

**NLWJC - KAGAN**

**EMAILS RECEIVED**

**TRP - BOX 101 - FOLDER -010**

**[08/14/1997-09/08/1997]**

# Withdrawal/Redaction Sheet

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	jmartt to Elena Kagan. Subject: Hello! (2 pages)	08/14/1997	Personal Misfile
002. email	Cashins to Elena Kagan. Subject: Advice on Chicago. (1 page)	08/26/1997	Personal Misfile

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**COLLECTION:**

Clinton Presidential Records  
Tape Restoration Project [Email]  
Default ([Kagan])  
OA/Box Number: 1100000

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**FOLDER TITLE:**

[08/14/1997-09/08/1997]

2009-1006-F

vz154

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### 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

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001. email	jsmartt to Elena Kagan. Subject: Hello! (2 pages)	08/14/1997	Personal Misfile

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RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: Leslie\_Thornton ( Leslie\_Thornton@ed.gov@INET@LNGTWY [ UNKNOWN ] )

CREATION DATE/TIME:19-AUG-1997 18:05:00.00

SUBJECT: Re: Minority Enrollment Meeting

TO: Elena Kagan ( Elena Kagan@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Essence P. Washington ( Essence P. Washington@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Jose Cerda III ( Jose Cerda III@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Kathryn B. Stack ( Kathryn B. Stack@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Laura Emmett ( Laura Emmett@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Mary L. Smith ( Mary L. Smith@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Mickey Ibarra ( Mickey Ibarra@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Tanya E. Martin ( Tanya E. Martin@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Thomas L. Freedman ( Thomas L. Freedman@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Timothy A. Rosado ( Timothy A. Rosado@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: William R. Kincaid ( William R. Kincaid@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TEXT:

There is a White House Race Initiative Data collection meeting at

2:00

Thursday called by Judy Winston. We've already committed to that.

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Reply Separator

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Subject: Minority Enrollment Meeting

Author: Essence\_P.\_Washington@oa.eop.gov at Internet

Date: 8/19/97 5:52 PM

Message Creation Date was at 19-AUG-1997 17:52:00

On Thursday, August 21 at 2:00 p.m. in Room 211 of the Old Executive Building, we will hold the Minority Enrollment Meeting.

Thanks

Essence===== ATTACHMENT 1 =====  
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01IMMSWMFVA8007HGV@PMDF.EOP.GOV>; Tue, 19 Aug 1997 18:10:45 -0400 (EDT)

Received: from storm.eop.gov (storm.eop.gov) by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01IMMSWJVFO008KA5@PMDF.EOP.GOV>; Tue,

19 Aug 1997 18:10:41 -0400 (EDT)

Received: from vader.ed.gov ([165.224.216.253]) by STORM.EOP.GOV (PMDF V5.1-7 #6879) with ESMTMP id <01IMMSW8ZUVK002CLB@STORM.EOP.GOV>; Tue, 19 Aug 1997 18:10:28 -0400 (EDT)

Received: from smtpgwyl.ed.gov (smtpgwyl.ed.gov [165.224.216.37]) by vader.ed.gov (8.8.5/8.8.4) with SMTP id SAA26962; Tue, 19 Aug 1997 18:08:17 -0400 (EDT)

Received: from ccMail by smtpgwyl.ed.gov (IMA Internet Exchange 2.11 Enterprise) id 0001022E; Tue, 19 Aug 1997 18:10:40 -0400

===== END ATTACHMENT 1 =====



RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: Robert M. Shireman ( Robert M. Shireman@EOP@LNGTWY@LNGTWY [ UNKNOWN ] )

CREATION DATE/TIME:22-AUG-1997 15:21:00.00

SUBJECT: Chaka Fattah memo to POTUS

TO: Elena Kagan ( Elena Kagan@eop [ UNKNOWN ] )

READ:UNKNOWN

TEXT:

Message Creation Date was at 22-AUG-1997 15:21:00

I expect to be finalizing this memo with Gene on Tuesday. I need any edits and

official positions for recommendations by Monday night. [Note: There are

a

few blanks for Education to fill in].

=====  
ATTACHMENT 1  
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

The following attachments were included with this message:

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TYPE : FILE  
NAME : fattah.wpd  
-----

=====  
END ATTACHMENT 1  
=====

=====  
ATTACHMENT 2  
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

Unable to convert ARMS\_EXT:[ATTACH.D37]ARMSZZ000A18R.001 to ASCII,  
The following is a HEX DUMP:

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[DRAFT SPERLING MEMO TO POTUS 8/22]

### OVERVIEW

Your advisors (NEC, DPC, OMB, and Education) have reviewed and analyzed Congressman Fattah's "21st Century Scholars Act." We are in agreement that the idea has enormous appeal, but that due to budget, efficiency, and implementation problems, we do not recommend adopting its central element: a "guarantee" of a future Pell Grant. (Congressman Fattah is aware of the problems that have arisen in our analysis).

We agree, however, that the Fattah legislation points out two critical needs: (1) low-income families need to know more, earlier, about the financial aid that is available for college; and, (2) students at high-poverty schools need more academic support, mentoring and other encouragement to attend college, starting *before* the high school years. This memo lays out two options for addressing each need:

#### *Options for getting out the word about Federal aid:*

1. A creative national campaign celebrating the universal availability of college through the education tax cuts, Pell Grant increases, and student loan improvements, with a concentrated effort aimed at high-poverty schools and low-income families.
2. A national campaign as in option A, but with a gimmick aimed at the poorest schools: a *promise* of at least \$21,000 in grants *or loans* over five years (an amount that everyone is already eligible for in loans, assuming the programs remain in effect).

#### *Options for bringing early intervention services to more high-poverty middle and junior-high school students:*

- A. An extension of current TRIO programs such as Upward Bound and Talent Search, which are administered by community groups and colleges.
- B. Promoting partnerships between colleges and high-poverty schools, through both new Federal grants and allowing colleges to spend funds they currently administer in a revolving loan fund (the Federal Perkins Loan program).

*Recommendations:* On the information campaign, I think the “guarantee” continues to have appeal, so I prefer option 2 as an approach that would increase the effectiveness of the information campaign in poor areas, and allow us to capitalize on the interest in the Fattah bill. [OMB strongly feels that the promise is not necessary for the campaign to be effective and that it adds administrative complexity. DPC thinks that a promise to an existing entitlement does not add enough to be worth the effort. Education? . . .]. On the early intervention program, all of your advisors recommend the school-college partnerships as the best approach.

## INTRODUCTION

A number of private programs have had success in improving educational outcomes for impoverished youth by guaranteeing -- at an early age -- that the money will be there for college if they choose to go. These programs are based on the theory that middle- and upper-class families benefit enormously from the family and school expectation that they will be graduating from high school and attending college. At high-poverty schools, where dropout rates are high and few parents have college degrees, these expectations are absent. These early intervention programs aim to change those expectations. Many of the programs stress that, while the financial aid is an important hook for the child and family, additional mentoring, tutoring, and other support services are a key to success.

Rep. Chaka Fattah (D-Penn.) has introduced legislation to establish a large-scale, national effort of this type. He would guarantee a maximum Pell Grant to all of the children graduating from high-poverty elementary schools (75 poverty). The “21st Century Scholars Act” would provide these students with:

- an entitlement to four years of the maximum Pell Grant at the time the promise is made or at the time the student attends college, whichever amount is higher;
- an annual notice from the Department of Education reminding the student and family of the future availability of the college aid; and,
- automatic *eligibility* for services under current (TRIO) early intervention, mentoring, counseling and other services.

The Education Department estimates that the Fattah legislation would apply to 7,300 schools with about 500,000 sixth graders (approximately 15 of the national total). Assuming inflation-based increases in the maximum Pell Grant, each of these students in the sixth grade in 1998-99 would be promised a total of almost \$14,000 in aid over four years.

The Department estimates that on average, this type of program could increase college

participation rates by this population by about 8 percent, meaning that just over half of the students would use all or a portion of the promised aid. (Without this program, 45 percent of these students would be expected to enroll in some type of postsecondary education within two years of graduating from high school.<sup>1</sup> Just under half of those students would be expected to still be enrolled by the fourth year of college.<sup>2</sup> With a successful early intervention program, the Education Department estimates that college enrollment rates for this population could be increased so that they matched the enrollment rates for students at schools with 31-50 percent low-income students -- an increase of 8 percentage points, to 53 percent.)

While this increase in enrollment may seem low, college is only one of the intended outcomes of early intervention programs. They also seek to promote high school completion, job readiness, and lower incidence of drug abuse and delinquent behavior.

Rep. Fattah introduced his bill on February 13. As of July 17, he had 93 cosponsors, including seven Republicans (Christopher Shays, Ken Calvert, J.C. Watts, Jr., Richard Baker, Joe Scarborough, David McIntosh, and James Greenwood). On June 5, he testified before the House Education and the Workforce Committee's postsecondary subcommittee and received a warm reception from both sides of the aisle. The House hopes to move a bill reauthorizing the Higher Education Act by the end of this year. No companion bill has been introduced in the Senate.

An article in the *Chronicle of Higher Education* on July 11 noted the bipartisan support for the concepts in Rep. Fattah's bill, but also cited specific concerns that:

- it does not provide for the support services (tutoring, mentoring, etc.) that are needed for the proposal to be successful;
- it may guarantee help to too many non-needy students; and,
- it is a new entitlement, which many would oppose solely on that basis.

### ANALYSIS

There are a number of issues and concerns to consider with respect to the Fattah legislation:

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<sup>1</sup> 21 percent at four-year colleges, 19 percent at less-than-4-year public institutions (mostly community colleges), and 5 percent at less-than-4-year private institutions (mostly proprietary trade schools).

<sup>2</sup> 83 percent would be retained in the second year, 67 percent in the third year, and 48 percent in the fourth year, based on data from the Beginning Postsecondary Survey.

## 1. Inefficient targeting and higher-than-expected cost

Supporters have argued that virtually any student at a high-poverty school probably would have qualified for a full Pell Grant anyway, even without the guarantee -- therefore, the program only costs money if it is *successful* in encouraging youth to go to college. The data do not bear this out: more than half of the cost of this program would be for students who would have gone to college anyway but wouldn't have gotten as much aid as the guarantee is providing. It appears that many families who are poor when their children are in middle school, improve their financial situation somewhat by the time their children graduate from high school. In addition, the students who go to college are more likely to be from the relatively higher income families. The Education Department estimates that the outlays associated with the first cohort of sixth graders would be \$2.45 billion. These outlays (which begin in the 2005-6 school year and are spread over the following three years) would be composed of:

- \$761 million, or 31 , for Pell Grant amounts that would have been spent anyway on these students who would have gone to college anyway;
- \$370 million, or 15 , for students who attend college *because of* the promised aid (students induced by the program); and,
- \$1,320 million, or 54 , for additional aid provided to students who would have gone to college anyway but would not have been eligible for the full \$3,000 (or would not have received a Pell Grant at all).

The *added* cost, therefore, from this first group of sixth graders, is \$1.7 billion over four years. (Viewed on an annual budget basis rather than by cohort, as each of the first four cohorts get phased in, the added annual outlays will increase to \$1.7 billion by the fourth year after the first group graduates high school and attends college, then will increase each year roughly by inflation.) *More than three times as much additional money is spent on students who already would have attended college than is spent on those who attend college because of the aid.*

## 2. Need for additional support services

Research has shown that mentoring, counseling, tutoring and support services are *essential* to prevent students from dropping out of school and to increase their academic preparation and aspirations that lead to college. Rep. Fattah's proposal does not expand the availability of early intervention services (it simply makes participants eligible for the few programs we fund now). But without those services, the early Pell Grant promise *probably will not have a significant impact*. The I Have a Dream program estimates that the support services for each new cohort, provided primarily by volunteers, cost about \$150,000 for a coordinator and other expenses.

For the 7,300 high-poverty schools, the cost of this type of program of support services would be \$1 billion (per year). Education thinks this estimate is low.

### 3. The issue of a new entitlement

The Fattah legislation is written as an entitlement, and in order to comply with the budget agreement, the proposal would at least need to remain on the mandatory side of the budget.<sup>3</sup> As an entitlement, the proposal could be portrayed as (1) another potential area of runaway spending, and (2) a gimmick to provide promises now for spending that is outside the 5-year budget window.

