

*Correspondence*

THE WHITE HOUSE  
WASHINGTON

June 25, 1997

The Honorable Ray Hambrick  
City of DeWitt  
120 Court Square  
DeWitt, AR 72042

Dear Mayor Hambrick,

Thank you for your letter expressing concerns with the proposed revisions to air quality standards under the Clean Air Act. As you know from his time as Governor, President Clinton is deeply committed to maintaining the strength and vitality of small towns and rural communities, and is particularly concerned about the impact of any federal policies on places like DeWitt.

Today the President announced his intention to approve the new clean air standards because he feels they are essential to protect the health of our children and other citizens. However, there is still much more work to be done in implementing this decision, including determining the flexibility that can be provided to help small towns and rural communities meet the new standards. I will share your letter with my colleagues who advise the President on environmental policy so they can take your views into consideration going forward.

Again, thanks for taking the time to share your views on this matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Kincaid".

Bill Kincaid  
Associate Director for  
Education Policy  
Domestic Policy Council

# City of DeWitt

120 Court Square — DeWitt, Arkansas 72042

501-946-2191

June 17, 1997

Mr. Bill Kincaid  
Assistant to the President for Domestic Policy  
The White House  
1600 Pennsylvania Avenue, N.W.  
Washington, D.C. 20500

Dear Mr. Kincaid:

I am the Mayor of a small, southern town of approximately 3,500 population. We are one of the communities that is raising your food as well as food for the rest of the nation. These farmers and their families create dust when they:

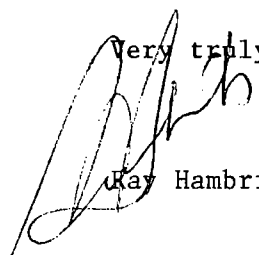
1. Prepare seed beds for planting
2. Move farm equipment from field to field (on country roads)
3. They travel to town for repair parts, medical needs, groceries, shopping, etc. (on gravel roads)
4. When they harvest their crops

and this is just one segment of our people.

For years, politicians and bureaucrats have issued edicts and mandates (unfunded, of course) with rules and regulations covering New York City, Los Angeles, Chicago--with same applying to Tim-Buc-To, Podunk, as well as DeWitt, Arkansas County, Arkansas. The larger cities have the taxing basis to comply; we don't!

Now, an appointee with no knowledge of the real world wants to enforce the "Clean Air Act" to the Nth degree. GET REAL--instead, address REAL issues. This time, if Browner carries out her threat, she will certainly "overload the bucket", and that equates to votes. Nuff said.

Very truly yours,

  
Ray Hambrick

RH:frs

Copies: Various

## COUNCIL MEMBERS

WARD I  
N. J. CLARK  
MILDRED ROWLAND

WARD II  
BILLY R. NOBLE  
VIVIAN MIENS

WARD III  
JESS ESSEX  
MARK WATSON

*Correspondence*

THE WHITE HOUSE  
WASHINGTON

June 25, 1997

The Honorable Leland Fuhrman  
City of Gillett  
P.O. Box 367  
Gillett, AR 72055

Dear Mayor Fuhrman,

Thank you for your letter expressing concerns with the proposed revisions to air quality standards under the Clean Air Act. As you know from his time as Governor, President Clinton is deeply committed to maintaining the strength and vitality of small towns and rural communities, and is particularly concerned about the impact of any federal policies on places like Gillett.

Today the President announced his intention to approve the new clean air standards because he feels they are essential to protect the health of our children and other citizens. However, there is still much more work to be done in implementing this decision, including determining the flexibility that can be provided to help small towns and rural communities meet the new standards. I will share your letter with my colleagues who advise the President on environmental policy so they can take your views into consideration going forward.

Again, thanks for taking the time to share your views on this matter.

Sincerely,

A handwritten signature in black ink that reads "Bill Kincaid". The signature is written in a cursive, flowing style.

Bill Kincaid  
Associate Director for  
Education Policy  
Domestic Policy Council



# City of Gillett

P. O. Box 367  
Gillett, Arkansas 72055

Office: (501) 548-2541  
Police: (501) 548-2812  
Fax: (501) 548-2812



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*"Home of Friendly People and The Coon Supper"*

June 18, 1997

Bill Kincaid  
The White House  
1600 Pennsylvania Ave., N.W.  
Washington, D.C. 20500

Mr. Kincaid:

As the Administrator of a small rural community, I cannot see how the enforcement of the EPA's new Air Quality Standards will have anything but an adverse affect on us.

This area contributes little to the problem, but will suffer if Arkansas County fails to meet the requirements.

Until there is more proof of the need of the requirements, the costs far out weigh the benefits regarding the new EPA proposal.

Sincerely,

Leland Fuhrman  
Mayor

Correspondence

May 5, 1997

Mr. Dan Lovelady  
Superintendent  
Piggott School District  
Post Office Box 387  
Piggott, Arkansas 72454-0387

Dear Dan:

Thank you for your letter concerning the presentation at the Title 1 Mid-Winter Conference in Hot Springs regarding the role of teaching assistants. I have asked my staff to look into this issue.

Ms. Mary Jean LeTendre's remarks were intended to underscore the importance of providing students served by the Title 1 program with the most highly qualified teachers possible, in order to prepare these students for the more challenging academic standards each state is developing. Teaching assistants or other skilled classroom aides have a very important role to play in this process, assisting both teachers and students in the classroom. In local school districts that use aides in addition to classroom teachers, we feel it is important that Title 1 students continue to benefit from the teacher's direct instruction and attention, and that school districts make the effort to provide continuing training to both teachers and assistants.

Let me assure you that it was not Ms. LeTendre's intention to denigrate the importance or capability of teaching assistants.

I appreciate your commitment to excellence in education and thank you for bringing this matter to my attention.

Sincerely,

**BILL CLINTON**

BC/LIJ/RSM/RLM/emu-efr  
(4.lovelady.d)

(Corres. #3482226)

cc: Dorskind/TDS 94

cc: ~~Mike Cohen, 218~~

cc: Bill Kincaid, 224

cc: Wayna Wondwossen, 93

THE WHITE HOUSE

WASHINGTON

June 17, 1997

Dr. Morris L. Holmes  
Superintendent  
New Orleans Public Schools  
New Orleans, Louisiana

Dear Dr. Holmes:

I want to congratulate you and the members of the New Orleans Public Schools Alumni Association for your efforts on behalf of the New Orleans public schools.

As I said in my State of the Union address this past February, education must be America's top priority. Working together, we must ensure that every 8-year-old can read, that every 12-year-old can log on to the Internet, and that every 18-year-old can go to college. To help us achieve these national goals, I have issued a ten-point Call to Action for American Education, encouraging parents, local school leaders, businesspeople, and members of the community to join together in support of a high-quality education for all students -- just as the alumni association is doing in New Orleans.

Your efforts, drawing on the talents and commitment of alumni of the public schools of New Orleans, are very much in the spirit of citizen service and volunteerism that we recently celebrated at the bipartisan Presidents' Summit for America's Future. We need organizations like yours all across America, keeping citizens connected with the schools after they have graduated, providing opportunities for them to improve the schools, and helping students experience the joys of learning.

Alumni can play a critical role in supporting our public schools and holding them accountable for challenging today's students and preparing them for further learning and for the jobs of the 21st century. Alumni can also help us reach our goal of recruiting one million new volunteer reading tutors to reinforce the work of classroom teachers and help make sure that every student can read independently by the end of the third grade.

I salute you and the members of the New Orleans Public Schools Alumni Association for your achievements, and I extend best wishes for continued success as we work together to improve public education for America's children.

Sincerely,

A handwritten signature in black ink, reading "Bill Clinton". The signature is written in a cursive, flowing style with a long horizontal line extending from the end.

