

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. form	Andrew Ginsburg Application for White House Internship [partial] (2 pages)	00/00/0000	b(6)
002. form	Andrew Ginsburg transcript (1 page)	11/08/1996	b(6)
003. form	Christopher Dwan Application for White House Internship [partial] (1 page)	00/00/0000	b(6)
004. form	Christopher Dwan transcript (3 pages)	09/11/1996	b(6)
005. form	Hemal Vaidya Application for White House Internship [partial] (2 pages)	00/00/0000	b(6)
006. form	Hemal Vaidya transcript (3 pages)	05/24/1995	b(6)
007. form	John Azpeitia Application for White House Internship [partial] (1 page)	00/00/0000	b(6)
008. form	John Azpeitia unofficial academic transcript (1 page)	12/12/1996	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Laura Capps
OA/Box Number: 12621

FOLDER TITLE:

Interns Winter Spring '97

2016-0194-S

bg25

RESTRICTION CODES

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

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
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]

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]

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.

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Application for White House Internship

(A)



ENTERED

I am applying for an internship for the following terms:

Fall 1996 _____
(September 4 - December 12)

Spring 1997 January 8 - April 25
(January 8 - April 25)

Summer Session I _____
1997 (May 14 - July 3)

Summer Session II _____
1997 (July 9 - August 22)

*All summer internships are full time. Three day or 25 hour minimum required for Fall and Spring.
Please indicate exact days/hours available.*

Personal Information

Full Name: Andrew Samuel Ginsburg

Social Security #: (b)(6)

Date of Birth: (b)(6)

[001]

Place of Birth: (b)(6)
City

State

Only U.S. citizens are eligible to apply.

Current Address: Box 576116, Georgetown University,

Washington, DC, 20057-6116

Current Phone: (202) 784-8642

Permanent Address: 498 Pinewood Drive, Longmeadow, Massachusetts, 01106

Home Phone: (413) 567-9536

Are you a registered voter? Yes

If yes, what state: Massachusetts

Prior Campaign /Political Experience: Volunteer for Clinton/Gore (1992), traveled with Georgetown College Democrats on campaign trips for Charles Robb for Senate (1994) and David Price for Congress (1996), and interned in the Research Department of the Democratic National Committee (August-December 1995)

Academic Information

College/University: Georgetown University

Expected Year of Graduation 1997

Major: Government and Economics

Computer Skills Windows 3.1, Microsoft Word, WordPerfect for Win- GPA 3.93 (through six
dows semesters)

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending?

☐ Yes ☒ No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense?

☐ Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs?

☐ Yes ☒ No

If you answered yes to above questions please explain on separate page.

Internship Placement

Please list in order of preference, the four departments that interest you most. Efforts will be made to accommodate preferences, however no guarantees can be made.

- 1) Strategic Planning and Communications (Speechwriting) 3) Office of Domestic Policy
2) Legislative Affairs 4) National Economic Council

*Check this box if you want your application to be considered solely under the competitive service criteria.
See Funding Guidelines for details.

The institution of government is one of the best sources of positive change in the United States. As President Clinton has said, government is not the problem in today's society but is part of the solution. By working in government, citizens can make society a better place. Additionally, ever since elementary school I have been interested in politics and government and thus my goal for the future is to work in government in one capacity or another. This is the best way to serve my country and a great start in this effort would be to gain experience as a White House intern.

My first reason for wanting to be a White House intern is that this position would be educational. Students can learn a great deal about government by reading books or by attending classes. However, the best way to learn is to actually work there and being a White House intern will give me valuable experience in the inner workings of the Executive branch. Seeing how policies and objectives are created, shaped, and carried out would be a new and intellectually stimulating experience. A White House internship would be an enjoyable way to gain vast knowledge of how the government operates.

This knowledge will also prove crucial in terms of my plans to work in government or in a related career field in the future. The additional experience I gain will make me a more effective employee by helping me to develop important skills, such as problem solving, starting and completing projects, and working with people already in government. Having interned at the White House, I will be better prepared for future work situations and for some of the potential problems I may face.

Serving President Clinton and assisting his administration in continuing to implement substantial and positive policies for this country in any way that I can is also extremely important to me. The President has worked to pass many initiatives that have improved this country, such as the Motor-Voter Law, the Brady Gun Control Law, and his courageous budget which has reduced the deficit from over 290 billion dollars when he took office to 109 billion in the last fiscal year. He also blocked Republican efforts to dismantle critical social welfare programs and has made new proposals regarding education for his second term. I want to help increase the numbers of Americans who are aware of what positive changes the President has already made and is considering for the future and I hope to do so as an intern in the Speechwriting division of the office of Strategic Planning and Communications.

Finally, working in government would allow me not only to help the administration, but to be a force for positive development in the United States in general. As stated earlier, our government should be seen as a valuable asset in terms of both making our country a better place and also helping the less fortunate. As an intern, I would be a part of these important actions of the Executive branch and I would have an early opportunity to fulfill my goal of giving back to society through public service.

Andrew Samuel Ginsburg

Box 576116
Georgetown University
Washington, DC 20057
(202) 784-8642

498 Pinewood Drive
Longmeadow, MA 01106
(413) 567-9536

EDUCATION

Georgetown University, College of Arts and Sciences, Washington, DC

Bachelor of Arts, expected May 1997

Double Major: Government and Economics. GPA (through six semesters): 3.93

Five times have made First Honors, once have made Second Honors; Alpha Sigma Nu (National Jesuit Honor Society); Phi Beta Kappa; Accepted to Georgetown Law School (under Early Assurance program)

Longmeadow High School, Longmeadow, MA

Graduated, May 1993 (3rd out of 199)

International Club: Treasurer (1992 - 1993); National Honor Society (1991 - 1993); Wind Ensemble (1991-1993); *Jet Jotter* (1991 - 1993)

EXPERIENCE

Dow, Lohnes & Albertson: Washington, DC

Legal Assistant (Paid Intern): June 1996 - August 1996

- Organized and categorized documents into computerized charts.
- Analyzed Department of Education administrative law judge decisions.
- Researched state education laws.

Democratic National Committee: Washington, DC

Research Department Intern: August 1995 - December 1995

- Attended and summarized press conferences.
- Analyzed debates over party platforms.
- Researched campaign finances.

Office of Senator John Kerry (D-MA): Washington, DC

Intern: May 1995 - August 1995

- Summarized and analyzed upcoming pieces of legislation.
- Researched voting history of Senator Kerry.
- Opened, read, and sorted mail.

White House (Old Executive Office Building): Washington, DC

White House Volunteer: November 1993 - April 1994; October 1994 - April 1995

- Answered phones, transferred calls, and took messages.
- Proofread letters and other forms.

Springfield Jewish Community Center (J.C.C.) Summer Day Camp: Springfield, MA

Senior Counselor: (Summers: 1994, 1993); *Junior Counselor:* (Summers: 1992, 1991)

- Leader of groups of between eight and twenty third through sixth grade boys.
- Developed and ran activities, such as arts and crafts projects, athletic games, and cultural programs.
- Enforced discipline and dealt with behavioral problems.
- Put together and edited camper newspaper for distribution to entire camp.

ACTIVITIES

Georgetown University College Democrats: September 1993 - Present

Georgetown University Concert/Pep Band: September 1993 - Present

Sursum Corda Youth Tutoring: September 1994 - Present

Box 576116
Georgetown University
Washington, DC 20057-6116

November 13, 1996

Ms. Madge Henning, Director
White House Intern Program
Room 98
Old Executive Office Building
Washington, DC 20500

Dear Ms. Henning,

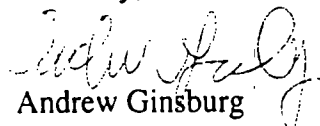
I am presently a Senior at Georgetown University and am writing to apply to be a White House intern for the Spring of 1997. This position would be an interesting and exciting way to learn about the workings of our nation's federal government. It would also be an intellectually challenging way for me to help improve our nation through positive governmental action.

The skills that I have developed in my work experience will make me a valuable asset as an intern. As a legal assistant at the law firm of Dow, Lohnes & Albertson, I became skilled at organizing and analyzing vast amounts of material. Interning in the office of Senator John Kerry (D-MA) helped me practice performing many different tasks at the same time. As a counselor at the J.C.C. Day Camp over four summers, I became skilled at developing, planning, and carrying out various projects. Working as a counselor also taught me that if I wanted a job done right, I myself often had to work many hours outside of my normal job schedule.

My work at Georgetown and my volunteer experience at the Old Executive Office Building over two years have further prepared me to be a White House intern as well. Being a successful student at Georgetown has required a diligent work ethic and a commitment to excellence. These and other abilities I have been able to practice while at Georgetown, such as research skills and writing, would be valuable in any work environment. Additionally, as a White House Volunteer, not only did I develop general office skills, but I gained a knowledge of the workings of many offices in the Old Executive Office Building. This exposure will prove important in any potential position at the White House.