### 4. Inequities and perverse incentives

As with empowerment zones and any other effort to draw a line around a “very” poor area, there will be some apparent inequities. A school with 76 percent poverty will get the benefit, while a 73 percent poverty school nearby will be denied it. In addition, school populations change, so a school may be part of the program one year, then be denied the next.

In addition, there would be inequities among students at a school: Most sixth graders attend a different school within 1-3 years. At most of the higher-poverty junior high and high schools, not all of the students will have come from the highest-poverty elementary schools. There could be some odd incentives as well. If a student who attends a particular school for one part of one year can get a promise of at least \$14,000 in financial aid, someone will find a way to game the system. It may even create incentives for further concentration of poverty in order to provide the Pell Grant promise to poor students who had attended a school with a lower concentration of poverty.

### 5. Entitlement without Accountability

Some of your advisors object to providing expanded college aid without demanding more from students (and schools) before they reach college. The Fattah proposal does not require any particular level of achievement or high-skill curriculum. Indeed, it does not even require high school graduation (since Pell Grants are available to non-high school graduates for job training and remedial courses in some circumstances).

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<sup>3</sup> The “promise” of aid would count as budget authority in the year that the promise is made, even if the student never uses the promised aid. If the program was on the discretionary side, this BA would need to be counted within the Function 500 limits. Given that much of the BA will never result in outlays, this would not be a priority use of the scarce funds.

## OPTIONS

We attempted to develop approaches to the 21st Century Scholars Act that would patch up the various problems and improve targeting, but were not able to find a satisfactory approach.

In the meantime, Congressman Fattah has become aware of some of the difficulties associated with his approach, and has suggested alternatives that look more broadly at the grants *and loans* that students are currently eligible for. He also agrees that additional early intervention efforts are critical to the success of any plan.

Below we provide two options for getting information out to more families about the availability of Federal financial aid, and two options for expanding early intervention in middle and junior-high schools.

### Options for spreading the word about financial aid for college

*I. A NATIONAL CAMPAIGN.* Low-income students often receive far more financial aid than just a Pell Grant. Indeed, *everyone*, regardless of income, qualifies for \$17,125 or more in Federal loans over four years of full-time college attendance. In addition, many colleges would include supplemental grants, state grants, work-study, and other assistance in the total financial aid package for a low-income student. Therefore, a campaign that focuses on a Pell Grant guarantee actually *understates* the amount of aid that a child at a high-poverty school could expect if they were to go to college.

This argues for a creative campaign for informing all families, but particularly low-income families, of the package of financial aid for which they would qualify. Many have long argued that we should recruit people to college with the same vigor that we recruit for the armed forces: everyone should know that *“you already qualify for at least \$17,000 in aid to go to college.”* This campaign could include:

- Producing PSAs and/or paid media touting the availability of aid for college, linked to an expansion of the current toll-free information line.
- Providing free user-friendly computer programs that provide sample financial aid packages based on the user’s income. These could be provided through schools as well as kiosks that could be set up in employment and social services offices.
- Training AmeriCorps and/or others for a concentrated sweep of high schools and/or middle schools in poor areas to provide high-tech presentations on the availability of college aid.
- Naming a steering committee of a diverse group of celebrities and role models who

commit to reaching out to encourage college attendance.

- Securing a commitment of funds and activity by corporations and/or foundations. (For example, the electronics industry is interested in doing more to get students, especially minorities, into computer fields).
- Identifying families that would qualify for Pell Grants and other aid through the IRS, social service offices, or other sources. Mail them a simple postcard that invites them to call or write to get more information about college opportunity. Provide a method for hooking up interested families with counselors at colleges. (In other words, recruit them in the same way that some of the trade schools do).

***[EDUCATION: HOW MUCH SHOULD BE SET ASIDE FOR THIS? IS THERE ALREADY AUTHORITY FOR IT?]***

*Arguments for option 1:*

- An education effort has never really been tried. That's where we should start.
- Particularly with the successes in the budget agreement, the Federal government already has a strong financial aid system, particularly for the poor. We should spread the news rather than undermining our win with the message that aid is not secure enough.
- The campaign could begin without any additional Congressional action.

*Arguments against option 1:*

- A guarantee sends a stronger message. (The poor are skeptical about the staying power of Federal programs. If it's not an iron-clad guarantee, it may not have the desired impact.)

**2. A NATIONAL CAMPAIGN WITH A PROMISE FOR THE POOR.** Instead of focusing solely on Pell Grants, this option would turn the Fattah idea into essentially a packaging of the current Pell Grant and student loan programs (Congressman Fattah has suggested this approach in conversations I have had with him). Students at the middle and junior high schools that feed into the 2100 poorest high schools would be identified as "21st Century Scholars" and provided with a promise of *at least* \$21,000 in college aid over five years.

*Cost:* This approach has minimal budget impact because any student, regardless of income, is *already* eligible for at least \$22,625 in loans for five years of full-time college

attendance -- and the loan programs are already entitlements. The only budget implication is that these students will be guaranteed that they will not be affected by any elimination of the loan programs or reduction in loan limits 5-10 years down the road. That does not result in significant increased outlays other than the extension of the loan programs for these students beyond the current authorization. [EDUCATION: WHAT INCREASE WOULD THE INDUCEMENT EFFECT CAUSE?]

*Number of students:* [NEED ED's ANALYSIS] 2100 high schools represent about 14% of all of the high schools in the country, so this approach would cover roughly the same number of students as the original Fattah legislation (15% of students in 6th grade). By starting from the poorest high schools, and working back to [ABOUT HOW MANY?] feeder schools, it improves the ability to follow the students through their school years..

*Arguments for option 2:*

- It allows for a simple message to poor students: you have \$21,000 at your disposal for college, if you get through high school successfully.
- The aid is iron-clad guaranteed, allowing us to tell families that they can absolutely count on the help.

*Arguments against option 2:*

- This detracts from our message that we have opened up college opportunity to *all*. The \$21,000 promise creates the impression that this aid is only available to these students, when in fact everyone is eligible for at least that much.
- The promise would need to be tracked administratively (just in case), even though it will likely never need to be invoked.
- This would require statutory authority, and any fight on the issue could undermine our message that the aid will be available for those who need it.

*Options for expanding early intervention*

**A. EXTENSION OF TRIO.** The Education Department already spends \$500 million (FY 1997) for intervention efforts to help disadvantaged individuals prepare for and succeed in college. The largest program, Upward Bound, provides grants to community groups and colleges for programs that provide high school students with academic enrichment, summer college experience, and other services. The program, serving 44,700 students, has a high cost -- \$4,000 per participant. But the investment pays off: preliminary results from a scientific

(random assignment) evaluation show [need to fill in].

This option proposes an investment of \$200 million to provide services to approximately 50,000 students in FY 1999, ramping up to \$300 million in FY 2000 and \$400 million in FY2001, serving 100,000 students. Current Upward Bound programs that propose to reach further down into middle and junior high schools would receive a priority in funding.

*Arguments for option A:*

- Extends a *proven* program, giving us greater confidence that there will be positive results.
- The group representing current TRIO program, a strong lobby, would support the significant increase in funding (as long as its membership is favored in receiving the grants).

*Arguments against option A:*

- The Federal government covers 97% of the cost of Upward Bound programs. Extending that approach eliminates the possibility of leveraging more of a contribution from colleges.
- Upward Bound only works with selected disadvantaged students. By starting in middle school, it is critical to focus on *all* children. This whole-school or whole-cohort approach requires different strategies than those used by the current Upward Bound grantees.
- The budget is very tight in FY 1999. Any new investment reduces the pot of funds available for existing programs (such as Pell Grants) or other new initiatives.

**B. SCHOOL-COLLEGE PARTNERSHIPS.** This option adopts the view that colleges should be doing more to connect with students at high-poverty schools no later than the middle school years. Through partnerships with those schools, colleges can encourage students (and their families) to choose a demanding academic program, while the college provides academic enrichment and intensive mentoring, tutoring and other support services.

College involvement is critical because they have the tools, the expertise, and the stability to commit to a long-term project, and to provide the monitoring needed to ensure its success. They know what academic preparation they need from schools, so are in a good position to

work with high-poverty schools to improve and supplement their curriculum, to prepare students for success in college. While in some cases mentoring might be provided by undergraduate students, universities also can tap alumni, businesses, and other community resources to get serious commitments of time for the effort. Finally, it is critical that there always be a full-time, serious and energetic coordinator running the efforts.

Stronger school-college partnerships would not only serve to promote college-going, they could also help to bring higher standards to impoverished schools. (This is also a perfect complement to America Reads: while the reading tutoring effort starts with parents of young children and works through the early elementary years to lift up student achievement in reading, this partnership would reach down from the university level, and help to pull those same children along into high hopes and high achievement in all subject areas.)

Under this approach, the Federal government would encourage and partially fund partnerships between colleges and high-poverty schools or school districts. These would consist of:

- **Partners:** Each partnership would at least include a high-poverty high school, its feeder schools, and a degree-granting institution of higher education. Most would also include businesses and/or a community groups which may provide supplemental funds and/or may be a source of mentors and other assistance for the children.

[HOW SHOULD WE IDENTIFY HIGH-POVERTY SCHOOLS/DISTRICTS?  
SHOULD IT BE FLEXIBLE, PURSUANT TO REGS?]

- **An Academic Plan:** The school would agree to offer a curriculum that prepares students for college.
- **Support Services:** The college would agree to provide structured, long-term supplemental academic enrichment, mentoring, tutoring, and other assistance to all students starting not later than the eight grade.
- **Financial Aid information and bonus:** The partnership would provide financial aid counseling, and could provide financial incentives for students to stick with the program, take the right classes and/or to get good grades. (In some existing programs, colleges guarantee admittance and aid if students reach certain goals in high school).

**Funding.** This option would aim for \$400 million in funding through (1) aiming to get colleges to use \$250 million of the Perkins Loan revolving funds for this purpose, and (2) asking for another \$150 million in the FY 1999 Budget for areas that do not have significant Perkins

funds. If the partnership cost an average of \$400,000 [EDUCATION WANT TO TAKE A STAB AT ANOTHER NUMBER? Upward Bound is \$300,000 per project, but only serves 74 participants each], this would fund 1000 partnerships.

*Using the Perkins Loan funds.* 2700 institutions of higher education [need break-down by sector]<sup>4</sup> currently administer a total of \$6.5 billion in Perkins Loan revolving funds. These funds have built up from Federal contributions and matching funds over the past 40 years. Each year, about \$750 million is repaid by students. Colleges put in another \$250 million in matching funds, making \$1 billion available for lending again. With the expansion of loan limits and eligibility in the Direct and Guaranteed programs over the past few years, Perkins has diminished in importance (the other programs are 30 times larger), but political inertia has kept it alive. Your budgets have alternately proposed cutting or straight-lining any new Federal contributions (for FY 1998 you proposed level funding at \$158 million). In the past several years, some of the colleges have floated the idea that the program could end if they could keep the money to spend in other ways. [ED: HOW MANY STUDENTS WHO GET PERKINS HAVE NOT MAXED OUT ON STAFFORD? HOW STRONG IS OUR CLAIM THAT IT ISN'T ALL NEEDED?]

Under this option, colleges would be *allowed* to spend these funds to create or expand early intervention partnerships with schools. The Education Department expects that many would choose to do so, because (1) the program is not as needed as it used to be, (2) it is expensive to administer (the colleges pay for collection of the loans), and (3) the colleges give lip service to early intervention and this would give them the opportunity to put money where their mouths are.

Like the work-study component of America Reads, you would challenge colleges to participate, while also providing a way for them to more easily pay for it. We could start with a steering committee of college presidents who pave the way and encourage their colleagues to sign on. If we got colleges with half of the funds (much is concentrated in some of the large universities) to commit half of that to early intervention, that would represent a \$250 million investment.

*Additional appropriations.* Using the Perkins funds is not sufficient because they are not evenly distributed across the country -- the older, larger, more elite state and private universities have the bulk of it. The southwest and areas that rely more on lower-cost state and community colleges would be under-served if we do not create an alternative pot of funds to make grants to them for the same purpose.

#### *Arguments for option B:*

---

<sup>4</sup>[Describe distribution by schools and in terms of dollars.]