THE WHITE HOUSE  
WASHINGTON

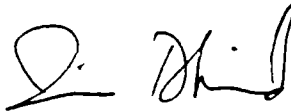
Dear Friend:

Thank you for requesting a message from the President.  
I am happy to send you the enclosed.

Please be aware that the White House has long-standing guidelines governing the use of Presidential messages. The enclosed message may be used only at the time for which it was requested and for the specific purpose for which it was sought. Under no circumstance is the message to be altered, used for recruiting, reproduced for fundraising solicitations or annual reports, represented as an endorsement, used for advertising, or used for any other purpose without the written consent of the White House.

Thank you for your cooperation in adhering to these guidelines.

Sincerely,

A handwritten signature in dark ink, appearing to read 'J. A. Dorskind', written in a cursive style.

James A. Dorskind  
Special Assistant to the President  
Director of Correspondence and  
Presidential Messages

Enclosure

**URGENT***No comments*Total Pages: 7

LRM ID: CJB49

EXECUTIVE OFFICE OF THE PRESIDENT  
OFFICE OF MANAGEMENT AND BUDGET  
Washington, D.C. 20503-0001

Tuesday, June 10, 1997

**LEGISLATIVE REFERRAL MEMORANDUM**

TO: Legislative Liaison Officer - See Distribution below

FROM: *Janet R. Forsgren*  
Janet R. Forsgren (for) Assistant Director for Legislative Reference

OMB CONTACT: Constance J. Bowers  
PHONE: (202)395-3803 FAX: (202)395-6148

SUBJECT: OMB Report on House Committee on Education and the Workforce Mark Up  
of Human Resources Reconciliation Language

DEADLINE: 2:00 p.m. Tuesday, June 10, 1997

In accordance with OMB Circular A-19, OMB requests the views of your agency on the above subject before advising on its relationship to the program of the President. Please advise us if this item will affect direct spending or receipts for purposes of the "Pay-As-You-Go" provisions of Title XIII of the Omnibus Budget Reconciliation Act of 1990.

COMMENTS: Attached is an OMB draft letter to the House Education and the Workforce Committee expressing the Administration's views on the Chairman's mark of the "human resources" budget reconciliation language.

The Committee is scheduled to mark up the language tomorrow, Wednesday, June 11th. Therefore, THIS DEADLINE IS FIRM. If we do not hear from you by today's deadline, we will assume that you have no objection.

**DISTRIBUTION LIST****AGENCIES:**

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52-HHS - Sondra S. Wallace - (202) 690-7760  
30-EDUCATION - Jack Kristy - (202) 401-8313  
118-TREASURY - Richard S. Carro - (202) 622-0650 - PLEASE FORWARD TO: MICHAEL BARR  
61-JUSTICE - Andrew Fois - (202) 514-2141  
110-Social Security Administration - Judy Chesser - (202) 358-6030  
76-National Economic Council - Sonya Matthews - (202) 45/6-5351

**EOP:**

FOLEY, M  
Bruce N. Reed  
Elena Kagan  
Cynthia A. Rice

*(672-0016)*

Jacob J. Lew  
Joshua Gotbaum  
Robert M. Shireman  
Michael Cohen  
William R. Kincaid  
Jill M. Blickstein  
Kenneth S. Apfel  
Barbara Chow  
Emily Bromberg  
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Christopher C. Jennings  
Nancy A. Min  
Jeanne Lambrew  
Janet R. Forsgren  
Melinda D. Haskins  
Robert J. Pellicci  
James C. Murr

**LRM ID: CJB49      SUBJECT: OMB Report on House Committee on Education and the Workforce Mark Up of Human Resources Reconciliation Language**

**RESPONSE TO  
LEGISLATIVE REFERRAL  
MEMORANDUM**

**If your response to this request for views is short (e.g., concur/no comment), we prefer that you respond by e-mail or by faxing us this response sheet. If the response is short and you prefer to call, please call the branch-wide line shown below (NOT the analyst's line) to leave a message with a legislative assistant.**

**You may also respond by:**

- (1) calling the analyst/attorney's direct line (you will be connected to voice mail if the analyst does not answer); or
- (2) sending us a memo or letter

**Please include the LRM number shown above, and the subject shown below.**

**TO: Constance J. Bowers Phone: 395-3803 Fax: 395-6148**  
**Office of Management and Budget**  
**Branch-Wide Line (to reach legislative assistant): 395-7362**

FROM: \_\_\_\_\_ (Date)  
 \_\_\_\_\_ (Name)  
 \_\_\_\_\_ (Agency)  
 \_\_\_\_\_ (Telephone)

**The following is the reponse of our agency to your request for views on the above-captioned subject:**

**Concur**

**No Objection**

**No Comment**

**See proposed edits on pages** \_\_\_\_\_

**Other:** \_\_\_\_\_

FAX RETURN of \_\_\_\_\_ pages, attached to this response sheet

**DRAFT**

June 10, 1997

The Honorable William Goodling  
Chairman  
Committee on Education and the Workforce  
United States House of Representatives  
Washington, DC 20515

Dear Mr. Chairman:

As you know, the Administration and the bipartisan congressional leadership recently reached agreement on a historic plan to balance the budget by 2002 while investing in the future. The plan is good for America, its people, and its future, and we are committed to working with Congress to see it enacted.

Your committee will shortly take up important components of that Agreement, addressing welfare to work, student loans and the Smith-Hughes Act. We appreciate your efforts to include many provisions consistent with the Agreement, which represent valuable policy advances. These include a basic structure of welfare-to-work similar to that passed by the Ways and Means Committee and a number of student loan policies.

Other provisions we understand will be proposed are, however, inconsistent with the budget agreement. We look forward to working with you on these aspects of the bill.

We appreciate the fact that the Committee will include several specific provisions of the budget agreement.

***Welfare to Work*** --We are pleased the budget agreement includes the President's proposal for \$3 billion for welfare-to-work and that the Committee is considering provisions that meet many of the Administration's priorities for the program. Specifically, we are pleased that the Committee provides funds for jobs where they are needed most to help long-term recipients in high unemployment-high poverty areas; directs funds to local communities with large numbers of poor people; gives communities appropriate flexibility to use the funds to create successful job placement and job creation programs; and includes the non-displacement provisions of H.R. 1385, the House-passed job training reform bill.

**Student Loans --** We are pleased the budget amendment includes \$1.763 billion in outlay savings, including \$1 billion in Federal reserves recalled from guaranty agencies, \$160 million from eliminating a fee paid to institutions in the Direct Student Loan program, and \$603 million in reduced Federal student loan administrative costs. All these savings are being achieved without increasing costs or reducing benefits to students and their families. We appreciate that the Committee has accepted the Administration proposal for an enforcement provision to ensure that the \$1 billion in reserves is recovered by FY 2002. We understand that there are still details to work out on the amounts to be recovered from each agency. We will continue to work with the Committee on a satisfactory process.

The Administration has the following serious concerns with the Committee's proposal:

**Welfare-to-Work Grants to Cities --** The Administration objects to the Committee's proposal to reduce to five percent the share of welfare-to-work funds available directly to cities and other sub-State areas. The challenge of welfare reform -- moving welfare recipients into work -- will be greatest in our Nation's large urban centers. We must provide cities and other local areas with the tools and resources they need to meet this challenge, working with states. The Administration believes that at least 50 percent of the funding for welfare to work activities should be available to cities and other local areas.

**Local Administration of Welfare-to-Work Funds --** We understand that an amendment may be offered at the committee markup to provide for local administration of the Welfare-to-Work funds by the State TANF agency. The Administration strongly believes that chief local elected officials, working with the Private Industry Councils, are the appropriate local administrative entities to ensure that Welfare-to-Work funds are targeted to long-term recipients in communities with large numbers of poor people.

