WHITE HOUSE
WASHINGTON

June 28, 1994

MEMORANDUM

TO: MARGARET A. WILLIAMS, CHIEF OF STAFF TO THE FIRST LADY
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I will keep you informed as the plans for the project develop.

cc: Melanne Verveer

*Maggie -
It would be
great if we could
inaugurate the
1st exhibit on
Arts & Humanities
Day!*



University of
Nebraska
Lincoln

Sheldon Memorial Art Gallery
and Sculpture Garden
P.O. Box 880300
Lincoln, NE 68588-0300
(402) 472-2461

June 16, 1994

DRAFT

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- *color and form/abstraction* (Alexander Calder, Mark di Suvero, Ellsworth Kelly, David Smith, George Rickey, Louise Nevelson, George Sugarman, Tony Smith, Richard Serra, etc.)
- *interpreting nature* (Michael Heizer, Isamu Noguchi, Robert Smithson, Martin Puryear, Robert Lobe, Michael Singer, Bryan Hunt, Meg Webster, etc.)
- *animal imagery* (Paul Manship, John Flannagan, Herbert Haseltine, Deborah Butterfield, Luis Alfonso Jimenez, Jr., Jeff Koons, Claes Oldenburg, etc.)

Anticipated Exhibition Schedule

1st Exhibition	October 1, 1994 - March 1, 1995
2nd Exhibition	April 1, 1995 - September 1, 1995
3rd Exhibition	October 1, 1995 - March 1, 1996
4th Exhibition	April 1, 1996 - September 1, 1996