- Guarantees the provision of mentoring, counseling and support services that many say are critical to the success of early intervention programs.
- Provides colleges with a way of partnering with high-poverty schools in a way that may be less threatening, and ultimately more productive, than explicit school reform efforts.
- Given the tight appropriations, may be more likely to be adopted than option A.

*Argument against option B:*

- Using the Perkins Loan fund invites opposition by that program's supporters (including the contractors who collect the loans).

**RECOMMENDATIONS**

[On the information campaign, I think the "guarantee" continues to have appeal, so I prefer option 2 as an approach that would increase the effectiveness of the information campaign in poor areas, and allow us to capitalize on the interest in the Fattah bill.] [OMB strongly feels that the promise is not necessary for the campaign to be effective and that it adds administrative complexity. DPC thinks that a promise to an existing entitlement does not add enough to be worth the effort. Education? . . .]. On the early intervention program, all of your advisors recommend the school-college partnerships as the best approach.

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: George.Phillips ( George.Phillips@justice.usdoj.gov@INET@LNGTWY [ UNKNOWN ]

CREATION DATE/TIME:26-AUG-1997 14:20:00.00

SUBJECT: VA Letter for Review

TO: Elena Kagan ( elena kagan@EOP [ UNKNOWN ] )

READ:UNKNOWN

TEXT:  
Elena:

I got a call from the VA Counsel's office on whether I thought the letter they proposed to send to Senator John Kerry in response to a letter he received from Thomas M. Sobol asking that the VA "seriously consider taking action on behalf of the federal government against the United State tobacco industry," was okay.

I faxed over a copy of their draft letter last week. In their draft response

the VA responds, "The Department of Justice advises us the tobacco industry's potential liability for Federal health-care cost is being considered as part of the Administration's overall review of the proposed settlement of the states' cases against the industry."

I thought the draft was okay, but wanted to make sure you agreed.

Let me know,

Thanks, George

514-5713

(I am interested to see if the Internet e-mail works. If it does, I promise

not to e-mail you too much!))===== ATTACHMENT 1 =====  
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879)  
id <01IMWDOAAIU80083JS@PMDF.EOP.GOV> for "elena kagan"@oa.eop.gov; Tue,  
26 Aug 1997 14:23:31 -0400 (EDT)

Received: from storm.eop.gov (storm.eop.gov)  
by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01IMWD07RP5S006EHQ@PMDF.EOP.GOV> for  
elena\_kagan@oa.eop.gov; Tue, 26 Aug 1997 14:23:27 -0400 (EDT)

Received: from wdcsun2.usdoj.gov ([149.101.10.100])  
by STORM.EOP.GOV (PMDF V5.1-7 #6879)  
with ESMTTP id <01IMWCZQARWE0032N9@STORM.EOP.GOV> for elena\_kagan@oa.eop.gov;  
Tue, 26 Aug 1997 14:23:05 -0400 (EDT)

Received: (from daemon@localhost) by wdcsun2.usdoj.gov (8.8.4/8.8.4)  
id OAA21577 for <elena\_kagan@oa.eop.gov>; Tue, 26 Aug 1997 14:22:55 -0400 (EDT  
)

Received: from intmail(10.222.3.6) by wdcsun2.usdoj.gov via smap (V1.3)  
id sma021567; Tue Aug 26 14:22:35 1997

Received: by wt1 (1.39.111.2/16.2-WT4.1) id AA125509721; Tue,  
26 Aug 1997 14:22:01 -0400

Received: by TELEMAIL; Tue, 26 Aug 1997 14:20:00 -0400

X-Mailer: Worldtalk (4.1.1-p1)/STREAM

=====  
===== END ATTACHMENT 1 =====

# Withdrawal/Redaction Marker

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. email	Cashins to Elena Kagan. Subject: Advice on Chicago. (1 page)	08/26/1997	Personal Misfile

### COLLECTION:

Clinton Presidential Records  
Tape Restoration Project [Email]  
Default ([Kagan])  
OA/Box Number: 1100000

### FOLDER TITLE:

[08/14/1997-09/08/1997]

2009-1006-F

vz154

### 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]

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: Robert M. Shireman ( Robert M. Shireman@EOP@LNGTWY@LNGTWY [ UNKNOWN ] )

CREATION DATE/TIME:26-AUG-1997 12:24:00.00

SUBJECT: NEC education pillar

TO: Elena Kagan ( Elena Kagan@eop [ UNKNOWN ] )

READ:UNKNOWN

TEXT:

Message Creation Date was at 26-AUG-1997 12:24:00

This is what I'm giving to Gene for him to review (along with your document).

I prepared it in a way such that if you guys went ahead with yours, this would

complement it (or contradict it, depending on how you look at it). My view is

that it would be best to be late and have something that is joint NEC-DPC, but

I can't say yet when Gene will be ready for that.

===== ATTACHMENT 1 =====

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

The following attachments were included with this message:

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TYPE : FILE  
NAME : edpillar.nec

---

===== END ATTACHMENT 1 =====

===== ATTACHMENT 2 =====

ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

Unable to convert ARMS\_EXT:[ATTACH.D18]ARMSZZ0009JVZ.001 to ASCII,  
The following is a HEX DUMP:

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<b>EDUCATION PILLAR (NEC)</b>						
<b>BUILDING BLOCKS OF PILLAR</b>	<b>DESCRIPTION</b>	<b>TIMELINE</b>	<b>BENEFITS</b>	<b>COSTS/FEASIBILITY</b>	<b>POLITICAL RAMIFICATIONS</b>	<b>PRESIDENTIAL TIME COMMITMENT</b>
1. Education Standards and Reform (including America Reads)	[See DPC document]					
2. Universal access to quality pre-school	Through expansion and improvement of Head Start, Child Care block grant, and tax provisions ensure that all families in America have access to at least two years of quality pre-school care.	Two years: October 1997 or State-of-the Union announcement, push for enactment by Summer 1999.	Results in more children starting school ready-to-learn, reducing the need for remediation.  Mainly helps low-and middle-income families who are using low-quality care or are returning to work under welfare reform.	Billions of dollars, conflict between quality and capacity. (Funds are needed for training and other program improvements, but these investments do not expand the number of slots available).	Head Start has bipartisan support. Concept attractive to both parties.	Significant
3. Educational technology: (a) new initiatives	1. Ensure every new teacher knows how to use technology, or one "master" teacher per school  2. High visibility content online  3. R&D on evaluation, educational software	2000	Teacher training critical to success of initiative  Need R&D to improve state of the art of software, and conduct evaluation on impact of technology on student performance	Currently, over 30 states require teacher training as part of certification process. Goal of "every new teacher" by 2000 is achievable with modest funding, campaign to get additional states on board.  Need to fund additional R&D on evaluation, improving state-of-the-art on educational software. Could start out with roughly \$100 - \$200 million.  A large Smithsonian Museum	Popular	Significant [???

**EDUCATION PILLAR (NEC)**

				online project could be done for \$5 million/year.		
(b) Current initiative	<ol style="list-style-type: none"> <li>1. Connect every classroom to Internet by 2000</li> <li>2. Train teachers</li> <li>3. Computers</li> <li>4. Educational software</li> </ol>	By "dawn of the new century"	<p>Improves student performance by making learning more exciting, hands-on</p> <p>Prepares students for workplace of 21st century</p> <p>Increases parental involvement</p>	<p>President's budget has \$2 billion Technology Literacy Challenge Fund over next 5 years</p> <p>Universal Service Fund has up to \$2.25 billion/year for schools and libraries for connectivity</p> <p>Current funding is adequate for goal of connecting every classroom to Internet unless Universal Service Fund tied up in courts</p> <p>Won't reach goals on computers - which is 1 multimedia computer per 5 students -- without substantial match from private sector, state, local government</p>	Very popular. Potential for elite media backlash unless you can demonstrate results	
4. College Access and Retention	<ol style="list-style-type: none"> <li>1. National Information Campaign about financial aid and education tax credits. Possible "guarantee" of aid to poor</li> <li>2. New initiative to promote interventions at high poverty middle and</li> </ol>	<p>January to September 1998</p> <p>September 1997 to enactment in 1998</p>	<p>Anyone interested in higher education; especially low-income and minority communities. Also could be aimed at workers who may want or need to upgrade skills.</p> <p>Children and families in high-poverty areas.</p>	<p>Modest cost for pamphlets, PSAs, conferences, and bully pulpit activity.</p> <p>\$200 to \$400 million in FY 1999 (including use of existing loan fund)</p>	<p>Everyone wants to take credit (they might even want to take part in the information campaign); no one should object.</p> <p>Constituency groups would tend to be supportive, but use of Perkins</p>	Significant

EDUCATION PILLAR (NEC)						
	high schools.  3. Restore Pell Grant's buying power through increase of \$1,000 (\$4,000 maximum grant).	September 1997 to enactment in 1998	Helps promote college attendance and retention by low-income individuals. (This population will not benefit significantly from the HOPE and Lifetime Learning Credits because they do not have sufficient tax liability).	Would cost \$3-4 billion/year or more.	would bring some opposition.  Higher education groups would support. Pundits and el-sec group would point to need for greater resources at the el-sec level to better prepare kids for college.	
5. Reducing Hispanic drop-out rate	Combine a major new initiative (such as universal pre-school, middle-school mentoring, or family literacy) with an action plan that includes improvements to a number of Federal programs.	Activities could start this fall. Multi-year effort will be required.	Reducing the dropout rate will allow more Hispanics to enjoy the benefits of the return to education, and improve overall Hispanic economic performance.	Varies depending on extent of effort.	Major effort would be extremely popular with Hispanic caucus. Some elements could prove controversial with other groups.	Limited
6. Family Literacy	1. Parents-as-First-Teachers: part of America Reads  2. Dramatic expansion of programs that	Sept. '97 appropriations; launch by late 1998  FY 99 Budget Proposal.	Families who want to know how to help their children be ready for school. Focus is on low-income areas.  Families with low literacy skills, no high school diploma, and/or limited-English proficiency. These programs	*In current budget for America Reads, though details not yet secured in FY 1998 Budget.  Doubling funding of Adult Basic Education and Even Start would cost additional \$450 million/year.	Bipartisan support, but some right-wing opposition.  Bipartisan support.	Limited  Significant

**EDUCATION PILLAR (NEC)**

	promote whole families that can read and write English well and parents have high school diplomas.		are used heavily by Hispanic community. (Children's skills are closely related to their parents' skills).			
7. School Construction	[See DPC document]					
8. Job Training and Workers in Transition	1. GI Bill for America's Workers. Current initiative to reform and consolidate federal job training, adult ed and voc ed programs. Promote One Stop Career Centers. Empower individuals with Skill Grants	House passed legislation consistent with POTUS's principles. Senate expected to mark up legislation in Senate.	Dislocated workers, students in adult and voc ed programs will be served by a more efficient system with more accountability and individual choice.	Already in budget. Likely to continue moving in Congress, 50% chance of Senate passage this year, final passage likely next year.	Bipartisan. In September there may be an opportunity for the President to laud the bipartisan effort led by Senators Jeffords, DeWine, Kennedy and Wellstone.	Limited
	2. Expand availability of unemployment insurance to ease dislocations and stabilize the economy. <b>Currently, only 35% of unemployed workers get UI benefits, down from @ 50% in</b>	Requires legislation. Could be proposed in FY99 Budget.	Depends on the specific reforms adopted. Range is from 130,000 part-time workers to 680,000 part-time and low-wage workers.	Cost range: \$400 million/yr to 1.8 billion/yr depending on the package of reforms. Source: State UI trust funds. Some states might initially absorb additional beneficiaries without raising tax rates.	Difficult, but would have strong constituency support <i>and</i> validation from the bipartisan Advisory Council on Unemployment Compensation and mainstream economists. The time to act is now because state UI	Limited.