**Welfare-to-Work Performance Fund --** The Committee's proposal does not include a performance fund. It is essential that welfare to work funds generate greater levels of placement in unsubsidized jobs than States will achieve with TANF and other funds. We hope the Committee will be willing to consider a mechanism to provide needed incentives and rewards for placing more of the hardest-to-serve in lasting, unsubsidized jobs that promote self-sufficiency. We stand ready to provide assistance in this effort.

The Committee has also included a number of provisions that were not specifically addressed in the budget agreement, and about which the Administration has serious concerns. They include the following:

**Minimum Wage and Workfare --** The Administration strongly opposes the Committee's proposal on the minimum wage and welfare work requirements. The proposal is not part of the budget agreement and, had it been raised during

negotiations, we would have strongly opposed it. That proposal would undermine the fundamental goals of welfare reform. The Administration believes strongly that everyone who can work must work, and those who work should earn the minimum wage --whether they are coming off welfare or not. The proposal does not meet this test.

***Worker Protections in Welfare to Work*** -- We are disappointed that the Committee has not included adequate worker protections provisions addressing such issues as civil rights and hours in its proposal.

***TANF and Vocational Education*** -- The Administration is concerned with the Committee's proposal on vocational education in TANF. The agreement did not address making changes in the TANF work requirements regarding vocational education and educational services for teen parents.

***Student Loans*** -- The Administration opposes the provision regarding administrative cost allowances (ACAs) to guaranty agencies in the Federal Family Education Loan Program (FFELP). The provision would mandate ACAs to be paid at a rate of .85% of new loan volume from mandatory funding authorized under Section 458 of the Higher Education Act, up to a cap of \$170 million in FY 1998 and 1999 and \$150 million in FY 2000-2002. It would represent a new entitlement to these agencies not included in the budget agreement. Any allowance to these agencies should bear some relationship to the costs these agencies incur and not be based on an arbitrary formula. This is an issue for the upcoming higher Education Act Reauthorization. A provision similar to this has been included in appropriation acts on an annual basis pending reauthorization of the Higher Education Act. The Administration may consider such a proposal in reconciliation for one year.

***Smith-Hughes*** -- We understand that at the full committee markup, a Chairman's mark may be offered to eliminate the mandatory appropriation under the Smith-Hughes Act of 1918. In light of the \$1.2 billion annual appropriation under the Perkins Vocational Education Act, there is no justification for mandatory spending of \$7 million per year under Smith-Hughes. We urge the Committee to include a provision that is consistent with the budget agreement and achieves the required \$29 million in savings.

***MEWAs and Association Health Plans*** -- We share the goal of expanding health insurance coverage for employees and their families. However, as discussed in a separate letter on the free-standing bill, we cannot support the inclusion in reconciliation of a proposal that would allow business members of multiple employer welfare associations (MEWAs) to form "association health plans," as provided for in H.R. 1515, the Expansion of Portability and Health Insurance Coverage Act of 1997. The Bipartisan Budget Agreement reflects a carefully balanced negotiation, and this provision was not part of the agreement. More important, we believe that the provision as currently drafted has inadequate

consumer protections and has the potential to result in premium increases for small businesses and employees who may bear the burden of adverse selection.

We believe that a great deal more work is needed before the provision is ready for consideration. Because we share a number of common goals, including a desire to promote small group purchasing in the small employer marketplace, we look forward to achieving mutually held objectives outside of the budget reconciliation process.

The budget agreement reflects compromise on many important and controversial issues, and challenges the leaders on both sides of the aisle to achieve consensus under difficult circumstances. We must do so on a bipartisan basis.

I look forward to working with you to implement the historic budget agreement.

Sincerely,

Franklin D. Raines  
Director

Identical letter to the Honorable [ranking member]

*Correspondence*

June 9, 1997

Mr. and Mrs. Robert Tompkins  
4301 13th Street, N.E.  
Washington, D.C. 20017

Dear Emma and Robert:

Hillary and I are delighted to  
send warm greetings as you celebrate  
your 50th wedding anniversary.

We rejoice with you as you mark this  
milestone in your life together. May the  
special bond you share become even stronger  
in the years to come.

Best wishes for every future happiness.

Sincerely,

**BILL CLINTON**

BC/JFB/JAD/lynn (Corres. #3547656)  
P-101v revised

cc: Bill Kincaid, 220 OEOB

SENT TO:

Ms. Dee Sneed  
11804 Decesaris Boulevard  
Mitchellville, Maryland 20721

09 JUN 1997

*Math - Science -  
Correspondence*

EXECUTIVE OFFICE OF THE PRESIDENT  
PRESIDENT'S COMMITTEE OF ADVISORS ON SCIENCE AND TECHNOLOGY  
WASHINGTON, D.C. 20502

May 29, 1997

MEMORANDUM FOR MEMBERS OF THE PCAST EDUCATION PANEL

FROM: JACK GIBBONS *JG*  
ASSISTANT TO THE PRESIDENT FOR SCIENCE AND TECHNOLOGY

SUBJECT: Initiation of Education Panel Activity

On behalf of the President's Committee of Advisors on Science and Technology (PCAST), I want to thank you for agreeing to serve on the PCAST Education Panel. The membership list for the Panel is attached.

Human capital is the most important commodity to our nation. How we nurture and sustain this commodity is the cornerstone of how the United States fares in the 21st century. In December 1996, PCAST identified for the President several science and technology challenges facing the nation in the next four years that warrant increased attention by the Administration -- "Research and Technology to Improve Education and Training" was one of the challenges.

Given the President's direction to me, his emphasis in the State of the Union on education and children more broadly, and recognizing the need to build on the work of the David Shaw panel, John Young and I have constituted the PCAST Education Panel. Chaired by Dr. David Hamburg, your panel will be guided by a formal terms of reference, to be discussed at your first meeting.

PCAST requests that you address the following issues:

- a review of the Federal government's major initiatives (Children's Initiative, White House Conference on Early Learning, Department of Education-National Science Foundation Working Group on Improving Math and Science Education, Interagency Working Group to Expand Internet Access) to determine potential linkages to recommendations in the Shaw report;
- a description of how these initiatives would benefit from partnership arrangements both within and outside the Federal government, and taken together, how they can be translated into a strategic plan for investing in research on education; and
- recommendations of specific actions to be pursued as a result of the DoEd-NSF report, especially the integration of technology into classroom practice, as first identified in the Shaw report.

I am confident that your efforts will provide valuable information for making decisions about the future direction of the Nation's education and training research, development, and implementation programs.

The June 10 PCAST meeting will feature a briefing and discussion on the DoEd-NSF Working Group "action strategy," which will be reported to the President by June 6. We expect that you will report your recommendations to the full PCAST by September 1997, in time to influence development of the Administration's FY 1999 budget request. Dr. Daryl Chubin, Acting Assistant Director for Social and Behavioral Sciences, Office of Science and Technology Policy (Science Division), will be the OSTP primary point of contact, with Dr. Henry Kelly (Technology Division) offering supplemental assistance.

All PCAST members look forward to learning your findings and recommendations, and will appreciate your presentation at the September 29 meeting.