I hope that I will have the opportunity to learn about government first hand and to use the above skills to assist the Clinton administration in any way that I can. I will call soon to ensure that you have received the enclosed materials. I appreciate your consideration.

Sincerely,


Andrew Ginsburg

enclosures

Postmaterialism and Consumerism

Andrew Ginsburg
GOVT 331-01
Professor Sonner
5-15-96

The paradigms of postmaterialism and consumerism are contradictory, but are not mutually exclusive, because they each depict different aspects of American political culture. Ronald Inglehart, in Culture Shift: In Advanced Industrial Society, argues that America and other industrialized democracies are becoming postmaterialistic societies. Because more and more people grew up in affluence, they emphasize non-economic or physical concerns and instead focus on less tangible issues. Other scholars such as Daniel Bell, author of The Cultural Contradictions of Capitalism, and Christopher Lasch, author of Culture of Narcissism and "The Revolt of the Elites", suggest that America is in fact becoming more consumer oriented. People want to spend, buy, and acquire to make themselves feel good. These two visions of America are clearly opposed to one another. However, it is important to recognize that the two can exist simultaneously. There are still more Materialists than Postmaterials in America who can form the basis of this materialistic culture described by Bell and Lasch. Economic anxieties cause them (and even some Postmaterialists) to react by emphasizing material acquisition to a large extent.

Inglehart first establishes a theoretical framework to explain the transformation from materialistic to postmaterialistic values. Values of materialism concern issues of physical and economic security, while postmaterialism emphasizes questions of "quality of life" (Inglehart, 68). Materialists value goals such as "[fighting] rising process", "[maintaining] a high rate of economic growth", and "[maintaining] a stable economy" (Inglehart, 74-75). On the other hand, Postmaterialists care more about "[giving] people more say in the decisions of government", "[moving] towards a friendlier, less impersonal society", and "[moving] toward a society where ideas count more than money" (Inglehart, 74-75). Inglehart bases his analysis on two principles, the "scarcity hypothesis" and the "socialization hypothesis" (Inglehart, 68). The scarcity hypothesis says that people value what is most scarce. Thus, one would emphasize material concerns if one lacked economic means or security. The socialization hypothesis argues that people develop their attitudes and beliefs in their early years. Inglehart combines these ideas to argue that young people growing up in the economic affluence following World War II in Europe and the United States would develop postmaterialistic values (because they did not have to worry about physical security). As they have grown older, they slowly

replace previous generations and the whole society thus becomes more postmaterialistic (Inglehart, 69-71).

Inglehart uses tests and surveys to provide convincing evidence that more people hold postmaterialistic values today than before. Inglehart asked Americans and Western Europeans which of a series of values (including the ones discussed above) were most important (Inglehart, 74). Using their answers he categorized people into Materialists and Postmaterialists. What he found confirmed his thesis. Younger Americans (those between 15 and 34) were much more postmaterialistic than older Americans (Inglehart, 93). As Inglehart recognized, this could be a life-cycle effect. Perhaps younger people emphasize quality of life concerns, but worry about economic issues as they grow older and start a family. However, when looking at age cohorts he found that the value differences remained the same over time, indicating that there were true generational differences (Inglehart, 87). Thus, as the younger generations have been replacing previous ones, the industrialized nations should be becoming more postmaterialistic. This is exactly what Inglehart discovered as evidenced by the fact that the ratio of Materials to Postmaterialists has dropped from 3.5 to 1 in 1972 to 1.5 to 1 in 1987 (Inglehart, 96). He also looked at the percentage of Western European citizens declaring a particular value statement (out of twelve) as the most important or the second most important. What he found was that while five of the six materialistic values were still at the top of the list in both 1974 and 1988, the ratio of materialistic values to postmaterialistic values chosen dropped from more than 2 to 1 to less than 1.5 to 1 (Inglehart, 97). These numbers are important because they suggest two significant characteristics about the United States and other industrialized nations. First, it does suggest that more people emphasize postmaterialistic, quality of life concerns than did before. Second, Materialists still outnumber Postmaterialists and economic values do remain foremost in people's minds.

This concern about economics is discussed by many other authors who point to consumerism in America. One of these scholars is Daniel Bell who argues that "[the] cultural transformation of modern society is due, singularly, to the rise of mass consumption... (Bell, 65). We used to follow a national Puritan ethic which emphasized saving, frugality, and hard-work for its own sake (Bell, 55-56). However, Bell notes that this had changed by the 1950's so that now we are a "hedonistic" culture which likes to "spend and enjoy" (Bell, 70). What happened was that "the Protestant ethic as a social

reality and a life-style for the middle class was replaced by a *materialistic hedonism*, and the Puritan temper by a psychological eudaemonism" (emphasis added) (Bell, 74). In other words, people emphasize and care about buying products and spending money in order to feel good and live a psychologically pleasurable experience. People do not concern themselves with "higher order" issues, but with owning products and having a good time.

This analysis is indirectly supported by other authors as well, such as Christopher Lasch. In "The Revolt of the Elites", Lasch describes the life-style of the upper-middle and upper class as "glamorous, gaudy, sometimes indecently lavish" (Lasch, "Elites", 41). These are clearly people who are concerned about material objects. Lasch, in another work, The Culture of Narcissism, also points out that citizens today are concerned with their "personal well being, health, and psychic security" (Lasch, Culture of Narcissism, 7). He adds that both the poor and middle class are struggling for "personal survival" and that there is a "cult of consumption with its immediate gratification" present in the country (Lasch, Culture of Narcissism, 7). These statements and phrases all are evidence of a culture which emphasizes having material and physical goods in a hedonistic quest for physical pleasure.

These viewpoints that America is postmaterialistic in its outlook *and* is a consumer oriented culture are contradictory, but not mutually exclusive. The evidence presented in the above paragraphs clearly shows that these two paradigms are directly in opposition to one another. In Inglehart's view, Americans do not concern themselves with material concerns to nearly the same degree we once did. The whole notion that people are becoming *Postmaterialists* suggests that they are de-emphasizing physical concerns. The other scholars cited argue the exact opposite and contrary view, that Americans care about consumption, products, and physical goods. This degree of consumption for its own sake has become so prevalent that, according to Bell, it threatens to undermine our very capitalistic system (Bell, 84). It is clear that these two competing ideas are contradictory. However, they are not contrary in the sense that they describe mutually exclusive visions of America. These two phenomena are occurring simultaneously and thus both of them together give the most complete picture of American culture.

Inglehart's own evidence and economic reality suggests how these two descriptions exist together. As described above, Inglehart says that in the United States Materialists outnumber Postmaterialists 1.5 to 1 (Inglehart, 96). He uses this to demonstrate that the number of Postmaterialists has increased over the past two decades. However, his evidence also shows that there are *more* Materialists and Postmaterialists. Most people still regard economic issues as the primary concerns. Thus, there is still a significant element of society which could be the basis for a consumer culture. One might ask, however, why the overall culture would seem dominated by such a consumer oriented and materialistic mentality. The explanation is that economic and social instability has made the materialistic people in society hyper-sensitive that their economic security could disappear at any moment. Neil Howe and Robert Strauss, in 13th Gen: Abort, Retry, Ignore, Fail?, discuss the culture and concerns of those young adults between 15 and 30 (the 13th Generation). In discussing American economic history since 1970 they write, "It's a well-known complaint that American living standards, on average, have flattened out ever since American productivity began stagnating in the late 1970s." They also add that while those over 65 have done well, those 65 and younger have either stayed the same or declined in terms of economic success (Strauss and Howe, 98). Similarly important is Lasch's analysis of the social anxieties of modern America and how society has become "more warlike and barbaric" (Lasch, 30). These economic and social anxieties have combined to cause people to focus on physical and economic needs. People have real concerns about falling behind economically and thus have a heightened concern about consumer and material goods. Therefore, American society as a whole must be seen as having *some* Postmaterialists and *some* Materialists who are consumer oriented.

These two competing values can also be reconciled at the individual level using the same logic. Inglehart says that individual people who grew up in affluence tend to have postmaterialistic values (Inglehart, 171). As a result of growing up in a good socio-economic situation they also do well in life. He writes, "Postmaterialists have better jobs, more education, and higher incomes than Materialists and mixed types" (Inglehart, 162). It would seem then that these people are "most used to" economic affluence. Inglehart also acknowledges that during periods of economic problems (as measured by inflation) there is a decline in the number of Postmaterialists (Inglehart, 94). This supports the idea that when the economic affluence that one has relied upon in the past is threatened, physical concerns come

to the fore. Therefore, even Postmaterialists might sometimes emphasize materialistic values when they are worried about the economy, as many citizens are today. As they have the most to lose, they would be both especially concerned with the state of the economy and have the strongest ability to act on their economic concerns by looking for high paying jobs, buying things now (before the economy collapses and they lose everything), etc. This idea is suggested by Lasch who writes, "As the future becomes menacing and uncertain, only fools put off until tomorrow the fun they can have today" (Lasch, Culture of Narcissism, 53). Over time Postmaterialists could emphasize both values with differing levels of intensity. They remain "Postmaterialists" because, while temporarily adopting a more materialistic outlook, they would at the same time still recognize the importance of quality of life issues.