EDUCATION PILLAR (NEC)						
	'50s.				trust funds are in surplus.	
	3. Improve support of dislocated workers.	Requires legislation.	Dislocated workers who can't find another job. Take up rates and eligibility screens would vary with the design of the program. Estimates of participation range from about 250,000 to 750,000.	\$200 million/year to \$2.6 billion depending on the package. (More Training for Dislocated Workers: \$800 million/yr.; Pell Grants for Dislocated Workers: estimates range from \$200 million/yr to \$1 billion/yr.; Pell/Training & Income Support: \$2.6 billion/yr.)	Democrats are generally supportive, but low unemployment may reduce pressure for more training opportunities.	Limited
9. School-to-Work	[See DPC document]					



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M"@T`0 , `0`#0#4U`L`-\$#`\$`T`U , S , \PSS\P[S`0`0`5@`  
M`Q`@`"##G.~!\$`&\`8P!U`&T`90!N`'0`6P`W`%T`!\$`  
M`&\`8P!U`&T`90!N`'0`(`!3`'0`>0!L`&4`#@ , ! ,`" <N`"X`0@`  
M\$P#@X#`3`&`)+@`N`%@"1 , `X , S , VP8+`!`8+`-L!`!`!Z`  
M`&`" ` , ` , Z`%(`:0!G`&@`= `@`%`80!R`%L` , 0! =`  
M`4@!I`&<`:`!T`"T`00!L`&D`9P!N`&4`9`~@`%`80!R`&\$`9P!R`&\$`  
M<`!H`"3@!U`&T`8@!E`'(`<P` . #0\$P`(!RX`+@`!H`43` . # ; !@L`  
M`\$`L`V]OR#@`#!`#`#422[4 , PH`P`"@#4@(C@`! , `L`ON`

M`"X`";`\$\$P#@X#`3`~~~~~@!+@`N`\$(!Q,`X,S,`0`~~~~0`>@`~~~~~!S  
M`~~~~~@`~~~~~"#\$+!.`@!2`&D`9P!H`'0`(`!0`&\$`<@!;`#(`70`~~~%(`  
M:0!G`&@`=``M`\$\$`;`!I`&<`;`@!E`&0`(`!0`&\$`<@!A`&<`<@!A`'``:``@  
M`\$X`=0!M`&(`90!R`',`~~~#@\$1,`~~~~~"~<N`"X`~0@!\$P#@X-`3`~~~~~&`)  
M+@`N`~`X!Q,`X-L&"P`~`0`!"P#;U#(.``,\$`~~~~~0`.~-1!+MOS"@`#`~`\*  
M~-2`B.``\$P`~~~~~(!RX`+@`!"`<3`.#@,!,`~~~~~8`DN`"X`~6`) \$P#@S,P!  
M`~~~~~!`!6`~~~~~\$H`~~~~~.``~~~~~P`~~~~~(\$!Q`X`\$0`;P!C`'4`;O!E`&X`  
M=`!;`#`,`70`~~~\$0`;P!C`'4`;O!E`&X`=``@`%,`=``!Y`&P`90`~~~,S@\$1,`  
M`~~~~~"~<N`"X`~0@!\$P#@`@SRVP8+`~`!`~`(+`-O4,@X`~P0`~~~~~"~OX`U#\$N  
MU#,\*`~`,`~`H`U(#4"@T`~`0,``@`~`#0#4U`L-``\$#`~`(`~`T`U,SS#/,!`~~~~~  
M!`!Z`~~~~~(8`~~~~~"~~~~~(,Q\_LZ`%(`:0!G`&@`=``@`%`~`80!R  
M`%L`,P!`=``~`4@!I`&<`:``!T`"T`00!L`&D`9P!N`&4`9`~`@`%`~`80!R`&\$`  
M9P!R`&\$`<`!H`"``3@!U`&T`8@!E`'(`<P`~`.~1\$P`~~~~~(!RX`+@`!"`<3  
M`.#@\$1,`~~~~~8`DN`"X`~6`) \$P#@X-`3`~~~~~+@+@`N`~`%0"A,`X-L&"P`~`  
M`0`~`"P#;U#(.``,\$`~~~~~@`.~-0Q+MOS"@`#`~`\*-2`B.``\$P`~~~~~!@"2X`  
M+@`!8`D3`.#@,!,`~~~~~N`LN`"X`~;`@+\$P#@S,P!`~~~~~!`!Z`~~~~~)D`  
M`~~~~~"~~~~~(,)O(Z`%(`:0!G`&@`=``@`%`~`80!R`%L`-`!`=``~`4@!I  
M`&<`:``!T`"T`00!L`&D`9P!N`&4`9`~`@`%`~`80!R`&\$`9P!R`&\$`<`!H`"``  
M3@!U`&T`8@!E`'(`<P`~`.~1\$P`~~~~~(!RX`+@`!"`<3`.#@\$1,`~~~~~8`DN  
M`"X`~6`) \$P#@X!\$3`~~~~~+@+@`N`~`&X"Q,`X.#0\$P`~~~~~0#BX`+@`!J`P3  
M`.#;!@L`~`\$`~`PL`V)OR#`@`#!`~~~~~`,`#`@#482[4,PH`~`P`~`"@#4@(C@`!,`  
M`~~~~~N`LN`"X`~;`@+\$P#@X#`3`~~~~~!`.+@`N`~`\$0#A,`X,S,`0`~~~~~0`>@`~`  
M`~~~~~"M`~~~~~@`~~~~~"#!MJ.`@!2`&D`9P!H`'0`(`!0`&\$`<@!;`#4`  
M70`~~~%(`:0!G`&@`=``M`\$\$`;`!I`&<`;`@!E`&0`(`!0`&\$`<@!A`&<`<@!A  
M`'``:``@`\$X`=0!M`&(`90!R`',`~~~#@\$1,`~~~~~"~<N`"X`~0@!\$P#@X!\$3  
M`~~~~~&`)+@`N`~`%@"1,`X.~1\$P`~~~~~"X"RX`+@`!N`L3`.#@\$1,`~~~~~\$`XN  
M`"X`~1`. \$P#@X-`3`~~~~~&@0+@`N`~`&(#A,`X-L&"P`~`0`~`\$`P#;U#(.``,\$  
M`~~~~~!`~`.~-0H,2G4,PH`~`P`~`"@#4@(C@`!,`~~~~~\$`XN`"X`~1`. \$P#@X#`3  
M`~~~~~&@0+@`N`~`%H\$!,`X,S,`0`~~~~~0`>@`~~~~~#`~~~~~@`~~~~~"  
M#,#2T.`@!2`&D`9P!H`'0`(`!0`&\$`<@!;`#8`70`~~~%(`:0!G`&@`=``M`\$\$`



M`@0@A3H`5`!E`&, `: `!N`&D`8P!A`&P`6P`V`%T`~`!4`&4`8P!H`&X` :0!C  
M`&\$` ; ``@`\$0` ; P!C`'4` ; 0!E`&X` = ``@`% , ` = `!Y`&P`90` `` . `1\$P` `` `` (   
M!RX`+@`!"`<3` . #R#`/ ; !@L` `` \$`!0L`V] OR#`@`#!` `` `` `` 4`!#`@#4`\*`&\$IU# , \*   
M` , `` `` H`U`(`N@`(#S#`/ , !` `` `` !`!L` `` `` `` `` `` #H` `` `` E` `` `` P` `` `` ) (\$RL`Z   
M`%0`90!C`&@` ; @!I`& , `80!L`%L` , @! = `` `` `` 5`!E`& , `: `!N`&D`8P!A`&P`   
M(`!\$`&`\`8P!U`&T`90!N`'0`(`!3`'0`>0!L`&4` `` `` # , \@SRVP8+` `` `` !` `` \$`+   
M`-O4 , @X` `` P0` `` `` !`0X`U\$ \$NU# , \* `` , `` `` H`U`(#R#O+4`"@T` `` 0 , `` 0` `` #0#4   
MU`L`- `` \$`#` `` \$` `` T`U`/ , . \S , X!\$3` `` `` `` @`'+@`N` `` \$`(!Q , `X`/ , , \P\$` `` `` \$   
M`&P` `` `` `` `` `` -P` `` `` "\$` `` `` #` `` `` `` @2 ; "#H`5`!E`& , `: `!N`&D`8P!A`&P`   
M6P`S`%T` `` `` !4`&4`8P!H`&X` :0!C`&\$` ; ``@`\$0` ; P!C`'4` ; 0!E`&X` = `` @   
M`% , ` = `!Y`&P`90` `` , SR#`/ ; !@L` `` \$` `` @L`V] OR#`@`#!` `` `` `` (!#`@#4 , 2[4   
M , PH` `` P` `` "#`@4@-0`\*#0`!`P`" . `` `` - -34"PT` `` 0 , ``@` `` #0#4S . `1\$P` `` `` (   
M!RX`+@`!"`<3` . #S#`/ , !` `` `` !`!L` `` `` `` `` `` #8` `` `` A` `` `` P` `` `` ) (\$"BDZ   
M`%0`90!C`&@` ; @!I`& , `80!L`%L` - `! = `` `` `` 5`!E`& , `: `!N`&D`8P!A`&P`   
M(`!\$`&`\`8P!U`&T`90!N`'0`(`!3`'0`>0!L`&4` `` `` #R#`/ ; !@L` `` \$` `` PL`   
MV] OR#`@`#!` `` `` `` , !#`@#482[4 , PH` `` P` `` "#`@4@-0`\*#0`!`P`#` `` `` - -34"PT`   
M`0 , ``P` `` #0#4S . `1\$P` `` `` (!RX`+@`!"`<3` . #S#`/ , !` `` `` !`!L` `` `` ``   
M`\$4` `` `` P` `` `` P` `` `` (\$"D0Z`%0`90!C`&@` ; @!I`& , `80!L`%L` , 0! = `` ``   
M5`!E`& , `: `!N`&D`8P!A`&P`(`!\$`&`\`8P!U`&T`90!N`'0`(`!3`'0`>0!L   
M`&4` `` `` # , \@'R\@SRU`H`- `` \$`#` `` `` `` T`U`-L`"P` `` `` 0` `` "P# ; U#(` . `` , \$` ``   
M` `` \$ . ` -1)+MOS`"@`#` `` `` \*` -2`U!8+` `` `` !` `` \$+` -34%@L` `` `` \$` `` L`U`-0+#0`!   
M`P` `` `` - -3 , S / , !` `` `1\$P` `` `` (!RX`+@`!"`<3` . #S#`/ , !` `` `` !`!L` `` ``   
M` `` `` #P` `` `` #` `` `` P` `` `` (\$87XZ`%0`90!C`&@` ; @!I`& , `80!L`%L` -P! =   
M` `` `` 5`!E`& , `: `!N`&D`8P!A`&P`(`!\$`&`\`8P!U`&T`90!N`'0`(`!3`'0`   
M>0!L`&4` `` `` #@\$1 , `` `` `` " <N`"X` `` 0@`' \$P#@` \@SRVP8+` `` `` !` `` 8+` -O4 , @X`   
M`P0` `` `` &`0X`U&DIU# , \* `` , `` `` H`U`(`N@`(#S#`/ , !` `` `` !`!L` `` `` `` #P`   
M` `` #` `` `` P` `` `` (\$884Z`%0`90!C`&@` ; @!I`& , `80!L`%L` . `! = `` `` `` 5`!E   
M`& , `: `!N`&D`8P!A`&P`(`!\$`&`\`8P!U`&T`90!N`'0`(`!3`'0`>0!L`&4`   
M` `` #@\$1 , `` `` `` " <N`"X` `` 0@`' \$P#@` \@SRVP8+` `` `` !` `` <+` -O4 , @X` `` P0` `` ``   
M`0X`U&\$IU# , \* `` , `` `` H`U`(`N@`(#S#`/ , \`/X5-A!8!P` `` `` 3D` `` !@`" @5` `` 0