I wish you good luck in your efforts, and I thank you again for your contributions.

cc: John A. Young

## EDUCATION PANEL MEMBERSHIP:

### *Chair:*

David A. Hamburg  
President  
Carnegie Corporation of New York  
PCAST Member

### *Members:*

Shirley Malcom  
Head, Directorate for Education and Human Resource Programs  
American Association for the Advancement of Science  
PCAST Member

Sally Ride  
Director  
California Space Institute  
PCAST Member

Judy Rodin  
President  
University of Pennsylvania  
PCAST Member

David Shaw  
Chairman  
D.E. Shaw & Co. and Juno Online Services  
PCAST Member

Chuck Vest  
President  
Massachusetts Institute of Technology  
PCAST Member



*Correspondence*

A John Abbott MA FRGS Trust Director

•Educating people for change•

**The 21<sup>st</sup> Century Learning Initiative**

c/o Rothschild Natural Resources  
1101 Connecticut Ave., NW (Suite 700)  
Washington, DC 20036  
email: polska@erols.com

Telephone: 202-862-1698

Facsimile: 202-862-1699

**The Education 2000 Trust**

*Registered Office*

L.G.C. Heritage Foundation Offices  
Broadway Letchworth Garden City  
Hertfordshire SG6 3AB

Telephone: 01462 481107

Facsimile: 01462 481108

February 26, 1997

Bill Kincaid  
Domestic Policy Council  
The White House  
1600 Pennsylvania Ave.  
Old Executive Office Building  
Room 213  
Washington, DC 20502

An email from Ken Tolo tells me that you have just gone over from the Department of Education to the White House to assist in preparing policy on a range of educational issues. I understand that Ken gave you a couple of copies of The Initiative's Synthesis when he met with you last Friday.

This Synthesis is the result of much work by 40 people over the past 15 months, and the careful scrutiny of over 300 recent reports and publications from several countries. We believe that it should be most helpful in identifying those underlying issues about human learning that have too often been glossed over in much "education reform," but which are now essential to consider if young people are to be ready to meet the challenges of the 21<sup>st</sup> century.

Ken thinks that it would be a very good idea if we were to meet. (I understand that he has made the same suggestion to Bill Kincaid). I would be very happy to do this. I leave for a number of important meetings in the UK on Wednesday (the 26<sup>th</sup>), but will be back in DC on March the 10<sup>th</sup>. After that I would happily "bend" my diary so as to fit in with any time you might suggest.

You already have a copy of the Synthesis and the Executive Summary. For a good general read into the significance of all this you might find it most helpful to read (and enjoy) the enclosed short article that is to be the lead story in the Summer Issue (June the 1<sup>st</sup>) of the journal TECHNOS. I gather that this is circulated to all members of Congress, and to each state Governor. So it should be right for you to see this first in any case.

I will call you on my return, and look forward to meeting you.

Kind regards,

  
John Abbott

**Learning and Schooling Are Not Synonymous: or, "good schools alone will never be a good enough preparation for the emerging challenges that face children preparing for life in the 21<sup>st</sup> century"**

The strategic center of the 21<sup>st</sup> century has to be individual and group learning. As the global economy expands and continues to drive Western nations from the era of the Industrial Age towards that of the Knowledge Era, so the need for people to become active life-long learners increases exponentially. Successful individuals in the 21<sup>st</sup> century will be those who can direct and manage their own learning as they navigate their way through several careers over the course of a lifetime. Successful communities will be those that maintain and nurture civil society through developing systems and relationships that help foster lifelong approaches to "learning how to learn," which enable self-sufficiency and the participation of all members in the life of the community.

Learning is a positive, dynamic, reflective activity that enables individuals and communities to draw upon past experience to understand and evaluate the past, so as to formulate deeper understandings and thereby more effectively shape their futures. Eric Hoffer noted "in times of change learners inherit the earth, while the learned find themselves beautifully equipped for a world that no longer exists."<sup>1</sup>

The understanding of human learning is set to become the key issue of our time.

Humans have been learning to use their brain ever better with each generation over millions of years. There is one exception, and that is what has happened over the last five or six generations. This may at first sight seem a paradox. Until the early 1800's people learned in real life, on-the-job situations. They were essentially inclusive learners - they had to use all their faculties. Then the pressures of an industrial society required people to develop no more than a range of functional skills (such as reading, writing, calculation, etc.) that enabled them to fit into an industrial society - for most people this meant the dull routines of manufacturing industry. The more inclusive skills that enabled people to make sense of things for themselves in earlier ages were largely ignored.

Formal schooling as we know it is largely the creation of the last 100 or so years. Its achievements have been immense, and it has been widely replicated around the world. Yet, for all its achievements, it is eventually limited by the technology of the classroom, formal instruction, uniform stages of progression, prescribed knowledge, a curriculum of self-contained bits and the fact that no child in Western Society spends more than 20 percent of his or her waking hours in a classroom. As Al Shanker noted in 1992, "when the factory was touted as the ideal organization for work and when most youngsters were headed for its assembly lines, making a mass public education system conform to the model of the factory may have seemed like a great achievement. But the old fashioned factories are dead or dying, and will not be resurrected as we know them. The limitations of the traditional model of education have become manifest, and they are crippling."<sup>2</sup>

Holding on to the belief that learning and schooling are largely synonymous is severely inhibiting our ability to prepare for the future.

Thus, the task is not so much to see  
what no one yet has seen,  
but to think what nobody yet has thought  
about that which everybody sees.  
(Editors Note: this needs to be inserted  
near the front of the article) Schopenhauer

In earlier periods of predictable and manageable change, the transfer of culture and the development of a prescribed range of skills, habits and attitudes evolved from the experience of earlier generations led to forms of education that created communities based on constants, uniformity and efficiency. In periods of rapid and punctuated change these same dynamics inhibit learning, and subsequently spawn social and economic stagnation. The challenge now is for communities to begin building new organizations for learning that handle both the skills of the past, and enable the understanding and coordination of constant change, life-long learning, diversity and complexity.

Fortunately, a new model of learning is emerging based on current understandings about the brain, about human intelligence, and about human memory. This is coming out of cognitive science, neurology, evolutionary biology/psychology, cultural anthropology (even from archeology), as well as pedagogy, conventional psychology and systems theory. In addition to these new understandings, radical developments within information and communication technologies are emerging that are sure to change how young people will acquire the information they need to build knowledge, and develop the ability to meet the challenges and opportunities of the Knowledge Age.

When taken in their entirety these new understandings and technological developments call for a new agenda that moves away from the current over-emphasis on institutional based learning practices towards learning structures that exploit and open up new opportunities for learning using new technologies, the home, the community, and "open learning networks," as well as the school.

It is this New Agenda that The 21<sup>st</sup> Century Learning Initiative has been exploring in various meetings and discussions over the past 15 months. These 40 world-class researchers, educational innovators, thinkers and policymakers from 10 countries are convinced that change can and will take place if we learn to exploit the new insights emerging from an ever increasing array of research into just how it is that people learn how to learn (and thereby develop real understandings and transferable skills). It is not so much new research that is needed, but the making sense of that which is already known, and applying it in ways that are not constrained by pre-existing and outdated institutional arrangements. Five essential components of human learning emerge from this work.

**First essential component of human learning:** All life is dependent on a constant process of adaptation and change. The human brain has evolved over vast periods of time to become the most complex and finely tuned organism known in the universe; in its structures and processes it exactly reflects the natural complexity inherent in all living structures, making it the most sophisticated of all self-adapting systems. The human mind is both empowered by the experience of its ancestors, as well as constrained. People consistently under-perform when driven to live in ways that are utterly uncongenial to their inherited traits and predispositions.

Medical and cognitive sciences, new technologies and a vast array of pedagogic research are helping us to appreciate far more about just how the brain works. The brain is, literally, the most complex living organism in the Universe (some call it "The Cathedral of Complexity").<sup>3</sup> Although it weighs only about three pounds it is made up of roughly one million, million cells. By way of illustration, that is roughly all the stars in all the galaxies in all the universe. The total length of the "wiring" between the neurons is roughly about one hundred-thousand kilometers. Professor Susan Greenfield, when lecturing a group of fourteen year olds, at the Royal Institution in London, compared their memory capability with that of a thousand CD ROM's, each one containing an entire Encarta Encyclopedia. A mind-boggling thought!