The ideas of consumerism and postmaterialism are two competing visions of America. Ronald Inglehart emphasizes the fact that as a result of postwar affluence, more people are growing up with postmaterialistic values. They do not care as much about materialistic "things" and instead focus on less tangible "quality of life" issues. At the same time, scholars such as Daniel Bell and Christopher Lasch emphasize a different side of America. They discuss the tremendous consumerism that we have today. As has been demonstrated, while these paradigms are in opposition to one another, they are not mutually exclusive. Both describe equally important and significant aspects of American society. Inglehart provides convincing evidence, in the form of data from surveys and questionnaires, that the number of Postmaterialists are increasing. He also shows that Materialists still outnumber Postmaterialists and thus can form the basis for the consumerism discussed by Bell and Lasch. Concerns about the economic future of the nation make Materialists and occasionally some Postmaterialists anxious and that results in a heightened consumer oriented attitude. It remains to be seen whether generational replacement will eventually reduce Materialists to an insignificant number or if future economic anxieties will maintain the consumerism that exists today.



GEORGETOWN UNIVERSITY

Department of History

November 10, 1996

Madge Henning, Director
White House Intern Program
Room 98
Washington, D.C.

Dear Ms. Henning:

It is a distinct pleasure to recommend Mr. Andrew Ginsburg to you for an Internship at the White House. Mr. Ginsburg was a student of mine in two advanced courses on the history of American political parties during the 1994-1995 academic year, and I came to know him fairly well outside of the classroom. As a student his work for me was outstanding. His examination papers demonstrated an excellent analytical skill as well as a fine mastery of his subject matter. His term paper, "An Examination of the Anti-Masonic Party," was an impressive piece of work. Well written, it demonstrated imagination and a breath of research worthy of a first year graduate student. In a class of over forty he ranked among the very best students. Academically I have nothing but the highest praise for him and his work.

As a student he is what every professor wants: bright, conscientious, and eager. For class discussions he was well prepared, and best of all he thought through the material. One of the difficulties in writing recommendations is to fall into the trap of hyperbole, but I can assure that this is not the case with Mr. Ginsburg. He was one of the finest students that I have had at Georgetown University, and it is more than pleasure to recommend him to you.

Sincerely Yours,

Richard R. Duncan
Associate Professor, History



GEORGETOWN UNIVERSITY

Robert A. Katzmann

*Walsh Professor of American Government
Professor of Law*

Letter in Support of Application of Andrew Samuel Ginsburg

For White House Internship

I am delighted to write this letter on behalf of Andrew Samuel Ginsburg, who seeks a White House internship. Andrew was a student in my undergraduate class on constitutional law. As a student in that class, he scored at the very top of the class in his various examinations and papers. He is an extraordinarily bright student, indeed a brilliant one.

His undergraduate record is filled with the highest grades possible across a variety of disciplines. In fact, he could not have done better, excelling in his majors of both government and economics and distinguishing himself in such other varied fields as literature, theology, sociology and ethics. To list his accomplishments is to have a sense of his brilliance: Phi Beta Kappa, a near perfect grade point average, a double major, accepted to Georgetown Law Center while still a junior. Apart from his work in the classroom, Andrew is very much involved in university life, indeed, the world at large -- having had stints in the White House and with a United States Senator.

In short, I believe that he is precisely the sort of person who deserves every consideration. He is simply an exceptional student with unlimited promise.

Sincerely,

Robert A. Katzmann

Robert A. Katzmann
11/3/96

*Department of Government
Law Center*

Washington DC 20057-1055

Tel. 202-687-5272 Fax 202-687-5858

Intern Availability Sheet

Name: Andrew Ginsburg

Starting Date: January 15

Days & Hours Available:

Monday:	<u>8³⁰A.m to 5 P.m</u>
Tuesday:	<u>8³⁰A.m. to 12 P.m</u>
Wednesday:	<u>8³⁰A.m to 5 P.m</u>
Thursday:	<u>8³⁰A.m to 12 P.m</u>
Friday:	<u>12 P.m. to 5 P.m.</u>

Ending Date: May 2

** Please remember there is a 25 hour or 3 day/week minimum time commitment for the Fall and Spring programs!*

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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]
- 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]

Application for White House Internship

(A)

ENTERED



I am applying for an internship for the following terms:

Fall 1996 _____
(September 4 - December 12)

Spring 1997 _____
(January 8 - April 25)

Summer Session I _____
1997 (May 14 - July 3)

Summer Session II _____
1997 (July 9 - August 22)

All summer internships are full-time. Three day or 25 hour minimum required for Fall and Spring. Please indicate exact days/hours available.

Personal Information

Full Name: CHRISTOPHER ALAN DWAN

Social Security #: (b)(6) Date of Birth: (b)(6)

[003]

Place of Birth: (b)(6)
City State

Only U.S. citizens are eligible to apply

Permanent Address: 4230 OLYMPIC WAY
SALT LAKE CITY, UTAH 84124

Home Phone: (801) 278-2385 Are you a registered voter? YES

If yes, what state: UTAH

Prior Campaign / Political Experience: HOUSE FATHER'S CAMPAIGN, STATE SENATOR DISTRICT #9, 1994

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense? ☐ Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs? ☐ Yes ☒ No

If you answered yes to above questions please explain on separate page.

Academic Information

College/University: UNIVERSITY OF UTAH

Current Address: 4230 OLYMPIC WAY
SALT LAKE CITY, UTAH 84124

Current Phone: (801) 278-2385 Expected Year of Graduation: REC'D B.A. AUG. 1994

Major: GEOGRAPHY GPA _____

Computer Skills: MACINTOSH, IBM, WORDPERFECT

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending? If yes, please explain. ☐ Yes ☒ No

Internship Placement

Please list in order of preference, the four departments that interest you most. Efforts will be made to accommodate preferences, however no guarantees can be made.

- 1) CHIEF OF STAFF
- 2) OFFICE OF THE PRESS SECRETARY
- 3) PUBLIC LIAISON
- 4) LEGISLATIVE AFFAIRS

*Check this box if you want your application to be considered solely under the competitive service criteria.

See Funding Guidelines for details.

SPEECH WRITING

CHRISTOPHER A. DWAN

4230 Olympic Way
Salt Lake City, Utah 84124
(801) 278 - 2385

OBJECTIVE: To live and work abroad for the United States government in either a foreign service position or with a third world development agency helping newly formed democracies obtain and maintain democratic stability.

EDUCATION: University of Utah, Salt Lake City
-Bachelor of Arts in Geography, 1994.
Emphasis in Political/Cultural Geography.
Christian Albraechts University, Kiel, Germany
-Study Abroad for Summer Quarter 1993.
Relevant course work:
-Computers (Macintosh, IBM, Wordperfect)
-Quantitative Analysis, Sociology, Behavioral Science
-Foreign languages: basic Albanian and German

EXPERIENCE: United States Peace Corps Volunteer

Shkoder, Albania (June 1995--Jan. 1996)

-High school English teacher

Collections Officer

Associates Financial Services (Nov. 1994--May 1995)

Guest Services Specialist

Delta Center (Sept. 1991--Sept. 1993)

- Customer service. Work directly with the public, answering questions, coordinating seat arrangements, problem-solving.
- Provide assistance for V.I.P.s and corporate sponsors during events, (i.e., security, seat location, special needs).
- Customer problem-solving (i.e., ticket sales, special seating, refunds)
- Worked as a team with other employees to carry-out rules and regulations of Delta Center facility.

Customer Service/Delivery

Milcreek Gardens (July 1990--Oct. 1990)

- Deliver materials to customers and answer on-site questions about home and commercial landscaping.
- Work as a team player, assisting with any task or project which needed to be completed. Provided support to my co-workers.

ACHIEVEMENTS: -Pledge Educator, Secretary, Pi Kappa Alpha fraternity (1992--93).
-Organizing committee "Game Ball Run," annual event leading up to the U of U vs. BYU football game, aimed at raising money for the American Cancer Society.
-Volunteer English tutor at the University of Utah.
-Member of State Championship swim team, Skyline High School, 1989.
-Eagle Scout

• References available upon request

To whom it may concern:

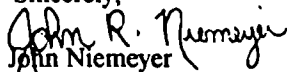
It is with great pleasure and enthusiasm that I write in support of Mr. Christopher Dwan's application for a position with your organization. Chris is simply one of the finest persons I have met, and will be a real addition to your organization.