M%#!#`&\`=0!R`&D`90!R`~~~~~0`9`%@"`0`~~~~0`3`~~~~~"7  
M`~~~~~!`/\_+@!%`\$X`4@!\$`"~~1`~~~~\$4`3@!2`\$0`(!L`&4`  
M=`!E`'(`:~!E`&\$`9`~~~~-05#@`"~~1P`~0`~#@#4T0`,"~~"~&`)#`#1T0\$,  
M`""`+`\$#`#1S-0;`&0"``0`""`!8`@`~~~~~%@"6`(`9`-34&E<`@`\$=`~@`  
M`~~~~~J`,`\9OA"F"~~~~\$0D`~~!@`!@1`~~0\*`@!4`&D`;0!E`',`(`!.  
M`&4`=P`@`%(`;P!M`&\$`;@`~~~~~!4`%0`~~!7~-1,`\$4`5`!%`%(`2`!\$  
M`#@`+`@!\$`\$P`1`~~~~"H`SQF`^\$`\*8(`~~1"0`~~&`&!\$`~!`J`%0`:0!M`&4`  
M<P`@`\$X`90!W`"``4@!O`&T`80!N`~~~~~%0`5`~~~~\$`~~~~\$`'X`~~~~  
M`~~~~EP`~~~~~0#`\_\_SH`3`!E`'0`=~!E`'(`:~!E`&\$`9`~@`\$4`  
M`~!%`&X`=@!I`'(`;P!N`&T`90!N`'0`80!L`"``10!N`&8`;P!R`&`,`90!M  
M`&4`;@!T`"``4P!E`&`,`=~!I`&\`;@`~~~~-05#@`"~~1\`~0`~#@#4T0`,"~~"  
M`&`)#`#1T0\$,`""`+`\$#`#1S-0;`&0"``0`""`!8`@`~~~~~%@"6`(`9`-34  
M&E<`@`\$=`~@`~~~~~J`,`\9OA"F"~~~~\$0D`~~!@`!@1`~~0\*`@!4`&D`  
M;0!E`',`(`!.`&4`=P`@`%(`;P!M`&\$`;@`~~~~~!4`%0`~~!7~-1,`\$4`  
M5`!%`%(`2`!\$`#<`+@!\$`\$P`1`~~~~\$`~~~~\$`\$P`~~~~~EP`~~~~~  
M`~~~~0#`\_\_S8`30!E`&T`;P!R`&\$`;@!D`'4`;0`~~\$T`90!M`&\`<@!A`&X`  
M9`!U`&T`~`#4%OX`@\$A`~\$`~X`U`-\$`#`~`~@!H\$`P`T=\$!#`~`~@!P!`P`  
MT<S4&QD`@\$`~`~@`6`(`~~~~~!8`E@"&0#4U!I7`(`!'0`(`~~~~~  
M\*#@`/`&;X0I@`@`!\$)`~~~~8`~8\$0`~\$`H`5`!I`&T`90!S`"``3@!E`'<(`!2  
M`&\`;0!A`&X`~~~~~5`!4`~~~~5P#430!%`\$T`3P`N`\$0`3`!\$`~~~~~0`~  
M`~0`6`~~~~~"7`~~~~~!`/\_.`@!`,`&4`=~!T`&4`<@!H`&4`  
M80!D`"``3`~~~~\$P`80!N`&0`(`!!`!\$`=0`N`"``4P!E`&`,`+@`~-05#@`"  
M`2,`~0`~#@#4T0`,"~~"~&`)#`#1T0\$,`""`+`\$#`#1S-0;`&0"``0`""`!8  
M`@`~~~~~%@"6`(`9`-34&E<`@`\$=`~@`~~~~~J`,`\9OA"F"~~~~\$0D`  
M`~!@`!@1`~~0\*`@!4`&D`;0!E`',`(`!.`&4`=P`@`%(`;P!M`&\$`;@`~~~~~  
M`~!4`%0`~~!7~-1,`\$4`5`!%`%(`2`!\$`#8`+@!\$`\$P`1`~~~~\$`~~~~\$`\$X`  
M`~~~~~X@`~~~~~@#`\_\_RX`3`!A`&(`90!L`',`~~~~R`"``>`~@  
M`#0`+@`R`#4`(`!L`&\$`8@!E`&P`<P`~`-\$/#0`~P`~~~~~--'1\$PL`~`\$`  
M`~L`T=\$17`~4@`~~~~"0,]@G`~2,@`B`"``6`~@`#0`+@`R`#4`(@`@`"T`  
M(`~U`#(`,P`R`~~~~~







M\_P\$ "P` , !L`0"~~~~G%@"&P#3WP, \_(`"5@`H`"<~~~~~0  
M` , `\_, !`+`\$`"#8)Y8~~~~%`\$`~!D1?P#L`0(`~/G/P#?WP, \_(`"5@`H`"  
M`"<~~~~~0` , `%`0!`+`\$`"#8)Y8~~~~%`\$`~!D110\$  
ML`0(`~/G/P#?S,S@D!(~~~~~2`-(`P<`P`,2`. `QB,S,X)`2`~~~~`\$#@2`,`  
M`,`#\$#@,HC,S."0\$@~~~~!(`T@#!P#`Q(`X#.(S,S@D!(~~~~~2`-(`P<`  
MP`,2`. `TB,S,X)`2`~~~~`\$#@2`,``,`#\$#@-8C,S."0\$@~~~~!(`T@#!P#`  
M`Q(`X#:(S,S@D!(~~~~~2`-(`P<`P`,2`. `WB,S,X)`2`~~~~`\$#@2`,``,`#  
M\$#@.(C,S."0\$@~~~~!(`T@#!P#`Q(`X#F(S,S@D!(~~~~~T`+0`@8`P`,2  
M`. `Q,(C,S."0\$@~~~~#0`M`"!@#`Q(`X#\$QB,S,X)`2`~~~~-`"T`(&`,`#  
M\$#@,3\*(S,S@D!(~~~~~T`+0`@8`P`,2`. `Q,XC,S."0\$@~~~~#0`M`"!@#`  
M`Q(`X#\$TB,S,X)`2`~~~~-`"T`(&`,`#\$#@,36(S,S@D!(~~~~~T`+0`@8`  
MP`,2`. `Q-HC,S."0\$@~~~~#0`M`"!@#`Q(`X#\$WB,S,X)`2`~~~~-`"T`(&  
M`,`#\$#@,3B(S,S@D!(~~~~~T`+0`@8`P`,2`. `Q.8C,S:"0\$@~~~~#0`M`"  
M!@#`Q(`X#(PB,S,X)`2`~~~~-`"T`(&`,`#\$#@,C&(S,S@D!(~~~~~T`+0`  
M`@8`P`,2`. `R,HC,S."0\$@~~~~#0`M`"!@#`Q(`X#(SB,S,X)`2`~~~~-`"  
MT`(&`,`#\$#@,C2(S,S@D!(~~~~~T`+0`@8`P`,2`. `R-8C,S."0\$@~~~~#0`  
M`M`"!@#`Q(`X#(VU`45`~`#`\$`@`R`#`#`\*Z`H`%0#4`0`~`0`-`~`#`\  
M`~~~~~!\$#]U,@!0`&P`90!A`&0`:0!N`&<~~~~~`,`#@`  
M`@#(~~~~#@#3T0`.~~~~"``#L`0.`-`1`0X`~`(`Z`.P!`X`T=8!%0"~~3P`  
M`0`#`~~~~`#`\_\_Q4`U@\$`"@`~`~(P#`#="A`~`@P\$G`~,`\_\_\H\$`#=#W0L+`~,`  
M`0`+`-W4&Q\`@`\$9`~`@`~`#Z+P`6`(`~`%@"&0!8`@`~`P#4TP`.~~~~`,`@`  
M`~`.~-/2`X`~`(`6`\*P!`X`TM(!#@`~`@`P!+`\$#@#2TP0;~~~~`#`\_\_P\$`  
MP`,`!L`0"~~~~G%@"&P#3WP, \_(`"5@`H`"<~~~~~0` , `  
M\_`,`!`+`\$`"#X\*I8`~`~`%`\$`~!D1?P#L`0(`~/J/P#?WP, \_(`"5@`H`"<`  
M`~~~~~0` , `%`0!`+`\$`"#X\*I8`~`~`%`\$`~!D110\$`L`0(`  
M`~/J/P#?S,S@D!(~~~~~2`-(`P<`P`,2`. `QB,S,X)`2`~~~~`\$#@2`,``,`#  
M\$#@,HC,S."0\$@~~~~!(`T@#!P#`Q(`X#.(S,S@D!(~~~~~2`-(`P<`P`,2  
M`. `TB,S,X)`2`~~~~`\$#@2`,``,`#\$#@-8C,S."0\$@~~~~!(`T@#!P#`Q(`  
MX#:(S,S@D!(~~~~~2`-(`P<`P`,2`. `WB,S,X)`2`~~~~`\$#@2`,``,`#\$#@  
M.(C,S."0\$@~~~~!(`T@#!P#`Q(`X#F(S,S@D!(~~~~~T`+0`@8`P`,2`. `Q











MW0(8`((!,`#`/\_W@#`"#`54`&`#`=T`07`-`-`L`@@`\*`,(!R@C`B`7  
M`-#`W0,+``,`~~~~+`-WQ`6(!`=\#00"``E8`\*``I`~~~~~  
M\$``"`.``\$`0!#!Q``T"~~~~~!0!`~~~~9``1>`\$0P<0`-`@00#?@("``X#`,`  
M`~~~~~@`#`#`#X#`4`~~~~~&`)``<H(P@`\*`,`4`.#@,!0`~~~~~N`M@"2@C8`DH  
M(Q0`X.`P%`~~~~~0#K@+\*`.X"R@C%`#`#X#`4`~~~~~&@0\$`XH(Q`.\*`,`4`.#@  
M,!0`~~~~~P!)H\$"@C:!!H(Q0`X.`P%`~~~~~8%<`2\*`"/`\$B@C%`#`#@075G=7-T  
M@#(V+(`Q.3DWT`0?`~~~~5`!,``8`,`J`P'``\$"&!4H(Q@5\*`,`"(!`\`T,SR#/+Q  
M`F\$!\<SQ`V\$!\4A!3D2`1\$5,259%4EGS#/.``\@SR5\$^`5\$A%@\$9/3\$Q/5TE.  
M1X!214-)4\$E%3E13.M`\$%0``"P`)``\$`#R@/"@`!(!4`T,SS#/--<RZ`2&%R  
M<FEE=("B4F%B8J/0!!4`~~~~L`"0`!X!`(\$0P``2`5`-`!'96YE<F%L@\$-O=6YS  
M96S,4F]O;8"B-S(R0:.`HDA(2\*/@,`P`~~~~~N`L,`.#0!!\``!4`\$P`!<!\*8  
M\$@X``0\*X"R@CN`LH(P(@`P#0,C`P@\$EN9&5P96YD96YC98!!=F4L@\*)3+E<N  
MH\Q787-H:6YG=&]N+(!\$+D,N@(`R,#(P,<S,37,N@\$YA;F-Y@\$%N;H!-:6[,  
M1&5P=71Y@\$%D;6EN:7-T<F%T;W+,2&5A;'1H@\$-A<F6`1FEN86YC:6YG@\$%D  
M;6EN:7-T<F%T:6]NS%)O;VV`HC,Q-\$>C@\*) (2\$BCS#(P,(!);F1E<&5N9&5N  
M8V6`079E+("B4RY7+J/,5V%S:&EN9W1O;BR`1"Y#+H"`,`C`R,#',S\$UR+H!!  
M;F1Y@\$AY;6%NS%-P96-I86R`07-S:7-T86YT@'1O@'1H98!'96YE<F%L@\$-O  
M=6YS96S,4F]O;8"B-S`W1J.`HDA(2\*/,,C`P@\$EN9&5P96YD96YC98!!=F4L  
M@\*)3+E<NH\Q787-H:6YG=&]N+(!\$+D,N@(`R,#(P,<S@\$0P`~~~~~"``<`,`.#,  
M\O);`?&BU@`5`(`!7@`!```,`~~~~~/\_`%0#6H\_`\$#6P'Q\0!;`?'6`!4`@`%A  
M``\$``P`~~~~~\_`5`-;Q`5L!\>`1#`~~~~~(!PP`X%)%.O(.`N`P#`~~~~~!@  
M"0P`X%-T871E@%-E='1L96UE;G1S@&]F@%108F%C8V^`3&%W<W5I='.`A(!!  
M;&Q08V%T:6]N@&]FT`\$5`~~~+`D``;@?X!\?``\$@%0#01&%M86=E<X!T;X!T  
M:&6`365D:6-A:62`4')O9W)A;=`\$%P``#0`+`~`)"2@C8`DH(P(@%P#0\P[S  
MS\$1E87\*`37,N@\*)286)BHRR`37,N@\$UI;FZ`86YD@\$UR+H!(>6UA;CK,TP4,  
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M86) L9<] P=6) L:6. `97AP96YD:71U<F5S+LS,X!\$, `~~~~`@'#`#@5V6`:&%V  
M98!J=7-T@&]B=&%I;F5D@'1H97-E@'!L96%D:6YG<X!A;F2`:&%V98!N;W2`  
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M``(+?`M,0`!\$@2D\$B`9`-#1%A\$`P<`5`~~~~`"!!\$`T>(\*#@``!`!0`~~~~  
M#@#BT0`.~~~~`"+`\$:`\$.`-`1`0X`~~~~(`L`2P!`X`T>(\*#@``!`~~~~`%``#@#B  
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M1V5O<F=E@\$HN%!H:6QL:7!SS,QC8SJ`===== ATTACHMENT 1 =====  
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