While it is essential for scientists to understand the molecular details of brain chemistry, for all practical purposes it is the science of complexity that enables us to make greater sense of the numerous layers of organization within the brain that act together, apparently miraculously, to handle not only memory, but also vision, learning, emotion and consciousness.

The human brain, in all its structures and processes, is a direct response to the complexity of the interaction of all those factors in the environment that man has had "to know what to do about" since the beginning of time. Until about half a million years ago the brain changed through evolution but very slowly. Our brains then started to grow more rapidly as we learned to use language. It has only been within the last 30 - 60 thousand years, that we have developed the capacity to be "broadly intelligent."

What does that mean? Archaeology, as well as Cultural Anthropology, is starting to show that while humans have developed a number of discreet skills over a million or so years (social intelligence, technological intelligence, natural history intelligence, language intelligence etc.) it is only recently that we have been able to combine these intelligence's to create that broad intelligence that now gives us our amazing versatility. The cave paintings discovered at Chauvet, in France, in 1994, date exactly from this period of 30 thousand years ago. They are highly sophisticated and represent the coming together of social, technological, and natural history intelligence. They seem, as it were, to have leapt out of nothing. We know of no "primitive art" that preceded it - probably there wasn't any. With the emergence of broad intelligence modern man came to be.<sup>4</sup> Archaeology is starting to endorse Howard Gardner's call to educationalists to work with all of children's many forms of intelligence. That is what gives us our creativity.

The brain is adept at handling a variety of situations simultaneously; historical facts are fitted into mathematical patterning when the brain is comfortably challenged, within a non-threatening situation. Psychologists and Cognitive Scientists call this a state of "flow;" a state you reach when you become so engaged in what you are doing that all tasks seem within one's capability.<sup>5</sup> It is that which makes it possible for each of us to react, moment by moment, to our immediate environment whilst also thinking about a number of abstract matters. The brain handles this complexity through several layers of self-organization whereby vast interconnecting networks are established. It is as if the brain is constantly "re-tooling itself" to work effectively in new and emerging situations. Once established, traces of these networks appear to survive almost indefinitely, and are frequently used as solutions to new problems. It is these earlier traces that give the brain its ability to build new ideas.

**The second component:** Learning gets to the heart of what it means to be human. The brain is driven by curiosity, and the need to "make sense" of all its many experiences. Evolution has provided predispositions to learn naturally certain things most effectively at certain stages of human development. Learning is an essentially reflective activity that enables individuals and communities to draw upon past experience to understand and evaluate the present, so as to formulate deeper understandings and more effectively shape our future. To deny the validity of ongoing continuous personal learning, is to destroy both individual identity, and our ability to contribute to the generative process of life. People become what they learn!

Neurologists are now beginning to see some forms of memory in operation (i.e., they can literally watch specific patterns of activity within the brain light up on a computer screen as a result of MRI and PET Scans). To the researchers' surprise memory does not exist in just one, but many, locations in the brain. Some people are likening memory to a hologram where the whole exists in all the parts. Memory traces seem to follow those neural-networks that the individuals - at the time of original thought - found most to their advantage. The neural-network might have been activated for only a short time, and been designed for a specific purpose that is no longer applicable, and may well cross many "domains," but even when that route is no longer needed, a trace of its past activity is still present. Nothing, it seems, is ever irretrievably "lost", though just how it is that we can access memory more effectively at some stages than at others, still eludes us. If part of the network is later activated, it may well "question" why it is not being asked to complete the original set of connections.<sup>6</sup>

All this is done spontaneously in response to challenge. The brain does not have to be taught to learn. Learning is what it does - automatically. To thrive the brain needs plenty of stimulation, and it needs suitable feedback systems.<sup>7</sup> Effective learning is dependent upon emotional energy. We are driven (the ancestral urges of long ago) as much by emotion as by logic. Children who learn because they simply want to work something out because it matters to them, are far more resilient and determined when they face problems than children who seek external rewards. The same goes for adults. Intrinsic motivation is far more significant than extrinsic.<sup>8</sup> When in trouble the first group searches for novel solutions, while the latter looks for external causes to blame for their failure.<sup>9</sup> The brain is essentially a survival system, it takes seriously those things which matter to it. Emotional well-being may well be more essential - to the brain - for survival, than intellectual.<sup>10</sup>

Too much stimulation, however, at any stage in life, turns a challenge into a threat. The brain deals with this easily. It just "turns off." This is seen, dramatically, with MRI. Give a person a mental task that interests them, and many parts of their brain are seen to "light up." Persistently insult that person and they go into a form of mental defense. The lights literally go out. "Down shifting" - a phenomenon long recognized by psychologists - is a strictly physiological defense mechanism. To work effectively at a challenging task, research is now suggesting, requires among other things significant amounts of reflective activity. "I need to go away and think that over" is a critical part of brain functioning.<sup>11</sup>

Since no two brains are exactly alike, no enriched environment will completely satisfy any two individuals for an extended period of time. No matter what form the enrichment takes it is the challenge that matters; passive observation is not enough, it is interactivity that is so essential. "Tell me and I forget. Show me and I remember. Let me do and I understand," says the ancient Chinese proverb.

**The third component:** Learning is essentially a social, collaborative, problem-solving activity. People learn best through interactions with others, and these interactions strengthen both community and individuals. The work of the world gets done in groups. We form our own understandings through a multiplicity of interactions, and draw continuously upon the thinking of countless earlier generations. A concept of collective intelligence, collective knowledge, and the value of shared minds is emerging and beginning to replace the cult of the individual, and its twin - the over-emphasis on specialization - that has blurred people's confidence in seeing issues in their entirety.

With these new understandings of the brain, we are now in a far better position to fuse formal learning structures onto natural learning predispositions that extend them "beyond what comes naturally." Simply put, we now know how to make it possible for people to become better learners. The implications of this for society and for the economy are massive. We must learn to understand all this better. This could, literally, change everything.

The ability to think about your own thinking (metacognition) is essential in a world of continuous change. In this way skills can be developed which are genuinely transferable, and which are not tied to a single body of knowledge. These are linked to a form of intelligence known as reflective intelligence. Some people call this "wits." As never before the human race needs all the "wits" it can muster.

Such expertise as implied by wits - the ability to step back as a specialist and honestly re-evaluate what you are doing in terms of a general perspective - is by its very nature, a skill more naturally developed in the rich collaborative problem-solving and uncertain world of the apprentice, than ever it can be in the formal classroom with its inevitable emphasis on tasks, schedules and measurable activities. Expertise is difficult to achieve without being a specialist, but it is much more than just specialism. It requires the knowledge of much content, and the ability to be able to think about this both in the specific and the abstract.<sup>12</sup> It is essentially that deep reflective capability that helps us breakout of set ways of doing things, unseating old assumptions, and setting out new possibilities. It is the essential ability necessary to face a world of change.

**The fourth component:** Radical developments within information and communication technologies are disrupting hierarchies and encouraging the growth of non-institutional, ever-shifting networks of learners. Formal schooling, therefore, has to start a dynamic process through which students are progressively weaned from their dependence on teachers and institutions, and given the confidence to manage their own learning, collaborating with colleagues as appropriate, and using a range of resources and learning situations. Learning is about much more than schooling, indeed good schools alone will never be good enough to prepare young people for the economic challenges and opportunities of a knowledge society, or for the responsibilities and sacrifices required of a vibrant democratic civil society.