I met Chris when we both were teaching in Albania in 1995-96. Even though Chris had arrived in Albania only a few months before I did, Chris already had established himself as one of the best and most dedicated English teachers in the country. After I got to know him, I understood why: he is a very quick learner; he explains what he knows clearly and concisely; he listens well; he is very concerned about those with whom he is working; he has a great sense of humor, and an enviable ability to face and master new and difficult challenges. Above all, Chris has a maturity far beyond his years. He impressed me greatly with his sense of responsibility in dealing with a series of very difficult circumstances that led to his decision to leave Albania.

I have been an honors graduate of Georgetown Law School, an English-Speaking Union Scholar at Cambridge University, a visiting lecturer in law at one of the most highly regarded law schools in China, and for the past four years and next year, a trial attorney with a special section of the U.S. Department of Justice that defends the Office of the President and the Executive Branch of the United States, and I have had the privilege of working with some very talented and dedicated people. Chris's devotion to his students, his willingness to work hard, and especially his sense of responsibility compares with the best with whom I have studied, taught and worked.

I would be happy to provide additional support for Chris's application at your request. I can be reached care of the addresses listed below.

Sincerely,



John Niemeyer

Visiting Lecturer in law
Department of Political Science
Tallinn Pedagogical University
Narva Mnt 25, EEO 100
Tallinn, Estonia (until June 15, 1996)

C/O United States Department of Justice
10th and Constitution Avenues, N.W.
Washington, D.C. 20530 (after June 15, 1996)

To Whom It May Concern:

I am a current Peace Corps volunteer, Vietnam veteran, White House and Treasury staff member, Vice President of Chemical Bank, Senior Fellow, Institute of East-West Security studies, and General Partner, Financial Architects, L.P.

I have known Christopher Dwan for over seven months. Both of us came to Albania in June, 1995. He is one of the most wonderful human beings I have come to know in my lifetime. He is a very special person.

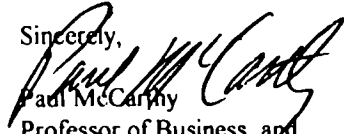
His heart is as big as Fort Knox, and if it were transplanted would keep a hundred people alive. Chris is one of the most engaging, good-natured persons I have ever known. He is curious, intelligent, caring and serious.

As a teacher of English language at a high school in Shkoder, Albania, he established himself as a most competent professional. His students loved him. He is a true leader and motivator. His maturity exceeds, by far, his age.

Christopher has a zest for life like no one I have ever met. He has dreams, but he knows how to make them real. He knows how to make other people's doubts into dreams. He knows how to make others care for themselves.

I would be very proud to work with Christopher in the future, under any circumstances. His creativity, courage, leadership, honesty and intelligence are badly needed in the world. Chris is a great asset to the human race. I would welcome him in my company at any time in the future.

Sincerely,

A handwritten signature in dark ink, appearing to read "Paul McCarthy", written over the printed name.

Paul McCarthy
Professor of Business, and
Director, Business Assistance Center,
University of Shkoder, Albania

ASSOCIATES CREDIT SERVICES

257 East 200 South Suite 700, Salt Lake City, Utah 84111

To Whom It May Concern,

Chris has been a tremendous asset to the Associates Credit Services. He has demonstrated an eagerness and willingness to go above and beyond what is expected of him, which is a rare trait within the financial business. Chris had also displayed a strong sense of leadership and team work, found in all successful leaders.

I am confident that Chris will be a great success in any endeavors he may pursue. Therefore I would highly recommend Christopher Dwan for any opportunities that may be available.

If I may be of any further assistance in reference to Chris, please feel free to call me at #801 596-5391.

Regards,



Lionel G. David

WRITING EXAMPLE

ESSAY EXAMINATION

TOPIC: Is Freedom Of Expression a Right or a Privilege?

CLASS: Communications 532

PROFESSOR: Dr. David Vergobbi

DUE: May 9, 1996

SCORE: 45 / 50

UNIVERSITY OF UTAH

ESSAY EXAM #2

Free expression is not and cannot be a privilege granted by the government. It is a basic right that comes from a higher source, and it is not the government's to give.

It is important to distinguish between what is a right and what is a privilege. "Rights are interests held by individuals.....individuals possess rights from birth, by virtue of their humanity, as entitlements by natural law.....or as liberties enjoyed by man in his natural condition, before the creation of government."¹

According to the English philosopher John Locke, "humans by nature have certain rights" and that "it is the government's responsibility to protect those rights." Any government that does not adequately protect the rights of its citizens should be replaced by the people, according to Locke. The "people should decide who governs them."² Locke is saying the people's rights come before the governments privileges.

Locke's "social contract theory" is strongly heard of again in the words of *The Declaration of Independence* : "...to secure these rights, governments are instituted among men, deriving their just powers from the consent of the

¹ Rodney A. Smolla, *Free Speech in an Open Society* (New York: Vintage Books, 1992) pg. 178.

² John Locke, *Two Treatises of Government*, 1689.

governed."³ James Madison also used the theory: "In framing a government which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place, oblige it to control itself."⁴

Government can regulate and order a society through the granting of privileges. A privilege is an interest "created by the grace of the state...."⁵ For example, driver's licenses and business permits are privileges granted by government. You don't have the right to drive a car, or operate a business within certain governmental jurisdictions, but, the government may grant you the privilege to drive or run a business there. Privileges are not essential to life. Privileges do not establish or guard one's self respect or dignity or conscience. Privileges extended by government have been described as dealing with the "mundane." Human rights are basic, not mundane.

To be denied freedom of expression would be to be denied the right of conscience; denied the right to think and to express those thoughts. The right of conscience and, thus, the right of expression affects all walks of life; religion, politics, social. We would not be human without them.

³ *The Declaration of Independence*, 1776.

⁴ James Madison, Alexander Hamilton and John Jay, *The Federalist Papers*, 1788.

⁵ Smolla, *op. cit.*, pg. 179.

If free expression were a privilege to be granted by government, that would mean that government would have to issue us licenses to think. Government would and could regulate our thinking just as it regulates our driving and our businesses. Government, then, could control expression, extending to our religious beliefs, political views and our social life.

From a practical point of view, this would be impossible. Who, what government bureaucrat would be responsible for regulating the "thoughts of day"? Government would have to have a bureau for every area of human activity just like the Division of Motor Vehicles or the Department of Business Licensing. Can you imagine a "Bureau of Song Writing," whose purpose would be to grant a person or group of people a permit to write the lyrics to a song. It verges on the ridiculous. The human spirit is too strong to be stifled, or controlled or dependent upon mere government regulations.

There are trade-offs, however. Human rights vs. government privileges. It is a balancing act. We have the right to say what we want, but, we may not be extended the privilege of saying it where we want. We may need to seek a permit to give a speech in a public square or stage a parade on Main Street. That is as it should be because there may be other things happening in the square or on the street. We have the right to make the speech or stage the parade, and, government must have good reason for denying us the

license to do it where we wish. If government does, in fact deny us the license, then we always have the option, the right, to take our speech and our parade elsewhere.

In summary, free expression is a natural human right that precedes government. It does not proceed from government. It comes from a higher source. Government does not have the right to grant us rights. It is the government's responsibility to protect our rights. To ensure an orderly society however, government may grant privileges. These privileges may tell us under what circumstances we can express ourselves, but cannot deny us the right to do so.

Rights and privileges. A balancing act. Like a teeter-totter, with the individual and his rights on one side and the government and its' ability to grant privileges on the other. The individual and his rights are the heaviest and must always come down first.

BIBLIOGRAPHY

BOOKS

Locke, John. *Two Treatises of Government*, 1689.

Madison, James, *et al.* *The Federalist Papers*, 1788.

Smolla, Rodney A. *Free Speech in an Open Society*. New York: Vintage Books, 1992.

World Book Encyclopedia, volume 6. Chicago: World Book Inc., 1989.

World Book Encyclopedia, volume 12. Chicago: World Book Inc., 1989.

World Book Encyclopedia, volume 18, Chicago: World Book Inc., 1989.

PUBLIC DOCUMENTS

Constitution of the United States of America, The Declaration of Independence, 1776.

September 11, 1996

WHY I WANT TO BE A WHITE HOUSE INTERN

Christopher A. Dwan

My primary interest in serving as a White House Intern stems from a desire to learn more about how our government works, particularly the executive branch, while, at the same time, being of service. Government and politics is part of my life. My father twice has been a candidate for local office. He brought government and politics into our home, from fund raising to lawn signs. I was taught that we are obligated to participate, to the extent possible, in government and the democratic process. I am proud that I have voted in every election since my 18th birthday.

Another motivation is my interest in foreign affairs and international development. I studied in Europe as an undergraduate, and I had the unique opportunity to live in the newly democratic Republic of Albania as a U.S. Peace Corps Volunteer until forced to return home for medical reasons. I had a first-hand look at a young democracy trying to get on it's feet. I found it fascinating.