RFC-822-headers:

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id <01IMWFS97BLC00AD6N@PMDF.EOP.GOV> for "Elena Kagan"@oa.eop.gov; Tue,  
26 Aug 1997 15:43:18 -0400 (EDT)

Received: from storm.eop.gov (storm.eop.gov)  
by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01IMWFS6NYMO007K5W@PMDF.EOP.GOV> for  
Elena\_Kagan@oa.eop.gov; Tue, 26 Aug 1997 15:43:15 -0400 (EDT)

Received: from wdcsun2.usdoj.gov ([149.101.10.100])  
by STORM.EOP.GOV (PMDF V5.1-7 #6879)  
with ESMTTP id <01IMWFRHKPSA0030GS@STORM.EOP.GOV> for Elena\_Kagan@oa.eop.gov;  
Tue, 26 Aug 1997 15:42:41 -0400 (EDT)

Received: (from daemon@localhost) by wdcsun2.usdoj.gov (8.8.4/8.8.4)  
id PAA27545 for <Elena\_Kagan@oa.eop.gov>; Tue, 26 Aug 1997 15:42:33 -0400 (EDT  
)

Received: from intmail(10.222.3.6) by wdcsun2.usdoj.gov via smap (V1.3)  
id sma027531; Tue Aug 26 15:42:13 1997

Received: by wtl (1.39.111.2/16.2-WT4.1) id AA207884499; Tue,  
26 Aug 1997 15:41:39 -0400

Received: by TELEMAIL; Tue, 26 Aug 1997 15:40:00 -0400

X-Mailer: Worldtalk (4.1.1-pl)/STREAM

===== END ATTACHMENT 1 =====

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: /DDV=340CA612.B2E#1#gphillip#r#/DDT=wpm/O=CIV/P=GOV+DOJ/A=TELEMAIL/C=US/@ju

CREATION DATE/TIME: 2-SEP-1997 19:49:00.00

SUBJECT: Article Quotes Arney As Saying Little Action Expected in House

TO: Elena Kagan ( elena kagan@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TEXT:  
See attached.

This article quotes Dick Arney as saying that he does not expect the House to take any significant action on the tobacco settlement this year beyond a couple of possible exploratory hearings:

"First of all, it has got to be studied enormously by several committees ... I don't expect to see much completed on that other than maybe some preliminary committee investigations," the Texas Republican told reporters."

--George

begin 640 Doc1.wpd

M\_U=00 [,\$`~`!"@(!~~~~`@4`~`!!"@~~~~(``\*"G@UZ' &^(JM4Z3!!<0\_2+&  
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M`@!8`@\$````\$````@`~~~~~`1("``"0`H0````\*\$````\*  
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end===== ATTACHMENT 1 =====  
ATT CREATION TIME/DATE: 0 00:00:00.00

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Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879)  
id <01IN6HM7KPFK00DILZ@PMDF.EOP.GOV> for "elena kagan"@oa.eop.gov; Tue,  
02 Sep 1997 20:23:38 -0400 (EDT)  
Received: from storm.eop.gov (storm.eop.gov)  
by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01IN6HM3MY8G00AE0L@PMDF.EOP.GOV> for  
elena\_kagan@oa.eop.gov; Tue, 02 Sep 1997 20:23:32 -0400 (EDT)  
Received: from wdcsun2.usdoj.gov ([149.101.10.100])

by STORM.EOP.GOV (PMDF V5.1-7 #6879)  
with ESMTF id <01IN6HLVY23I002CH9@STORM.EOP.GOV> for elena\_kagan@oa.eop.gov;  
Tue, 02 Sep 1997 20:23:23 -0400 (EDT)  
Received: (from daemon@localhost) by wdcsun2.usdoj.gov (8.8.4/8.8.4)  
id UAA03715; Tue, 02 Sep 1997 20:23:12 -0400 (EDT)  
Received: from intmail(10.222.3.6) by wdcsun2.usdoj.gov via smap (V1.3)  
id sma003701; Tue Sep 2 20:22:58 1997  
Received: by wt1 (1.39.111.2/16.2-WT4.1) id AA154294369; Tue,  
02 Sep 1997 19:52:50 -0400  
Received: by TELEMAIL; Tue, 02 Sep 1997 19:49:00 -0400  
X-Mailer: Worldtalk (4.1.1-pl)/STREAM  
===== END ATTACHMENT 1 =====

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: George.Phillips ( George.Phillips@justice.usdoj.gov@INET@LNGTWY [ UNKNOWN ]

CREATION DATE/TIME: 8-SEP-1997 12:13:00.00

SUBJECT: Tobacco Settlement Impact on Farmers

TO: Elena Kagan ( elena.kagan@EOP [ UNKNOWN ] )

READ:UNKNOWN

TEXT:

Jerry and Elena:

I do not know if these two articles from the Lexington Herald about the impact of the "deal" on farmers will come through or not, but is any thought being given to whether the President could also condition his support on help being given to the farmers?

I spent the weekend in North Carolina and got a couple of calls from Kentucky from old friends and while our friends support keeping cigarettes away from kids, they believe the Administration should do something to reassure farmers that the Administration is not going to abandon them.

--George

begin 640 Doc1.wpd

M\_U=00[,,\$`"!@(!`~~~~@4`~!-,0`~`(`~\$%6IR%!VN50;\*. [ >I; (#C  
M5\$X,, (.RPVRA`X>U] ] FMP (+) TVQ:V-) ~-ASS5J8G:W;%F+"N?T?\_9B6=!) \W  
M!E<E\$] ] O+5EJ7" ^3\ " ) F=#NS?>T [XO" \_%5\&YBICPT7B-; I) O6XNZD.?EO56  
MZ&\$ [E%SSDC&I' #+BM\_D7844F7; 8' ( \_!\$CD.OK] ^J' \$H) ^PUB) :RS\*H9: 8P\$1  
M\$A [1K=0 (P; O\*PE! ; 6ER; ^\_7SY^CT\5G@ (N, #RY#) #: +IO [@P=I8<P40+<^=8  
M'\_ ; 0K^W] F#W. @!4 [JDU\*/V004D23G. (8\$W\* \*N["Y72!\ [K5.U\ \VAMQWH?6/\$  
MR`GYXIJ5X9 -4L2XP: ^IW5' 65/, \$QIWNZ (QSZZ9\$1#?BJSX9' J7Q9K" IU ( ) @  
MA), VL7] 5667\_ - ^YG218N\H4>+ZY6?\$5<?Y) \_UI\_5, \M4] NJ: [KECAJ=L"5-Z