Just as we are undoubtedly on the brink of new understandings about learning, so too are we on the brink of radical developments in technology that are so fundamental that they hold the power to alter, not merely our education system, but also our work and our culture. Even now information and communication technologies are disrupting hierarchies and encouraging the growth of non-institutional, ever-shifting networks of self-organizing learners.

At its roots this technological revolution puts learning and conventional education systems on a collision course. The traditional role of education has, for too long, been predominately instructional and teacher moderated, but the essence of the coming integrated, universal, multi-media digital network is discovery - the empowerment of the human mind to learn spontaneously, without coercion, but independently and collaboratively.

The Internet enables the development of virtual communities, where people who are not physically near one another can share ideas and concepts and develop group understandings.<sup>13</sup> These communities can help facilitate learning which is essentially a social, collaborative, problem-solving activity. People learn best through interactions with others, and these interactions strengthen both community and individuals, both in the real and virtual world. The work of the world gets done in groups, and increasingly these groups will be linked electronically while literally being thousands of miles apart.

We form our own understandings through a multiplicity of interactions, and draw continuously upon the thinking of countless earlier generations. A concept of collective intelligence, collective knowledge, and the value of shared minds is emerging and beginning to replace the cult of the individual, and its twin - the over-emphasis on specialization - that has blurred people's confidence in seeing issues in their entirety. The strength of information and communication technology, and the Internet is in their ability to give rise to learning communities connected by shared values and interests.

Such learning arrangements as offered by information and communication technology are highly compatible with the natural functioning of the brain, of what we know about human aspirations and in particular of what is now known about the adolescent's need to feel involved and of value. Unfortunately, the power of information and communication technology will not be fully released until there is a general shift from thinking of knowledge as the possession of the independent individual to thinking of it as the possession of a community of interdependent learners.

The current crisis in learning has its origins not so much in the failure of teaching in the classroom as it has in the failure of the community at large to capture the imagination, involvement and active participation of young people.

**The fifth component:** In earlier periods of predictable and manageable change, the transfer of culture and the development of a prescribed range of skills, habits, and attitudes evolved from the experience of earlier generations led to forms of education that created communities based on constants, uniformity and efficiency. In periods of rapid and punctuated change these same dynamics inhibit human learning, and subsequently spawn social and economic stagnation. The challenge now is for communities to begin building new organizations for learning that handle both the skills of the past, and enables the understanding and coordination of constant change, life-long learning, diversity, and complexity.

A model of learning that could deliver real expertise - abilities acquired through effort that carry us beyond what nature has specifically prepared us to do - could be ours now for the asking. It would work on the basis of the biological concept of weaning...giving young children all the possible help they might need when they are very young, and then reducing this progressively as the young master more and more skills so that, as adolescence ends, the young person has already taken full

responsibility for managing and directing his/her own learning. The age of 18 should become not the age in which people start to become independent learners, rather it should be the age when they demonstrate that they have already perfected that art, and know how to exercise this responsibly.

Formal schooling, therefore, has to start a dynamic process through which pupils are progressively weaned from their dependence on teachers and institutions, and given the confidence to manage their own learning, collaborating with colleagues as appropriate, and using a range of resources and learning situations.

**To achieve this, the formal school system and its current use of resources has to be completely re-appraised, and effectively turned upside down and inside out.** Early years learning matters enormously; so does a generous provision of learning resources. If the youngest children are progressively shown that a lesson about learning something can also be made into a lesson about how to "learn-how-to-learn" and remember something, then the child, as he or she becomes older, starts to become his or her own teacher. In highly industrial terms the child ceases to be totally dependent on the teacher as an external force, and progressively becomes part of the "learning productivity process." The older the child becomes, the more the child as a learner becomes a resource that the community has to come to value.<sup>14</sup>

Following from such an argument to reverse staffing ratios and create smaller classes and provide the best teachers in the early years of elementary education (developing as a matter of course a very particular style of education), would be the progressive provision to children of an ever richer array of learning resources as they get older. The whole community has to become a place of learning, not simply the classroom. Learning does not have to be bounded by the walls of an institution any longer. If young people are to develop the skills and attitudes they will need it is essential to view learning as a total community responsibility. It is not merely teachers who can teach, it is not just students who need to learn, and it is certainly not just the classroom that can be the major access point to a range of knowledge, information and skills.

A society motivated by a vision of thoughtfulness, developed through a model of learning which genuinely extends natural learning capabilities beyond "what comes naturally," will quickly recognize that, in developing the learning skills of the young, the life of the whole community will be revitalized as it changes and grows. This is the transformation for which we are now reaching. This involves finally escaping from the 19<sup>th</sup> century assumption that learning and schooling are synonymous. **Good schools alone will never be good enough. This is about communities that think differently, work differently, and are even designed and built differently.**<sup>15</sup>

### Reversing an Upside-Down, and Inside-Out System

Stephanie Pace-Marshall, The Executive Director of the Illinois Math and Science Academy, nicely contrasts the emerging model of learning with the earlier assumption inherited from 19<sup>th</sup> century schooling that based accountability on form and structure rather than learning.

Such earlier assumptions included the beliefs that; learning is passive and incremental, not dynamic and developmental; learning is acquired information, not constructed meaning and patterned formulation; potential and capability are finite and not capable of being enhanced, and that intelligence is a fixed capacity and is not learnable. Learning is defined by the calendar and not demonstrations and performances of understanding. Content coverage and reproduction are more important than genuine understanding; rote memory is better than spatial memory; prior knowledge is unimportant to future learning, and content segmentation is more highly valued than concept integration. Reliable evaluation can only be objective and external, not qualitative and self-correcting; competition and external rewards are more powerful motivators than collaboration; and that the primary conditions of thoughtfulness including mystery, uncertainty, disagreement, personal questions and ambiguity have been thought to be soft and lacking in rigor.

She writes, "the unexamined application of Newtonian Laws to human systems caused us to design a system based on predictive models of change, and the belief that reality was objective and knowable - when in fact human systems are complex, dynamic and organic; change is unpredictable and reality is what one evokes and experiences. Through isolation and fragmentation we violate the natural principles of learning and life. Our system is injurious to our health, it is simply making us sick."

"We need now to create learning and teaching communities that enable learners of all ages to:

- 1) Direct their own learning towards greater coherence, complexity, rigor and accountability.
- 2) Increase their intellectual, social and emotional engagement with a responsibility towards others and,
- 3) Foster collaborative and dynamic approaches to learning to enable them to develop integrative ways of knowing and understanding.

(In short) we must move away from schooling to learning; we must move away from isolated classrooms and unconnected schools to the creation of sustainable learning communities; we must create environments that foster the use and transference of multiple symbol systems (math, science, art, music); we must encourage students to immerse themselves in authentic inquiry over extended periods of time; to have input in the content and design of their own learning; to connect and integrate concepts; to participate in the important work of the community, and to become ethical stewards of their communities and the world's resources."