After an internship at the White House, I plan to pursue a master's degree in political geography. Eventually, I would like to work for the government in the foreign service, or in Third World development. I have a special interest in cross-cultural activities, and the Third World.

Personal abilities which will assist me as an intern include what I have learned about people and government as a result of my past volunteer experience with the federal government, and from living and working abroad. I have learned more about myself and my relationships with others from these experiences than I have learned in school, and I believe I could apply this experience to the benefit of the White House while, at the same, gaining valuable experience.



September 18, 1996

Madge Henning
White House Intern Program
Old Executive Office Building Room 151
Washington, D.C. 20500

Dear Madge

I am enclosing an application for the White House Intern Program for Christopher Dwan for Spring Session. I think as you look at Chris's application with his service, work experience and other activities, you will find him to be well qualified to serve in the White House program.

I would like to know your policy regarding the election results. Chris is requesting this internship contingent upon President Clinton remaining in office.

Please take the opportunity to look at Chris's application and consider him for Spring internship. If you will remember our program we do give our interns a stipend of \$600 per month and we have apartments available for them to rent at a subsidized rate.

We would appreciate it if you could let us know as soon as possible your decision. Again, thank you for your consideration in looking at the application for Christopher Dwan.

Sincerely

Pat Ryan
Intern Coordinator



Hinckley Institute of Politics

253 Orson Spencer Hall
Salt Lake City, Utah 84112
(801) 581-8501
FAX (801) 581-6277

Intern Availability Sheet

Name: CHRISTOPHER A. DWAN

Starting Date: JANUARY 6, 1997

Days & Hours Available: FULL TIME

Monday:	_____
Tuesday:	_____
Wednesday:	_____
Thursday:	_____
Friday:	_____

Ending Date: JUNE 13, 1997

** Please remember there is a 25 hour or 3 day/week minimum time commitment for the Fall and Spring programs!*

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. form	Christopher Dwan transcript (3 pages)	09/11/1996	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Laura Capps
OA/Box Number: 12621

FOLDER TITLE:

Interns Winter Spring '97

2016-0194-S

bg25

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]
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- 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]

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. form	Hemal Vaidya Application for White House Internship [partial] (2 pages)	00/00/0000	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Laura Capps
OA/Box Number: 12621

FOLDER TITLE:

Interns Winter Spring '97

2016-0194-S

bg25

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
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RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
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- 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]

Application for White House Internship

A
□

I am applying for an internship for the following terms:

Fall 1996 _____
(September 4 - December 12)

Spring 1997 Available full-time.
(January 15 - April 25)

Summer Session I _____
1997 (May 14 - July 3)

Summer Session II _____
1997 (July 9 - August 22)

All summer internships are full-time. Three day or 25 hour minimum required for Fall and Spring.

Please indicate exact days/hours available.

Personal Information

Full Name: Hemal Krish Vaidya

Social Security #: (b)(6)

Date of Birth: (b)(6)

Place of Birth: _____
City State

Only U.S. citizens are eligible to apply

Current Address: 3419 East Northern Parkway

Baltimore, MD 21206

Current Phone: 410/426-0973

Permanent Address: (same)

Home Phone: _____

Are you a registered voter? Yes.

If yes, what state: Maryland

Prior Campaign/Political Experience: (Please see attached resume.)

Academic Information

College/University: Georgetown University & The London School of Economics and Political Science

Expected Year of Graduation May 1995 Major: International Political Economy

Computer Skills WordPerfect, Lotus, Excel, IBM software, etc. GPA 3.5/4.0

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending?

☐ Yes ☒ No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense?

☐ Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs?

☐ Yes ☒ No

If you answered yes to above questions please explain on separate page.

Internship Placement

Please list in order of preference, the four departments that interest you most. Efforts will be made to accommodate preferences, however no guarantees can be made.

1) Chief of Staff

3) Domestic Policy

2) Office of the Vice President

4) Legislative Affairs

*Check this box if you want your application to be considered solely under the competitive service criteria.

See Funding Guidelines for details.

HEMAL K. VAIDYA

Applicant to White House Internship - Spring 1997

3419 East Northern Parkway

Baltimore, Maryland 21206

410/426-0973

ESSAY
&
BRIEF DESCRIPTION OF FAMILY, UPBRINGING, AND HERITAGE

The translation of my Indian last name is "doctor." But while history and genetics have indicated a career in medicine or the natural sciences, my talents and interests have wrought a much more different result: four years of study at Georgetown, a degree in international politics, extensive experience on Capitol Hill, and now, application to the White House Internship Program. Much personal reflection and countless arguments with my parents propel me to a career in public service. I want to contribute my ideas to society's debates, and to enter, as Theodore Roosevelt called it, "the arena." This discussion of my reasons for choosing this path, as well as the practical conclusion that experience in the executive branch is integral to a career in public service, will explain why the White House Internship provides the ideal environment wherein I can excel.

My family history and personal experience form the basis of my attraction to public service. My parents came to Baltimore in 1971, [REDACTED] (b)(6) [REDACTED] to [005] to begin a new life. Many of my relatives remain in India, and it troubles me to admit that their condition remains far worse than mine. Conscious of this, I have always taken to heart the mantra which my parents taught me: appreciate the opportunities I have been given, and use them to contribute to others' betterment.

Concortedly living this lesson has brought me thus far. My last two years as an undergraduate of Georgetown's School of Foreign Service, for example, began with a year of study at The London School of Economics and Political Science, where I studied, among other things, political economy under the tutelage of the eminent political scientist, Dr. Brian Barry. Returning to Washington for my senior year, I immersed myself into the last two of a total of five independent tutorials, and converted previous internships with Senator Paul S. Sarbanes and the Democratic National Committee, into a full-time job as Assistant Director of Party Affairs and Delegate Selection, as well as a part-time position at the Department of Commerce.

In addition to validating my attraction to public service, success at my studies and at work have highlighted an aspect of this career that I had given little attention to previously. As a member of a minority group with a distinct culture and tradition, I am struggling to find a balance between retaining my identity and supporting my community, while also learning how to work with those of other beliefs and traditions, and thus becoming an integral segment of American society. In this regard, my life and work have special resonance for my family and community. As an effective public servant, not only do I contribute to society's common good, but I also open up the inner workings of American government for my specific community.

The White House Internship provides unique opportunities for me to continue in this endeavor. I will acquire "hands-on" experience of the inner workings of the Executive Branch, as well as learn about the most vital component of the modern American political process: the presidency. Thus far, my experiences have focused on the roles of the legislative branch and political parties. Interaction with White House aides and advisors, however, will allow me to see how legislation and policies are carried out in conjunction with Congress, the bureaucracies, and political committees. The Spring of 1997 promises to provide ample opportunities of the political process in action: from the debates surrounding a balanced budget agreement, to proposals for campaign finance reform, to the execution of meaningful welfare reform, the internship will afford me the opportunity to see historic improvements from an unique vantage point.

In conclusion, while I have not taken up the medical or scientific pursuits which my name had suggested, in choosing a life of public service enhanced by a White House Internship, I can still play a role in my community akin to that of a physician. For apart from the particular knowledge and technique which a medical technician imparts, a doctor is, first and foremost, a care giver and servant of the community. I aspire to the same ideal of service, and look to the White House Internship Program to enable me to continue this pursuit.



DEMOCRATIC ★ NATIONAL ★ COMMITTEE

Donald L. Fowler, *National Chair* • Christopher J. Dodd, *General Chair*

November 14, 1996

Madge Henning, Director
White House Intern Program
Old Executive Office Building, Room 98
Washington, DC 20500

Dear Ms. Henning:

As a staff member of the Democratic National Committee, I wish to continue my service to President Clinton and the Democratic Party upon our victory in the recent elections. Enclosed please find my application for a White House Internship beginning in Spring 1997.

My resume will indicate that I have worked extensively on the renomination process of the President, contributed greatly to the successful 1996 Democratic National Convention, and campaigned vigorously for the President and Democratic ticket. I would like to build upon these experiences during the President's second term, as well as offer the skills and loyalty which I have demonstrated thus far.

Please note that those who offered letters of recommendation for my candidacy were not able to provide them in a timely manner because of the election's hectic schedule. Thus, I have included a list of individuals who can attest to my work and support my candidacy.

Should you have any questions, please contact me at home at 410/426-0973. Thanking you for your consideration, I remain,

Sincerely yours,

Hemal K. Vaidya

Enclosures

OBJECTIVE

To pursue a public service career allowing me to both utilize my knowledge of political economy and expand upon skills developed from work experience.