M:6YG@&EN=&^`=&AE@' -U;G-E=(!O;H!\*;V6`0V%M96PN(H#,S.`1#`~~~~~(

M!PP`X\$)U=(!M86MI;F>`=&AE@"0S-CB`8FEL;&EO;H!D96%L@' -T:6-K@'=I

M;&R`8F6`9F%R@&9R;VV`=&AA=(!E87-Y@&]R@&ED>6QL:6,N@,S,X!\$,~~~~

M`~@'#`#@0V]N9W)E<W.`86YD@'1H98!7:&ET98!(;W5S98!M=7-T@')A=&EF

M>8!T:&6`<V5T=&QE;65N=(`M+8!W:&EC:(!G<F5W@&]U=(!O9H!S=&%T9<]E

M9F9O<G1S@'10@')E8V]U<(!M;VYE>8!S<&5N=(!O;H!S;6]K:6YG+7)E;&%T

M962`>6QL;F5S<V5S@"TM@&)E9F]R98!I=(!C86Z`=&%K98!E9F9E8W0N@,S,

MX!\$,~~~~~@'#`#@07.`;&%W;6%K97)S@&)E9VEN@' -C<G5T:6YI>FEN9X!T

M:&6`9&5A;(!T:&ES@&UO;G1H+(!I=(!A;')E861Y@&AA<X!C;VUE@'5N9&5R

M@' -H87)P@("`@("`@(#/8W)I=&EC:7-M@&9R;VV`=F%R:6]U<X!C86UP<RZ`

M4V]M98!S87F`>70G<X!T;V^`<V]F=(!O;H!C:6=A<F5T=&6`>6%K97)S.X!O

M=&AE<G.`<V%Y@&ET@&=O97.`@("`@("`@("`@(#/=&]O@&9A<BR`9F]R@&EN

M<W1A;F-E@&EN@&QI;6ET:6YG@&%D=F5R=&ES:6YG+H#,S.`1#`~~~~~(!PP`

MX\$EN@\$ME;G1U8VMY+(!T:&6`>]&]U9&5S=(!C<GF`>:&%S@&-O;66`9G)O;8!F

M87)M@&EN=&5R97-T<RZ`S,S@\$0P`~~~~~"~<,.!4:&6`9&5A;(!M86ME<X!N

M;X!M96YT:6]N@&]F@'108F%C8V^`9F%R;65R<RR`=VAO@&9E87\*`=&AE:7\*`

M;&EV96QI:&]O9'.`=V]U;&2`8F6`@("`@("`@("`@,]T:')E871E;F5D+H#,

MS.`1#`~~~~~(!PP`X%108F%C8V\M<W1A=&6`>]&]U9&5S=(!C<GF`>:&%S@&-O;66`9G)O;8!F

M962`=&AA=(!T:&6`9&5A;(!W:6QL@&1I98!I9H!I=(!D;V5S@&YO=(!A;&QO

M=X!S;VUE@("`@("`@("`@,]E8V]N;VUI8X!H96QP@&9O<H!G<F]W97)S+H!4

M:&6`4V5N871E@&\$%G<FEC=6QT=7)E@&\$-O;6UI='1E98!H87.`<V-H961U;&5D

M@&&`>:&5A<FEN9X"~@("`@("`@("`@("`@(#/5&AU<G-D87F`=&^`97AA;6EN

M98!T:&6`9&5A;"=S@&5F9F5C=(!O;H!G<F]W97)S+H#,S.`1#`~~~~~(!PP`

MX")@&1O;B=T@&QI:V6`=&AE@' -E='1L96UE;G2`8F5C875S98!T:&6`9F%R

M;65R<X!A<F6`>]F]T@&EN@&ET+"\*`<V%I9(!\$96UO8W)A=(!796YD96QLST9O

M<FOL@\$ME;G1U8VMY)W.`<V5N:6]R@' -E;F%T;W\*`86YD@'108F%C8V\G<X!C

M:&EE9H!C:&%M<&EO;H!I;H!#;VYG<F5S<RZ`S,S@\$0P`~~~~~"~<,.!<X!C

M<F%F=&5D+(!T:&6`<V5T=&QE;65N=(!P<F]M:7-E<X!B:6QL:6]N<X!O9H!D

M;VQL87)S@'10@&-O;7!E;G-A=&6`<W1A=&5S@&9O<H"~@("`@("`@("`@("`

M@("`@("`SW-M;VMI;F<M<F5L871E9(!M961I8V%L@&5X<&5N<V5S@&%N9(!S



M@&] F@' 1H98! C<F5D: 72`+2V` (DET@&IU<W2`@("`@("`@, ] S965M<X! L: 6ME  
M@&&`9F] O=&) A; &R`<&QA>65R@' 1H872`9V] E<X! D; W=N@&%N9 (!E=F5R>6) O  
M9' F`<&EL97.`; VXL(H! S86ED@\$9O<F2`+2V`; 6\*N>8" `@("`@("`@("`@("`  
M@("`SW%U97-T: 6] N@'=H971H97\*`= &AE@&-O; 7! L97B`<V5T=&QE; 65N= (!W  
M: 6QL@&UO=F6`872`86QL@&) E9F] R98! #; VYG<F5S<X! R96-E<W-E<X! F; W\*`  
M=&AE@("`@("`@("`@("`SWEE87(L@' !O<W-I8FQY@&EN@&5A<FQY@\$YO=F5M  
M8F5R+H#, S.`1#`~~~~` (!PP`X\$EF@' 1H97) E@&ES@&YO@&%C=&EO; BR`= &AE  
M@&1E86R`8V] U; &2`9F%L; (!A<&%R="R`88! K97F`87) C: &ET96-T@&] F@' 1H  
M98! S971T; &5M96YT@'=A<FYE9 (!L87-T@(#/=V5E: RZ`S, S@\$0P`~~~~`" <,  
M`. `B26: `=&AE>8! D; VXG= (!G972`: 72`<&%S<V5D@' 1H: 7.`>65A<BR`= &AE  
M@&1Y; F%M: 6.`8V] U; &2`8VAA; F=E+ (!S; X! O; F6`<VED98! O<H! T: &6`; W! H  
M97\*`@("`@, ] M: 6=H= (!D96-I9&6`; F] T@' 1O@&=O@' 1H<F] U9VB`=VET: (!A  
M@&YA=&EO; F%L@' -E=' 1L96UE; G0L(H! -: 7-S: 7-S: 7! P: 8!! =' 1O<FYE>8! '  
M96YE<F%LSTUI8VAA96R`36] O<F6`<V%I9"Z`S, S@\$0P`~~~~`" <,. !/<' !O  
M; F5N= '. `; V: `=&AE@&1E86PL@&AO=V5V97(L@&%R98! I; H! N; X! R=7-H+H#,  
MS/\$`90' Q@("`@("`@("`@/\$! 90' Q\0) F`?' @\$0P`~~~~`" <,. #Q`V8!\4%T  
M@&&`4V5N871E@&AE87) I; F>`; &%S= (!W965K+ (!T: &6`: &5A9 (!O9H! T: &6`  
M06UE<FEC86Z`3' 5N9X!! <W-O8VEA=&EO; H! C86QL962`= &AE@("`@("`@("`  
MS\_`\$`9P' Q@("`@("`@("`@("`0%G`?%S971T; &5M96YT@' !L86Z`88`B<W=E  
M972`9&5A; (!F; W\*`= &AE@' 1O8F%C8V^`: 6YD=7-T<GDB@&%N9 (!U<F=E9 (!T  
M: &%T@&ET@&) E@' -C<F%P<&5D+H#, S/\$`: `! Q@("`@("`@("`@+"Q`6@!\?`\$"  
M: @' QX! \$, ~~~~~`@' #`#@\0-J`?' Q`FD!\2+Q`VD!\5=H96Z`<V] M96] N98! T  
M96QL<X! M98!) @&AA=F6`= &^`8G5Y@' 1O9&%Y@&) E8V%U<V6`88! D96%L@' 1H  
M: 7.`9V] O9 (!W; VXG= (!L87-T+ (!) @&=E= ("`@("`@(#/\0! K`?&`@("`@("`  
M@("`@(#Q`6L!\7-U<W! I8VEO=7, L(H! S86ED@\$IO: &Z`4BZ`1V%R<FES; VXL  
M@\$- %3X! O9H! T: &6`; W) G86YI>F%T: 6] N+H#, S("`@("`@("`@(!! ; &R`0V] N  
M=&5N= '. `! <\$ (!#; W! Y<FEG: '2`, 3DY-X!, 97AI; F=T; VZ`2&5R86QD+4QE  
M861E<BZ`06QL@%) I9VAT<X! 297-E<G9E9 (#, \0) M`?' , T`D5`~`+`~`D`~` ; `B  
M`! X@`~`\$@%0#0\0-M`?' , \@SR\0) L`?' '4&Q\`AP\$" `~`@`O`\*`^`@`@(`NP(`~`%@"  
M`@! 8`EJ [ ' P#4\0-L`?%\$<F] P@&EN@%-M; VMI; F>`0V] U; &2`2' 5R= (!&87) M

M97)S\0)L`?'4&R,`A@\$"``@`6`):NP``6`("``+L"``@"\`KZ"BA\$``",`U/\$#  
M;`'Q@/, , \]`\$%0``"P`)``&@! ? ``0`!(!4`T,Q">8!#: &%D@\$-A<FQT;VZ`  
M86YD@\$=A:6R`1VEB<V]NS\$AE<F%L9"U,96%D97\*`4W1A9F:~5W)I=&5R<X#,  
MS.`1#`~~~~~(!PP`X\$SEF@'1H98!N=6UB97\*`;V:~06UE<FEC86YS@&QI9VAT  
M:6YG@&-I9V%R971T97.`9&5C;&EN97.`<VAA<G!L>8`M+8!A@&-E;G1R86R`  
M9V]A;(!09H!T:&7/<' )O<&]S962`=&]B86-C;X!S971T;&5M96YT@"TM@\$ME  
M;G1U8VMY@&%N9(!I='.`= &]B86-C;X!F87)M97)S@&-O=6QD@&=E=(!B=7)N  
M960N@,S,X!\$,``~~~~~@'#`#&5&^`<&%Y@&9O<H!T:&6`)# ,V."XU@&)I;&QI  
M;VZ`<V5T=&QE;65N="R`8VEG87)E='1E@&-O;7!A;FEE<X!W:6QL@')A:7-E  
M@'!R:6-E<X`V,(!T;X`X, ,]C96YT<X!A@'!A8VLL@&EN9'5S=')Y@&%N86QY  
M<W1S@'!R961I8W0N@%1H98!I;F-R96%S98!C;W5L9(!C=72`8VEG87)E='1E  
M@&-O;G-U;7!T:6]N@#\$P@'!E<F-E;G3/= &^` ,C"``<&5R8V5N=(!I;H!T:&6`  
M;F5X=(!F97>`>65A<G,N@,S,X!\$,``~~~~~@'#`#@1F]R@\$ME;G1U8VMY@'1O  
M8F%C8V^`9F%R;65R<RR`= &AA=(!C;W5L9(!T<F%N<VQA=&6`= &^`88!S:&]R  
M="UT97)M@&9I;F%N8VEA;(!H:72` :6Z`= &AESW)A;F=E@&]F@"0T,(!M:6QL  
M:6]N@'1O@"0W,(!M:6QL:6]N+(!A8V-O<F1I;F>`= &^`86Z`86YA;'ES:7.`  
M8GF`5VEL;("B4VYE;&RC+(!A@%5N:79E<G-I='F`;V;/2V5N='5C:WF`86=R  
M:6-U;'1U<F6`96-O;F]M:7-T@&%N9(!A;H!A9'9I<V5R@'1O@&)U<FQE>8!A  
M9'908V%T97,N@,S,X!\$,``~~~~~@'#`#&5&AA="=S@&&`-H!P97)C96YT@'1O  
M@#\$P@'!E<F-E;G2`9')O<(!I;H!A@&-R;W"``= &AA=(!B<F]U9VAT@"0W,#"``  
M;6EL;&EO;H!T;X!+96YT=6-K><]F87)M97)S@&QA<W2`>65A<BZ`S,S@\$0P`  
M````"``<,`.!!;F2`:72`:7.`86Z`861D962`=6YC97)T86EN='F`:6Z`88!B  
M=7-I;F5S<X!A;')E861Y@'9O;&%T:6QE@&)E8V%U<V6`;V:~V5A=&AE<H!A  
M;F2`;W1H97+/9F%C=&]R<RZ`S,SR#/)!@\$-U;75L871I=F6`169F96-T\PSS  
MT`05````+`D``6@:N!47``\$@%0#0S.`1#`~~~~~(!PP`X\$%S@&ET@')E861S  
M@&YO=RR`(G1H98!S971T;&5M96YT@&ES@&YO=(!G;VEN9X!T;X!P=72`= &AE  
M@\$ME;G1U8VMY@'1O8F%C8V^`<' )O9'5C97\*`;W5T@&]FS&)U<VEN97-S+"\*`  
MHE-N96QLHX!S86ED+H#,S("``@("``@("``@(`B1F]R96EG;H!C;VUP971I=&EO  
M;H!I<X!N;W2`9V]I;F>`= &^`<'5T@&AI;8!O=72`;V:~8G5S:6YE<W,N@,S,  
M@("``@("``@("``@")"=72`8F]T:(!09H!T:&]S98!A<F6`9V]I;F>`= &^`9VYA

M=X!A=V%Y@&%T(H!P<F]D=6-T:6]N@&QE=F5L<X!A;F2`9F%R;65R<R>`8V]N  
M9FED96YC92S/:&6`<V%I9"Z`S,S@\$0P`~~~~`"`,.!.4;V)A8V-O@&9A<FUE  
M<G.`87)E;B=T@'1H98!O;FQY@&]N97.`=VAO@&-O=6QD@&QO<V4N@,S,X!\$,  
M`~~~~`@'#`#@08!S='5D>8!L87-T@'EE87\*`97-T:6UA=&5D@'1H872`<VEX  
M@'-T871E<X!I;H!T:&6`=&]B86-C;X!R96=I;VZ`8V]U;&2`;&]S98!A@&-O  
M;6)I;F5DSS,V+#`P,.`1#`~~~~`(!PP`X&IO8G.`8GF`= &AE@'EE87\*`,C`P  
M,(!A<X!A@')E<W5L=(!O9H!D96-L:6YI;F>`8VEG87)E='1E@&-O;G-U;7!T  
M:6]N+H#0!!4`~`L`"0`!F";H(20`~`2`5`-#X!\$,~~~~`@'#`#@5&AE@%5N  
M:79E<G-I='F`;V:`36EC:&EG86Z`<W1U9'DL@' =H:6-H@'!R92UD871E<X!T  
M:&6`<V5T=&QE;65N=(!P<F]P;W-A;"R`:7.`<')E9&EC871E9,]O;H!A@#6`  
M<&5R8V5N=(!A;FYU86R`9&5C;&EN98!I;H!C:6=A<F5T=&6`8V]N<W5M<'1I  
M;VXN@,S,X!\$,~~~~`@'#`#@5&AE@&IO8H!L;W-S@' =O=6QD@&-O;66`:6Z`  
M=&]B86-C;X!F87)M:6YG+(!M86YU9F%C='5R:6YG@&%N9(!W:&]L97-A;&6`  
M86YD@')E=&%I;,]T<F%D92R`= &AE@'-T=61Y@'-A:60N@,S0!A4`~`L`"0`!  
M\*"UX\*"L`~`2`5`-#@\$0P`~~~~`"`,.!.3=&EL;"R`<W1A=&5S@' =O=6QD@')E  
M8V]U<(!S;VUE@&]F@'1H;W-E@&QO<W2`:F]B<X!I;H!O=&AE<H!F:65L9',L  
M@&%S@&-O;G-U;65R<R>`<W!E;F1I;F?/:&%B:71S@&-H86YG98!A;F2`= &AE  
M>8!D979O=&6`;6]N97F`= &AE>8!H862`<W!E;G2`;VZ`8VEG87)E='1E<X!T  
M;X!O=&AE<H!T:&EN9W,L@'-A:62`96-O;F]M:7-TSV%N9(!S='5D>8!C;RUA  
M=71H;W\*`1V5O<F=E@\$9U;'1O;BZ`S,SR#/) .871I;VYA;(!/=71L;V]K@\$ES  
M@%!O<VET:79E\PSS@-`\$%0`~`P`~`%P",`#!`~`!(!4`T,S@\$0P`~~~~`"`,  
M`.!);H!F86-T+(!T:&6`;F%T:6]N@&%S@&&`=VAO;&6`=V]U;&2`9V%I;H`U  
M-BPP,#`:F]B<X`M+8!F87\*`;6]R98!T:&%N@'1H98!P<F]J96-T962`;&]S  
M<X`M+<]A<X!A@')E<W5L=(!O9H!N97>`<W!E;F1I;F<L@&%C8V]R9&EN9X!T  
M;X!T:&6`<W1U9'DL@' =H:6-H@' =A<X!P=6)L:7-H962`:6Z`= &AE@\$%P<FEL  
M@#\$Y.3;/961I=&EO;H!O9H" `=&AE@\$IO=7)N86R`;V:`=&AE@\$%M97)I8V%N  
M@\$UE9&EC86R`07-S;V-I871I;VXN@,S,X!\$,~~~~`@'#`#@26Z`97AA;6EN  
M:6YG@'1H98!C=7)R96YT@'-E='1L96UE;G0G<X!P;W1E;G1I86R`869T97)M  
M871H@&9O<H!B=7)L97F`9F%R;65R<RR`54LG<X"B4VYE;&RCSVQO;VME9(!A  
M=(!T:&6`:6UM961I871E@&%N9(!L;VYG+71E<FV`969F96-T@&]F@#4P+8!A