Stephanie Pace-Marshall in a speech to The Royal Society for  
the encouragement of Arts, Manufacturing and Commerce  
(London, January 15, 1997)

## ENDNOTES:

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- <sup>1</sup> Eric Hoffer, *The Ordeal of Change*. (Buccaneer Books), 1990.
- <sup>2</sup> Albert Shanker, *A Speech Prepared for Education 2000*. (September 1992).
- <sup>3</sup> Peter Coveney and Roger Highfield, *Frontiers of Complexity: The Search for Order in a Chaotic World*. (Fawcett Columbine), 1995.
- <sup>4</sup> Steven Mithen, *The Prehistory of the Mind*. (Thomas and Hudson), 1996.
- <sup>5</sup> Csikszentmihalyi Mihaly, *Flow: The Psychology of Optimal Experience*. (Harper Perennial), 1990.
- <sup>6</sup> These ideas have been well developed in the following works: A) Ronald Kotulak, *Inside the Brain*. (Andrews and McMeel), 1996. B) William H. Calvin, *How Brains Think: Evolving Intelligence; Then and Now*. (Basic Books), 1996. C) Robert Sylwester, *A Celebration of Neurons: An Educators Guide to the Human Brain*. (ASCD), 1995. D) Christopher Wills, *The Runaway Brain: The Evolution of Human Uniqueness*. (Basic Books), 1993.
- <sup>7</sup> Renata and Geoffrey Caine, *Making Connections: Teaching and the Human Brain*. (ASCD), 1991.
- <sup>8</sup> Alfie Kohn, *Punished by Rewards*. (Houghton Mifflin), 1993.
- <sup>9</sup> Daniel Goleman, *Emotional Intelligence: Why it can Matter More than IQ*. (Bloomsbury), 1995.
- <sup>10</sup> Joseph LeDoux, *The Emotional Brain: The Mysterious Underpinnings of Emotional Life*. (Simon and Schuster), 1996. & Stanley Greenspan, *The Growth of the Mind, and the Endangered Origins of Intelligence*. (Addison Wesley), 1996.
- <sup>11</sup> Marion Diamond, "The Significance of Enrichment." (Published in The In Report), 1985.
- <sup>12</sup> Carl Bereiter and Marlene Scardamalia, *Surpassing Ourselves: An Inquiry into the Nature and Implications of Expertise*. (Open Court), 1993. & John Bruer, *Schools for Thought: A Science of Learning in the Classroom*. (MIT Press), 1993.
- <sup>13</sup> John O'Neil, "On Technology Schools: A Conversation with Chris Dede." (Published in Educational Leadership), October 1995.
- <sup>14</sup> John Abbott, *Learning Makes Sense: Recreating Education for a Changing Future*. (Education 2000), 1994.
- <sup>15</sup> The 21<sup>st</sup> Century Learning Initiative, *Draft Synthesis*. (December 1996).

*Piggott School District*

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3/13/97

March 3, 1997

The Honorable President Bill Clinton  
The White House  
Washington, D.C. 20500



Dear President Clinton:

I am Dan Lovelady, son of George W. Lovelady, and I am currently the Superintendent of Schools in Piggott, Arkansas. My Title I Coordinator just recently returned from the Title I Mid-Winter Conference in Hot Springs, Arkansas, and she reported some things that were said at the conference that concern me very much.

Ms. Mary Jean LeTendre, Director of Title I Programs, U.S. Department of Education, was addressing the group and covered the subject of teaching assistants. Ms. LeTendre said that only qualified, highly trained staff should be used for teaching assistants, and further indicated that she thought only certified teachers should fill these positions. She stated that schools should provide funding for teaching assistants to get college courses and those courses should lead to teaching degrees. That is all well and good if Ms. LeTendre is living in a perfect world, but I can not think of any teacher worth their salt that would work for a teaching assistants pay.

Also, Ms. LeTendre indicated that non-certified aides should only do things such as copying, bulletin boards, etc., and should not be instructing students in the classroom. I happen to believe the Piggott School District has some of the best teaching assistants possible, and they do an excellent job teaching and interacting with the students on a daily basis. If it were not for these people, our educational programs would definitely suffer.

The part of this that disappoints me most is that I had a wonderful employee come back from this conference somewhat demoralized by Ms. LeTendre's comments. I do not consider her ideals and standards to be realistic in today's world of public education in most of the United States. I just wanted you to know what information is being presented at the State level from our U.S. Department of Education, and that some of us do not appreciate this type of "help." Thank you for your time.

Sincerely,

*Dan Lovelady*  
Dan Lovelady, Superintendent

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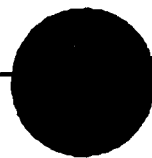
Yes

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*oked up  
in AR*

3-12-97

Coordinate  
with Mike  
Cohen, DPC.



Reel -

Could you work with  
Diana on this

—

## EXECUTIVE OFFICE OF THE PRESIDENT



## FACSIMILE TRANSMITTAL SHEET

Number of pages including cover

3

Date

March 26, 1997

To

Mike Cohen

FAX Number

6-5581

Comments

We still need help with this one - Potter saw incoming on 1/6/97 and said "This is worth our support...." Rahm Emanuel has it also, but his office tells me they were hoping you could solve it - J. Dorshkind and I feel "Thanks and I'll see you in Philly" isn't good enough.

From

REUBEN MUSGRAVE

X 6-5518

PRESIDENTIAL LETTERS

OFFICE OF THE DIRECTOR  
Presidential Correspondence  
The White House  
Washington, DC 20500  
Phone: 202-456-7610  
Fax: 202-456-2993

Can you add this to  
this morning's pile?  
Thanks, Mike -  
(Rtr)



# HARVARD SCHOOL OF PUBLIC HEALTH

## Center for Health Communication

THE PRESIDENT HAS SEEN

1-6-97

Jay A. Winsten, Ph.D., Associate Dean and Center Director

*To Alfred / Ralun  
Tanya said the national  
campaign didn't work*

### Mobilizing Citizens to Help America's Children: "Each One, Reach One"

"The problem with [TV sitcom] 'Fresh Prince of Bel Air' was, they showed us what life's like in Bel Air, but didn't teach us how to get there." Tanya, a 16-year old African-American from a Boston inner-city neighborhood, expressed her frustration--and ambition--during a focus group discussion on youth violence prevention conducted by the Harvard School of Public Health. Tanya is smart, motivated--and going nowhere, because she lacks adequate guidance and direction at home and at school. If the right person takes her under their wing, becomes her mentor and points the way, Tanya has a good chance to escape from her current circumstances of poverty and achieve success and fulfillment as a productive citizen.

*Pls. a woman our support  
can be found in the*

*Sever  
library  
university*

*I need  
to reply  
to him*

There are many others like Tanya. Millions of vulnerable children and adolescents are growing up in poverty-stricken, broken homes. Regrettably, few are receiving the benefits of mentoring from a caring, responsible adult. For example, the Big Brother/Big Sister program reaches only 70,000 young people--with 30,000 more on the waiting list.

*Send  
copy  
to Mark  
Winsten*

There is solid scientific evidence that mentoring works. In a landmark study, 1000 young people on the waiting list of Big Brother/Big Sister were randomly assigned to two groups. Members of one group were assigned a mentor; members of the other group remained on the waiting list. Comparing the two groups eighteen months later, the children with mentors had sharply lower rates of drug and alcohol use, and much better school attendance rates. The strength of mentoring is that, rather than focusing on individual problems facing young people, it addresses the needs of the child as a whole.

Organizations in the mentoring field have set the ambitious goal of achieving 2 million mentors by the year 2000. To contribute to this goal, the Harvard School of Public Health proposes to launch "Each One, Reach One" in partnership with national mentoring organizations. Through this large scale media campaign, we will seek to stimulate the creation of thousands of local mentoring projects in communities across the country, sponsored by churches, synagogues, businesses, and volunteer-based organizations such as Rotary and Kiwanis Clubs. Through these local projects, hundreds of thousands of volunteers will serve as mentors and tutors to at-risk children. The projects will be conducted in partnership with public and parochial schools and after-school programs. This national initiative will enormously strengthen local civic involvement in the lives of at-risk children, helping a generation of young people like Tanya to escape from conditions of poverty and become productive citizens.

"Each One, Reach One" will utilize media strategies comparable to those employed by Harvard's highly successful Designated Driver Campaign for Drunk Driving Prevention, which was launched in 1988 in collaboration with major Hollywood studios and leading television networks. During four television seasons, more than 160 prime time episodes depicted the use of designated drivers, and prime time public service announcements promoted the concept. The bottom line: 65 million Americans served as designated drivers (Roper Poll), contributing to a 30% decline in annual fatalities from drunk driving.