EXPERIENCE

◆ **DEMOCRATIC NATIONAL COMMITTEE**

Assistant Director of Party Affairs & Delegate Selection

Washington, DC
June 1994 - Present

- Planning and implementing the 1996 National Delegate Selection Process.
- Administering the development of the 1996 National Democratic Platform.
- Performing political analyses pertinent to the renomination of the President.
- Briefing the National Chair and White House Officials on the Delegate Selection Process and DNC internal structure.
- Performing political analyses of federal and statewide legislation pertaining to the Presidential Nominating Process.
- Administering amendments to the Party's Charter & Bylaws, and briefing DNC Chairs of political consequences.
- Drafting constitutional documents of the 1996 Democratic National Convention.
- Conducting research on political scenarios of previous National Conventions.
- Writing scripts for National Chair at DNC & Executive Committee meetings.
- Briefing mass media on the election cycle and National Platform.
- Drafting correspondence for DNC Chairmen to Party Leaders & Elected Officials.

Political & Field Director of the 1996 Democratic Coordinated Campaign in Michigan (13th District)

Ann Arbor, MI
September 1996 - November 1996

- Serving as a liaison among the Clinton/Gore '96 Campaign, DNC, Michigan Democratic Party, and local campaigns.
- Organizing campaign visits by the President, Administration Officials, and Party Leaders.
- Addressing rallies and meetings of church congregations, local activists, and Elected Officials.
- Directing the distribution of literature within targeted precincts of Michigan.
- Directing phone banks to conduct persuasion calls to swing voters and Get-Out-The-Vote efforts.

◆ **US DEPARTMENT OF COMMERCE: INTERNATIONAL TRADE ADMINISTRATION**

Research Assistant

Washington, DC
January 1995 - June 1995

- Analyzing strategies of export promotion to Less Developed Countries and the Newly Independent States.
- Transferring grants from the Agency of International Development to Commerce's Business Internship Program.
- Preparing reports for Commerce officials on ITA's initiatives to promote trade and liberalize financial markets.
- Planning seminars on standard development and quality management for foreign commerce officials.

◆ **OFFICE OF SENATOR PAUL S. SARBANES AND US SENATE FOREIGN RELATIONS COMMITTEE**

Research Assistant and Intern

Washington, DC
January 1993 - June 1993

- Conducting research on topics pertinent to Western Europe and the Baltic Region.
- Summarizing committee hearings for the Senator on issues pertinent to international trade and economics.

EDUCATION

◆ **GEORGETOWN UNIVERSITY WALSH SCHOOL OF FOREIGN SERVICE**

Cum Laude, BS in Foreign Service in International Political Economy and Law

Washington, DC
May 27, 1995

◆ **THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE**

Visiting Scholar in International Political Economy

London, UK
September 1993 - June 1994

PERSONAL

- ◆ Proficient in Hindi, Gujarati, German; Extensive Computer Experience.

HEMAL K. VAIDYA
Applicant to White House Internship

3419 East Northern Parkway
Baltimore, Maryland 21206
410/426-0973

REFERENCES FOR WHITE HOUSE INTERNSHIP - SPRING 1997

Donald L. Fowler, National Chair
Contact: Carol Khare, Senior Advisor
Democratic National Committee
430 South Capitol Street, SE
Washington, DC 20003
Phone: 202/863-8121

Richard Q. Boylan, Director
Party Affairs and Delegate Selection
Democratic National Committee
430 South Capitol Street, SE
Washington, DC 20003
Phone: 202/863-7170

Minyon Moore, Political Director
Democratic National Committee
430 South Capitol Street, SE
Washington, DC 20003
Phone: 202/863-8000

Ellen Curran, Executive Assistant
Office of Senator Paul S. Sarbanes
309 Hart Senate Office Building
Washington, DC 20510
Phone: 202/224-4524

HEMAL K. VAIDYA
Applicant to White House Internship

3419 East Northern Parkway
Baltimore, Maryland 21206
410/426-0973

WRITING SAMPLE

Enclosed please find a copy of an editorial which I wrote on behalf of the Democratic National Committee to *The Baltimore Sun*. This editorial, approved by National Chair Donald Fowler and the DNC Communications Department, was written in response to an article (*copy enclosed*) published on July 15 regarding Asian-Americans' participation in the Republican Party.

I offer this editorial as an example of a recent document which I wrote from a political perspective. Should further writing examples be required, please contact me.



DEMOCRATIC • NATIONAL • COMMITTEE

Donald L. Fowler, *National Chair* • Christopher J. Dodd, *General Chair*

July 23, 1996

Letters to the Editor
The Baltimore Sun
PO Box 1377
Baltimore, MD 21278-0001

VIA FAX. 410/332-6977

Dear Sir/Madam:

Your front-page article on July 15 ("**Md. Asians joining GOP**" by Ms. Shannon D. Murray) makes several assertions which warrant not only a response, but corrections. An assumption of the article is that Asian-Americans have "remained aloof" in the political arena until recently, and thus *any* involvement in the American political process -- either as Republicans, Democrats, or Independents -- should be commended.

As a first-generation Asian-American who is breaking new ground in the American political system, I respectfully would like to offer a starkly different perspective. Asian-Americans, like all immigrants, have been coming to America with the belief that if we play by the rules, we would be given an opportunity to fulfill our God-given potential. Thankfully, the American Dream involves far more than the accumulation of wealth, and perhaps more importantly, such accumulation is not a prerequisite for participating in the political process -- *contra* Professor John Tsuchida's remarks. Political activism and public service require a genuine concern for the future of our society and a vision of governance which reflects our values and attitudes toward each other.

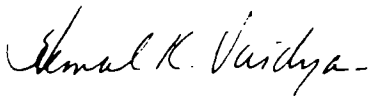
In this respect, Ms. Murray's article should have given equal consideration to the substantially large number of Asian-Americans who are increasingly active in politics as Democrats. The Democratic Party -- at the national, state, and local levels, acknowledges that all Americans, regardless of race, ethnicity, and religion, are inherently social and political beings. We administer voter registration drives and briefings for the Asian-American community to educate them on policies which would have an impact on them. We are making concerted efforts to increase Asian-American representation in the upcoming Democratic National Convention. The Democratic Party has consistently stood at the forefront of assimilating *all* peoples into the political process -- because it is the right thing to do rather than a matter of political expediency. Perhaps no recent example of Democrats' approach to society is as lucid as President Clinton's speech to the annual Convention of the NAACP. If Senator Dole cannot "relate to" the African-

American members of our society, who have been in our nation for centuries and have consistently sought political equality, then how can one expect Dole, and by corollary the Maryland GOP, to understand the needs of Asian-Americans who have attempted to come on board only in the recent decades? Suddenly, the supposed link between financial success and a propensity to identify with the Republican Party becomes feeble.

As the November elections approach, it is essential that we keep in mind what is at stake. The return of a structure wherein each person fends for himself/herself with little regard for the common good and those less-advantaged, or a philosophy which recognizes that our greatest strength runs far deeper than economic self-interest, which seems to be the bait that Republican leaders are using to attract those Asian-Americans who value the pursuit of wealth above all else. Personal responsibility and a respect for individual liberties involve, in part, a respect and appreciation for others, which most Asian-Americans have learned from traditions of strong family and the pursuit of education and self-improvement. The Democratic Party will continue to emphasize these principal virtues of America in order to increase political involvement and contribute to the betterment of our society.

Thank you for considering this submission for publication in your paper. Should you have any questions, please do not hesitate to contact me.

Sincerely,



Hemal K. Vaidya
Assistant Director of Party Affairs

Md. Asians joining GOP

■ **Power.** *Republicans with roots in India, the Philippines and other nations of the region are banding together to strengthen their voice.*

By SHANON D. MURRAY
SUN STAFF

1B

Asian-Americans once had an unspoken social contract with the United States: The more they were left alone, the better.

But a new statewide political club is challenging that arrangement — and doing it in a way that cuts across traditional national and ethnic divisions.

The Asian American Republican Club Inc. also represents a break from the longtime alignment of the relatively small number of

politically active Asians with the Democratic Party.

The year-old club boasts five chapters — in Anne Arundel, Baltimore, Howard, Montgomery and Prince George's counties — and about 800 members from nine Asian nationalities. It is, in the words of one member, the "American assimilation of Asians personified."

The club embraces a fraction of Maryland's 136,000 Asians, about 3 percent of the state's population. But organizers hope to more than double its membership in the next two years — and to register enough Asian voters to form a potent bloc in the 1998 gubernatorial election.

"We've matured," says Barry Mehta, a Howard County resident of Indian descent and the group's vice president. "We've achieved economic and social status in this country, and now it's

time to be political."

Adds Alfreda Gill, chairwoman of the group's Howard County chapter and a native of Pakistan: "It's about time Asian-Americans are noticed by the political structure and having our issues vocalized. We haven't had an avenue to do that before."

Asian-Americans traditionally have remained aloof from politics, focusing on their families, earning an education and tending to their businesses and professions, says Jai Ryu, a demographer and sociology professor at Loyola College.

What makes this Republican group unusual — if not unique — among Asian-American organizations is its multinational membership and its conservative, Republican orientation.

In those regions where they are a political force — California, (See Asians, 2B)

[Asians, from Page 1B]

Hawaii and Texas, for example - Asians have tended to vote Democratic and to band together by nationality, rather than in groups spanning various Asian backgrounds, says Ryu.

The Maryland club may be at the forefront of a new national trend, says John Tsuchida, professor of Asian-American studies at California State University in Long Beach.

"Many Asian-Americans are still on the Democratic side. There are some who value an increase in social services over tax savings," Tsuchida says. "But the longer Asians stay in this country and become financially successful, they will become politically conservative and build up fairly strong Republican clubs."

The political club was founded in May 1995 by Shahab M. Qarni and Raymond Torreon - of Pakistani and Filipino descent, respectively - to offer a coherent platform for Asians concerned about the threat of restrictions on legal immigration, says Qarni, the group's president.

Qarni is a banking consultant from Baltimore County, and Tor-

reon is a professional lobbyist from Howard. They tapped longtime leaders of small social clubs specific to each of nine Asian nations heavily represented in the Baltimore-Washington region: Bangladesh, Myanmar, China, India, Japan, Korea, Malaysia, Pakistan and the Philippines.

"The values and experiences of the whole Asian continent are very similar," Qarni says. "We're all second cousins culturally."

Because Qarni and Torreon are Republicans, they reached out to others who shared their conservative philosophies.

While Asians have been slow to join the political process, Qarni says, more are recognizing their financial stake in political activism. "When you are involved in business, you are concerned with tax reform," he says. "When you are involved in business, everything affects you."

Believing that Maryland's Asian population is a sleeping giant, the Asian Republican group has some bold goals.

Qarni said his group hopes to add 20,000 Asian voters to the registration rolls in the next two years. Voter registration data in Maryland are not broken down by national origin or ethnic group, so the number of registered Asian voters is not known. Maryland had 2,149,292 registered voters last fall, according to the state election board.

The group also hopes to see at least 10 Asian-Americans bidding for a local or statewide seat within that time, Qarni says. The state has one high-ranking elected official of Asian descent. David M. Valderrama, a Democrat representing Prince George's County, has served in the House of Delegates since 1991.

The state's Republican establishment appears more than willing to embrace what could become a new voting bloc.

At the invitation of club members, former Republican gubernatorial candidate Ellen R. Sauerbrey - who in 1994 lost to Gov. Parris N. Glendening by 5,993 votes - has addressed the group several times.

"Republicans really want Asian-Americans to be a part of our family," Sauerbrey recently told members. "We need the Asian American Republican Club to become actively involved in helping neighbors and friends understand that the Republican Party is where the future is."

To help build its base, the Asian Republican group this summer plans a seminar in Howard County on democracy and a debate in Washington on the effect of Christian, Jewish and Muslim coalitions on the political process.

Torreon acknowledges that his group has "a couple of years of growing to do," but he is confident it will play a significant role in Maryland politics. "Applying our work ethic to the political system will carry us a long way," he says. "We're not fly-by-night. Once Asians decide something, we sacrifice until it happens."

Intern Availability Sheet

Name:

Hemal K. Vaidya

Hemal K. Vaidya 11/26/96.

Starting Date: January 15, 1997

Days & Hours Available:

Monday:

Available full time.

Tuesday:

Available full time.

Wednesday:

Available full time.

Thursday:

Available full time.

Friday:

Available full time.

Ending Date: May 30, 1997 (Negotiable.)

** Please remember there is a 25 hour or 3 day/week minimum time commitment for the Fall and Spring programs!*

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006. form	Hemal Vaidya transcript (3 pages)	05/24/1995	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Laura Capps
OA/Box Number: 12621

FOLDER TITLE:

Interns Winter Spring '97

2016-0194-S

bg25

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]

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
007. form	John Azpeitia Application for White House Internship [partial] (1 page)	00/00/0000	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Laura Capps
OA/Box Number: 12621

FOLDER TITLE:

Interns Winter Spring '97

2016-0194-S
bg25

RESTRICTION CODES

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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]

Application for White House Internship

ENTERED

I am applying for an internship for the following terms:

Fall 1996 _____
(September 4 - December 12)

MW 8AM-11AM
Tu All Day
Th 8AM-2PM F All Day
(January 8 - April 25)

Summer Session I _____
1997 (May 14 - July 3)

Summer Session II _____
1997 (July 7 - August 22)

All internships are full time. Three day or 25 hour minimum required for Fall and Spring. Please indicate exact days/hours available.

Personal Information

Full Name: John Manuel Azpeitia

Social Security #: (b)(6) Date of Birth: (b)(6)

Place of Birth: (b)(6) City _____ State _____

Only U.S. citizens are eligible to apply

Permanent Address: 5019 N. Hermitage Ave.
Chicago, Illinois 60640

Home Phone: (773) 275-0906 Are you a registered voter? Yes

If yes, what state: Illinois

Prior Campaign /Political Experience: Lobbying Congress-Opposing financial aid cuts

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense? ☐ Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs? ☐ Yes ☒ No

If you answered yes to above questions please explain on separate page.

Academic Information

College/University: Georgetown University

Current Address: Box 572062
Georgetown University
Washington, D.C. 20057-2062

Current Phone: (202) 784-7164 Expected Year of Graduation: 1999

Major: Government GPA 3.2

Computer Skills: DOS, Windows 95, Works 4.0, WP 6.1, Excel, Clarisworks

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending? If yes, please explain. ☐ Yes ☒ No

Internship Placement

Please list in order of preference, the four departments that interest you most. Efforts will be made to accommodate preferences, however no guarantees can be made.

- 1) Presidential Speechwriting 3) Cardyn Curel
2) _____ 4) _____

*Check this box if you want your application to be considered solely under the competitive service criteria.
See Funding Guidelines for details.

The opportunity to be a White House intern is an experience not found in textbooks. As a government major in Washington, D.C., I have yet to see the workings of our Executive Branch outside of class and literature. I have always been able to read about the events that take place in our government, but never have been part of the experience. In my decision to attend Georgetown University, the prospect of interning in our nation's capital attracted me. No longer would I have to open a book to see a photograph of the White House; I now had the opportunity to see the powerful structures of our country up close and personal. While textbooks are fundamental to an education, so is challenge and experience. To actively participate in government under the administration of a fellow Georgetown Hoya, President Bill Clinton, is an honor and an experience I want and will be committed to serving. Being a White House intern is an experience, a benefit, a privilege and a position I can accomplish.

As an intern working in the Presidential Speechwriting office, I will benefit from the position and experience on different levels. At an academic level, I will learn in-depth about the Executive Branch and being active in our government. On a professional level, I will acquire and improve skills necessary for the workplace. I will improve on my writing, communication and interpersonal skills. On a personal level, I will grow through challenge and experience as well as attain strong motivation for advancing in a career in government.

Besides personally benefiting from the White House Internship, the working relationship involved with my position will be productive and creative for both myself and those affected by the office. With dedication, hard work and determination, everything is possible. I am committed to doing my very best for this internship and will utilize my skills, talents, and abilities to fully serve our government and the community.

In a country of diverse cultures and backgrounds, I am proud to be a second-generation, Mexican-American who can contribute to the country of my parents' new home. Being the first in my family to further my education outside of high school, I am privileged to be in Washington, D.C. and to be given the opportunity to work as a White House intern. Reading about the workings of our government throughout my years of schooling in Chicago and at Georgetown, I am prepared to work hard to be actively part of the government. Seeing how my parents put great effort into giving me the best, I want to give my best to everything I do. From attaining a degree in government from Georgetown University and interning in the Presidential Speechwriting office, I am committed to excellence.

Being a White House intern is an experience, a benefit, a privilege and a position I want to accomplish. No longer am I content with learning about the American government just through textbooks and lectures. I want to be involved in the "unparalleled experience" of interning in the White House, specifically the Presidential Speechwriting office. My skills and abilities, academic, professional and personal, along with my commitment to excellence, will be of great benefit to the White House internship and to my growing experience outside of Georgetown University.

John M. Azpeitia
Box 572062
Georgetown University
Washington, D.C. 20057-2062
Phone (202)784-7164

OBJECTIVE

To obtain the position as a White House Intern in the Presidential Speechwriting office.

SUMMARY

Diligent, determined, and dedicated individual who works and communicates exceptionally well with others in a responsible and professional manner. Self-motivated and willing to learn, enjoys contributing to an environment beneficial to oneself, others, and the community.

WORK HISTORY

*September 1996-
present*

Sales Colleague, Structure

Working knowledge of cash register, store policies, and sales procedures. Provide efficient, polite and courteous service to customers.

*August 1995-
present*

Clerical Assistant, Spanish & Portuguese Department, Georgetown University

Assist in word processing, filing documents, handling incoming and outgoing phone calls, and other administrative duties and clerical responsibilities. Facilitate and maintain academic and personal settings among students and faculty.