"Each One, Reach One" will be conducted in partnership with the communications industry, employing a combination of news, advertising and entertainment strategies to transform the mentoring movement into a "larger than life" component of our civic landscape. We also will publish a detailed guidebook to advise local organizations on how to run mentoring projects, and will promote the availability of this guidebook through television, radio, print media and the Internet. Ongoing survey research will document the growth of the mentoring movement. The ABC television network has already made a major commitment of donated air time, and Hollywood directors and producers have expressed great interest in participating.



CITY OF BOSTON • MASSACHUSETTS

OFFICE OF THE MAYOR  
THOMAS M. MENINO

II' 24464 D

Mike -  
next 4  
pages you  
already have  
clearance?

February 5, 1997

President William J. Clinton  
The White House  
1600 Pennsylvania Ave. N.W.  
Washington, D.C. 20500

Mr. President:

As Chairman of the United States Conference of Mayors' Task Force on Public Schools, I want to commend you on the education proposals that you put forward as the cornerstone of your State of the Union address. I also want to urge you to work with our nation's mayors to refine these proposals to recognize the growing involvement of our local chief executives in securing true education reform for urban America.

The time has come to realize that while governors play an important role in resource allocation for education, an increasing number of our nation's mayors -- from Mayor Richard Daley in Chicago to Mayor Wellington Webb in Denver and Mayor Sharon Sayles-Belton in Minneapolis -- are making a real impact in education reform. We are making the commitments to technology, to capital spending, and to basic literacy in some of the toughest school districts in the country. We are the ones forming new partnerships with the business community, with teachers unions and with non-profit organizations. We know that with so many federal cuts in other domestic programs, we have to do the job right the first time in our schools, because the "second chance" programs have been decimated.

Just look at what we have done in Boston -- a 225 percent increase in capital spending on our schools in just three years; new technology installed or planned for our schools and our community centers; pilot schools that are creating new modes of learning outside traditional union and management rules; tougher standards for all our students, and our "Read Boston" initiative, that has been looked at by your Administration as a model for your national reading initiative.

-2-

I believe the time has come for the national government to send the maximum level of available education and job training resources to the local level – with mayors, school superintendents and the business community working together to devise the best local programs to address our nationally stated goals. If “devolution” is to truly work, it must not create a system of overloaded state bureaucracies, one more step removed from the people – rather, we must continue to push resources down to where the community decision making process works best.

Historically, we have seen time after time how state governments divert well-intended federal initiatives from their intended purpose – notably the Byrne Law Enforcement Grants which, as the Conference of Mayors documented so well, were not being targeted to areas with the greatest need. Thanks to your work, however, local governments now have the COPS programs and many other law enforcement resources that are making a real difference in crime fighting at the community level.

More recently, I am seeing evidence that the new Technology Literacy Fund, which you are proposing for increased funding in Fiscal Year 1998, is not getting to its intended source. In the first round of awards in Massachusetts under this program, not one major Massachusetts city – Boston, Springfield, Worcester, Lowell, Haverhill, New Bedford or Fall River – to name a few – received funding. Frankly, if these federal funds are not going to be used to reduce the disparity between technology “haves” and “have nots” in our society, you should save our people the money and fund some more worthwhile effort.

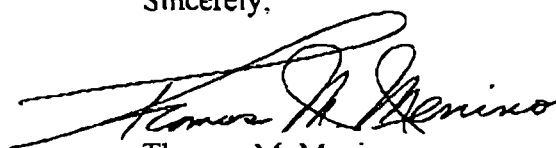
With this in mind, I want to make the following recommendations:

- 1) That any funding for technology, school building assistance, literacy or standards development be made directly available to local communities with a population of 50,000 or over;
- 2) That funding for charter schools also be available to local school systems that have established “pilot” schools – vehicles for education reform within local systems, and;
- 3) That two new programs for education reform be established in the United States Department of Education – a “*Mayors Educational Initiatives Grant*” to help local chief executives who are involved in, or seek to become involved in education reform and are willing to match new federal dollars with local resources and a “*Labor-Management Initiatives Grant*”, that would reward those school systems where labor and management can agree on education breakthroughs that shatter old notions of management rights and labor rules.

-3-

Again, I want to commend you for your leadership on the education issue, an issue that I believe to be the "hub of the wheel" for America's cities. If we can work together to get all our resources mobilized at the local level, I believe that landmark progress can be made.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas M. Menino", with a stylized flourish at the end.

Thomas M. Menino  
Mayor of Boston

cc: Senator James Jeffords, Chair, Senate Committee on  
Labor and Human Resources

Senator Edward M. Kennedy

Secretary Richard Riley, U.S. Department of Education

Thank you for writing to me. I appreciate knowing your thoughts on the important role mayors play in expanding educational opportunities for our children, and I applaud your efforts to achieve this goal through the U.S. Conference of Mayor's Task Force.

*In addition,*

As you may know, the Massachusetts state government has assured the Department of Education that it will give priority to assisting school districts with the highest percentage of children living in poverty and to those with the greatest need for technology. Through the Technology Innovation Challenge Grants program, the Department awards grants directly on a competitive basis to local community consortia.

My proposed School Construction initiative will provide direct federal grants to 100 school districts with the largest numbers of children living in poverty, in addition to providing funding on a formula basis to each state.

I have proposed to expand funding for charter schools. As you know, eligibility for federal charter school funds is limited to state educational agencies in states with laws authorizing the establishment of charter schools. Massachusetts is eligible for additional federal charter school funding, which I hope will result in support for Boston's pilot schools.

I also appreciate your suggestions for a "Mayors' Educational Initiatives Grant" and a "Labor-Management Initiatives Grant". Although I have called for a major increase in education funding, these initiatives were not proposed in time to be included in my 1998 budget proposal to the Congress. However, I have asked members of my Administration to review ways in which this Administration can work more closely with mayors on my "Call to Action for American Education."

I appreciate your strong support for education, and I look forward to working with you and your colleagues across the nation as we seek to expand educational opportunities and maintain high standards.

*Check Sch Construction re: #1  
Sch districts*

*Program w. local applic. to Sch*

- Const.*
- Am/Ad*
- STW*
- ???*



**Patricia\_Mathews @ ed.gov**

04/02/97 05:39:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: a partial answer to your question

Here are some programs through which we award funds directly to LEAs

(Note: for some of our State grant programs -- Goals 2000, Charter Schools, Technology -- if a State chooses not to participate, school districts may apply directly.)

- o Magnet Schools
- o America Reads -- about 20 percent of total funding would be direct federal-to-local grants
- o Construction -- 50 percent to States; 50 percent to 100 largest school districts (of this, 70 percent to the districts by formula, 30 percent by competition.)
- o STW Urban/Rural Opportunities Grants -- 10 percent of the STW appropriation is reserved for this program -- competitive grants directly to local partnerships in areas of high poverty. Note, eligible applicants are partnerships which include schools, but LEAs need not be the principal applicant.
- o After-school learning centers -- grants to rural and inner-city public schools or consortia to enable them to plan and implement projects that benefit the educational, health, social service, scultural, and recreational needs of the community,
- o Bilingual Ed. -- most of the funds go directly to LEAs.
- o Indian Ed. -- all the funds go directly to LEAs, based on Indian student population.
- o Impact Aid
- o Technology Innovation Challenge Grants
- o Eisenhower Federal Activities

- o Javits Gifted and Talented

- o Star Schools

That's it for now. Let us know if you have questions!

--patsy