Summer 1995

Junior Recruiter, Adlab

Respond to incoming phone calls, conduct interviews and collect and process information of interested job applicants. Provide economic and learning opportunities to people nation-wide while selectively recruiting for Fortune 500 companies.

Summer 1994

Line Server, Old Country Buffet

Provide food and beverage in a fast-paced working environment. Serve customers in a friendly and satisfactory manner.

EDUCATION

*1995-present
1991-1995*

Bachelor of Arts, expected graduation May 1999, Georgetown University
High School Diploma, magna cum laude, Loyola Academy

INTERESTS & ACTIVITIES

- Amnesty International
- Calvary Multicultural Day Care Center
- Georgetown Admissions Ambassadors Program
- Georgetown University Democrats
- Georgetown National Association for the Advancement of Colored People
- Georgetown Movimiento Estudiantil Chicano de Aztlán Public Relations Officer
- East Coast Chicano/a Student Forum Representative
- National Hispanic Institute Faculty Member

COMPUTER SKILLS

- DOS, Windows 3.1, Windows 95, Microsoft Works 4.0, Word Perfect 6.1, Microsoft Office, Excel, and Clarisworks
- Proficient word processing, spreadsheet, and database skills
- 45 WPM

LANGUAGES

- Fluency in Spanish

FUNDING REQUEST

Submitted to Monica Gonzales, Interim Director, Center for Minority Student Affairs
Georgetown University

By John M. Azpeitia, Sophomore
College of Arts & Sciences

On November 15, 1996, I received a formal invitation from the National Hispanic Institute to attend the fourth annual Collegiate Leadership Network. The Conference is scheduled for February 20-23, 1997, at the University of Texas at Austin. To attend the conference and represent Georgetown University, I am requesting partial financial assistance from the Center for Minority Student Affairs. This proposal explains my needs and the benefits derived from such assistance.

Description of Request

I am requesting funding assistance in the amount of \$190.00 from the Center for Minority Student Affairs to help support my attendance to the 1997 Collegiate Leadership Network Conference. Funds granted will be applied specifically towards covering the \$150 tuition and \$40 meal costs for the conference. The tuition pays for all training, materials, and follow-up services while the \$40 underwrites meals.

Description of the Collegiate Leadership Network

The CLN develops Latino students' knowledge of organizational development, management, and graduate school opportunities. Services provided to students at the 1997 Collegiate Leadership Network include:

- 1) Problem-solving models that provide for effective organizational management.
- 2) Organization development models to increase membership and retention in campus groups and of the Latino student population.
- 3) Guest speakers who present information and opinions about current events in the Latino community.
- 4) Opportunities to network with 50 national graduate schools.
- 5) Opportunities to be involved in a national organization that identifies and addresses issues of Latino campus organizations.

Rationale for the Collegiate Leadership Network

Surveys conducted among students representing over 50 universities at past Collegiate Leadership Network conferences revealed that Latino college students have little to no knowledge of the civic, business, and political sectors of the Latin community. These students, selected to attend the conference based on their active involvement in Latino campus groups, also reported a lack of organization and general ineffectiveness among their Latino campus organizations. Without adequate training about the Latino marketplace and the organizational strategies to function within it, Latino youth are not well prepared to be contributing Latino community members.

The Collegiate Leadership Network prepares Latino students to effectively manage their campus organizations and provide direction to the Latino marketplace. They are also encouraged to continue their education at the graduate level. Combining organizational development and leadership training, community understanding and organization, and graduate studies enables students to enter the marketplace prepared to deal with challenges specific to Latinos.

Georgetown University and its CLN Participation

Sending a representative(s) to the 1997 Collegiate Leadership Network promotes the continuing development of the Latino community at Georgetown University. As the community becomes better equipped to address organizational problems and promote the academic, civic, business, and cultural opportunities of our Latino college students, Georgetown University enhances and improves its capacities to enroll and retain Latino students. It is my interest to improve the effectiveness of our campus community and campus organizations and advance Georgetown University as a place for quality Latino student life.

Benefits to Georgetown University include:

- Student campus organizations better equipped to address the needs of the Latino campus population
- Connections to the Latino community through our campus outreach initiatives
- Ties to graduate schools through the National Hispanic Institute's Graduate Consortium
- A support network for Latino students including the National Hispanic Institute and Latino students throughout the United States

About the National Hispanic Institute

The National Hispanic Institute was founded and established in 1979 by Ernesto Nieto (Executive Director) as a private, non-profit organization with the belief that educated Latino youth have great contributions of skill and talent to make to their communities. NHI helps Latino youth develop advanced abilities in community problem solving through specialized training in the areas of critical/analytical thinking, writing, networking, team work, and public speaking. Knowledge and participation in Latino culture are fundamental to all NHI programs; students are assigned Latino-related issues as topics of discussion, controversy, and debate. NHI challenges all its members to be creative problem-solvers and engineers of new markets while specifically addressing the social, cultural, political, and economic needs of the Latino community.

Program sites of the National Hispanic Institute are in Texas, Colorado, New Mexico, California, Indiana, Illinois, and Mexico. They include the Young Leaders Conference, the Lorenzo de Zavala Youth Legislative session, the Collegiate World Series, the Mexico Language Development Program, the Collegiate Leadership Network, the John F. Lopez Fellowships, the College Register, the National Conference for Community Leadership Councils, and the Graduate Consortium. Since its founding in 1979, the National Hispanic Institute has served over 18,000 students from 18 states through various leadership programs. This number grows by over 3,000 students each year. For more information about the National Hispanic Institute or the Collegiate Leadership Network, contact Nicole Nieto or Bianca Rodriguez at (512) 357-6137.



GEORGETOWN UNIVERSITY

Center for Minority Student Affairs
Community Scholars Program
Educational Community Involvement Program

December 13, 1996

Ms. Carolyn Curiel
White House Speech Writer
Old Executive Office Building
Washington, DC

RE: Recommendation for John Azpeitia

Dear Ms. Curiel:

I wish to recommend John Azpeitia, a sophomore at Georgetown College, for an intern position in the Speech Writers Office of The White House. I have known John for almost two years, and in that time I have seen him grow as a student, a leader and a scholar. Given the responsibilities and challenges of a White House internship, John will flourish, and will bring to the position an eagerness to learn, and great potential to accomplish.

John came to Georgetown through the Community Scholars Program (CSP) in July 1995. The CSP is an intense critical reading and writing immersion program that begins in the summer prior to freshman year, and extends through the first year. Community Scholars are students who have shown great potential in high school, however the admissions committee feels that they could benefit from the intense nature of the program. This decision is made usually for one of two reasons: 1) their high schools do not send a high percentage of students on to four-year institutions with Georgetown's admission standards; or 2) the student's score on the verbal portion of the SAT is low compared to their high school English grades.

When John visited our office before his arrival, I was immediately struck by his sincerity and enthusiasm. He worked hard to get to Georgetown and he has met the challenge. When John arrived in July, he immediately made friends and served as a role model for the other students. He worked hard academically, strove to bring people together socially, and served as an ambassador between students from different cultures. The professors, resident assistants and I were all very pleased with John's academic performance and maturity during the rigorous summer session.

It was not until the fall semester began that John began to experience the overwhelm that all students encounter at some point during their college career. The juggling of multiple classes, as well as the level of academic rigor that each course presented, left John baffled.

DEPAUL UNIVERSITY



S.T.E.P. Program
2320 North Kenmore Avenue
Chicago, Illinois 60614-3298
312/325-1722

December 13, 1996

Miss Carolyn Curiel
Speech Writer
OEOB
Room 196
Washington, D. C. 20500

Dear Miss Curiel:

Mr. John Azpeitia attended the STEP program for three and a half years, an enrichment program for Hispanics/Latinos which is offered at DePaul University on Saturdays from September through June. This program is above and beyond the school work in his high school. Mr. Azpeitia possess a keen analytical ability to solve complex problems in mathematics. Furthermore, he is a self-started individual who follows through any assignment given to him.

He is a friendly young man who relates well to his peers both in school and in the community at large. He projects well to fellow students in oral presentations. Furthermore, students seek his help in mathematics and science which he always provides. He is a task oriented individual and directs other students in the tasks at hand.

He is a diligent, thoughtful and sincere individual who helps others in academic endeavors. He is bilingual in English and Spanish, an asset that is and will be useful given the demographic changes in the U.S.A.

He has given many hours of volunteer service tutoring young children in the Latino community and in his church. In summary, he shows leadership, character and academic excellence.

Sincerely,

Felipe N. Weffer

Felipe N. Weffer
STEP, Mathematics Coordinator

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
008. form	John Azpeitia unofficial academic transcript (1 page)	12/12/1996	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Laura Capps
OA/Box Number: 12621

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- 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]