M;F2`-S4M8V5N="UA+7!A8VN`:6YC<F5A<V5S@&EN@'1H98!C;W-T@&]FSV-I  
M9V%R971T97,N@,S,X!\$,~~~~`@'#`#@08!P<FEC98!I;F-R96%S98`M+8!W  
M:&5T:&5R@&5N86-T962`86QL@&%T@&]N8V6`;W\*`<W1R971C:&5D@&]V97\*`  
M<V5V97)A;(!Y96%R<X`M+8!I<]E>'!E8W1E9(!T;X!C=7)B@'1H98!N=6UB  
M97\*`;V:`<VUO:V5R<X!B96-A=7-E@&UA;GF`<&5O<&QE@&YO@&QO;F=E<H!W  
M;W5L9(!B98!A8FQE@&]R@'=I;&QI;F?/=&^`869F;W)D@'1H98!H86)I="Z`  
MS,S@\$0P~~~~`<`,`!!<X!T:&6`;G5M8F5R@&]F@'-M;VME<G.`9!)O<`,`L  
M@'-O@'=O=6QD@&1E;6%N9(!F;W\*`8G5R;&5Y@'!R;V1U8W1I;VXL@\*)3;F5L  
M;\*.`<V%I9"Z`S,S@\$0P~~~~`<`,`!&;W\*`:6YS=&%N8V4L@&&`-S4M8V5N  
M=(!I;F-R96%S98!I;H!T:&6`<')I8V6`;V:`88!P86-K@&]F@&-I9V%R971T  
M97.`8V]U;&2`9')I=F6`9&]W;L]C;VYS=6UP=&EO;H!B>8`Q,8!P97)C96YT  
M@'1O@#\$T@'!E<F-E;G0L@&%C8V]R9&EN9X!T;X"B4VYE;&RC)W.`8V%L8W5L  
M871I;VYS+H#,S.`1#`~~~~`(!PP`X%1H872`=V]U;&2`8W5T@'1H98!D96UA  
M;F2`9F]R@\$ME;G1U8VMY@&)U<FQE>8!B>8`R.8!M:6QL:6]N@'1O@#,V@&UI  
M;&QI;VZ`<&]U;F1S@&EN@'1H9<]F:7)S=(!Y96%R@&%F=&5R@'1H98!P<FEC  
M98!I;F-R96%S92R`;W\*`86)O=72`86Z`.(!P97)C96YT@'1O@#\$P@'!E<F-E  
M;G2`<F5D=6-T:6]N@&9R;VV`,3DY-BR`=VAE;L]+96YT=6-K>8!F87)M97)S  
M@'!R;V1U8V5D@#,V-H!M:6QL:6]N@'!O=6YD<X!O9H!B=7)L97DN@,S,X!\$,  
M`~~~~`@'#`#@26Z`9&]L;&%R<RR`=&AA=(!W;W5L9(!M96%N@&&`;&]S<X!O  
M9H`D-36`;6EL;&EO;H!T;X`D-S";6EL;&EO;BR`=&AE@&%N86QY<VES@'-H  
M;W=E9"Z`S,SR#/)(:6=H@%!R:6-E<RR`3&]W@%!R;V1U8W1I;VZ`\PSST`05  
M```+`D``>`?,!L=``\$@%0#0S.`1#`~~~~`(!PP`X\$]V97\*`=&AE@&QI9F6`  
M;V:`=&AE@#(U+7EE87\*`<V5T=&QE;65N=(!A9W)E96UE;G0L@'1H98!P;W1E  
M;G1I86R`<')I8V6`:6YC<F5A<V6`8V]U;&2`;&5A9,]T;X!A@'-T965P97\*`  
M9&5C;&EN98!I;H!T;V)A8V-O@'!R;V1U8W1I;VXN@,S,X!\$,~~~~`@'#`#@  
M26Z`=&AE@&QO;F>`=&5R;2R`=&AE@'!R:6-E@&EN8W)E87-E@&-O=6QD@&-U  
M=(!C;VYS=6UP=&EO;H!A8F]U=(`R,(!P97)C96YT+H#,S.`1#`~~~~`(!PP`  
MX\$EN@'1U<FXL@'5S98!O9H!+96YT=6-K>8!B=7)L97F`8V]U;&2`9')O<(`U  
M,(!M:6QL:6]N@'1O@#4X@&UI;&QI;VZ`<&]U;F1S@&-O;7!A<F5DSW=I=&B`  
M8W5R<F5N=(!L979E;`,`N@,S,X!\$,~~~~`@'#`#@5&AA=(!W;W5L9(!M96%N

M@&&` ;&] S<X!O9H`D.3 : ` ; 6EL; &EO;H!T;X`D, 3\$P@&UI; &QI;VZ` : 6Z`8V%S  
M: (!R96-E:7!T<X!C;VUP87)E9(!W:71HSV-U<G)E;G2`;G5M8F5R<RR`HE-N  
M96QLHX!S86ED+H#,S.`1#`~~~~`(!PP`X\$)U<FQE>8!P<F]D=6-T:6]N@&ES  
M@&YO=(!E>!E8W1E9(!T;X!D<F]P@&%T@'1H98!S86UE@')A=&6`87.`8V]N  
M<W5M<'1I;VXL@&)E8V\*U<V7/86QM;W-T@&AA;&: `=&AE@&QE86: `9W)O=VZ`  
M: 6Z`=&AE@%5N:71E9(!3=&%T97.`:7.`97AP;W)T962`=&^`9F]R96EG;H!M  
M87)K971S+("B4VYE;&RC@'-A:60N@,S0!A4`~`L`"0`!\|U`\*2P`~2`5`-#@  
M\$0P`~~~~`" < , ` . ! 4 : &6` <V5T=&QE; 65N="=S@'!R;W9I<VEO;G.`9&^` ;F]T  
M@&%P<&QY@&]V97)S96%S+H#,S.`1#`~~~~`(!PP`X")798!D;VXG=(!S966`  
M86YY=&AI;F>`:6Z`=&AE@&EM;65D:6%T98!F=71U<F6`=&AA=(!I<X!G;VEN  
M9X!T;X!R979E<G-E@&]N@&&`=V]R;&1W:61ESV)A<VES@'1H98!M;V1E<W2`  
M9W)O=W1H@&EN@&)U<FQE>8!T:&%T@'=E)W9E@'-E96Z` : 6Z`=&AE@&QA<W2`  
M9&5C861E@&]R@'-O+`\*`HE-N96QLHX!S86ED+H`B0G5TSW-A>6EN9X!T:&%T  
M+(!K965P@&EN@&UI;F2`=&AA=(!P<F]B86)L>8!O=7\*`9F]R96EG;H!C;VUP  
M971I=&EO;H!I<X!I;H!A@&QO=(!B971T97\*`<&]S:71I;VZ`=&^`=&%K9<]A  
M9'9A;G1A9V6`;V: `=&AA=(!D96UA;F2`9W)O=W1H@'1H86Z`=&AE@%4N4RZ`  
M;6%R:V5T+B\*`S,S@\$0P`~~~~`" < , ` . ! 4 : &6` =&] B86-C;X!A9W)E96UE;G2`  
M9&]E<X!N;W2`:6YC;'5D98!A;GF`<')O=FES:6]N<X!T;X!S;V9T96Z`=&AE  
M@&1E86PG<X!P;W1E;G1I86R`8FQO=\\]T;X!F87)M97)S+H#,S.`1#`~~~~`(  
M!PP`X\$)U=(!A<X!N96=O=&EA=&EO;G.`;VZ`=&AE@'-E='1L96UE;G2`=6YF  
M;VQD+(!F87)M@&=R;W5P<X!P;&%N@'1O@'!U<VB`9F]R@'1O8F%8V\_/8V]M  
M<&%N:65S@'1O@&AA=F6`=&^`8G5Y@&=U87)A;G1E962`86UO=6YT<X!O9H!D  
M;VUE<W1I8X!T;V)A8V-O@&]V97\*`=&AE@&YE>'2`,C6`>65A<G,N@,S,X!\$,  
M`~~~~`@'#`#@5&AE@&5F9F5C=(!O9H!T:&6`<V5T=&QE;65N=(!C;W5L9(!B  
M98!T;W5G:&5R@&]N@&9A<FUE<G.`=&AA;H!T:&6`<')I8V6`:6YC<F5A<V6`  
M86QO;F7/<W5G9V5S=' ,N@,S,X!\$,~~~~`@'#`#@5&AE@'!R;W!O<V5D@'-E  
M='1L96UE;G2`86QS;X!I;F-L=61E<X!P<F]V:7-I;VYS@&9O<H!A;G1I+7-M  
M;VMI;F>`961U8V%T:6]N@&-A;7!A:6=N<\\]A;F2`<VAA<G" <F5S=' )I8W1I  
M;VYS@&]N@&%D=F5R=&ES:6YG+H!4:&%T@&-O=6QD@&9U<G1H97\*`<F5D=6-E  
M@'1H98!N=6UB97\*`;V: `06UE<FEC86Z`<VUO:V5R<\\M+8!A;F2`=&AU<RR`

M=&AE@&1E;6%N9(!F;W\*`=&]B86-C;RZ`S,S@\$0P`~~~~`<`,`."B4VYE;&RC  
M@&1I9(!N;W2`=V5I9VB`=&AO<V6`9F%C=&]R<X!I;H!H:7.`8V%L8W5L871I  
M;VYS+H!(98!S86ED@&AE@&AA<X!H96\*R9(!V87)I;W5SSV5S=&EM871E<X!F  
M<F]M@'1H98!I;F1U<W1R>8!F;W\*`:&]W@'1H;W-E@'!I96-E<X!M:6=H=(!A  
M9F9E8W2`=&AE@&1O;65S=&EC@&UA<FME=#J`(D%L;(!T:&6`=V%YSV9R;VV`  
M=&AE@'9I97=P;VEN=(!T:&%T@'1H98!E9F9E8W1S@&%R98!G;VEN9X!T;X!B  
M98!V97)Y@&UI;FEM86PL@'1O@&ET)W.`:G5S=(!G;VEN9X!T;X!D979A<W1A  
M=&6`= &AESVEN9'5S=')Y+B\*`S,SR#/) &86-T<X!A;F2`1FEG=7)E<\_,,\X#0  
M!!4``L`"0`!(!QP%QD``2`5`-#;X!\$,``````@'#`#&5&^`8V]M<&EL98!A  
M@&-O=6YT>2UB>2UC;W5N='F`;&]O:X!A=(!C;W5N=&EE<R>`9&5P96YD96YC  
M98!O;H!T;V)A8V-O+(!T:&7/2&5R86QD+4QE861E<H!U<V5D@'-T871E@&9I  
M9W5R97.`;VZ`=&]B86-C;X!P<F]D=6-T:6]N+(!M=6QT:7!L:65D@&)Y@&%V  
M97)A9V6`<')I8V4L@'1O@&-O;66`=7#/=VET:(!A@&=R;W-S@'-A;&5S@&9I  
M9W5R92Z`5&AA=(!F:6=U<F6`=V%S@&-O;7!A<F5D@&%G86EN<W2`9F5D97)A  
M;(!E<W1I;6%T97.`;V:`<&5R<V]N86R`:6YC;VUE+H#,S.`1#``````(!PP`  
MX%5S:6YG@'108F%C8V^`<&%Y;65N='.`87.`88!P97)C96YT86=E@&]F@'!E  
M<G-O;F%L@&EN8V]M98!I<X!N;W2`86Z`87!P;&5S+71O+6%P<&QE<\)C;VUP  
M87)I<V]N@"TM@'1H98!F:6=U<F6`9F]R@&9A<FUE<G,G@&=R;W-S@')E8V5I  
M<'1S@&ES@&YO=(!I;F-O;64L@'-I;F-E@&ET@&1O97.`;F]T@&%L;&]W@&9O  
M<H!T:&5I<LQC;W-T<RZ`S,S@\$0P`~~~~`<`,`.)=(!N;VYE=&AE;&5S<X!H  
M96QP<X!S:&]W@' =H:6-H@&%R96%S@&1E<&5N9(!M;W-T@&]N@'108F%C8V\n  
M@\$]T:&5R@')E<V5A<F-H97)S+;]I;F-L=61I;F>`= &AE@%4N4RZ`1&5P87)T  
M;65N=(!O9H!!9W)I8W5L='5R92R`:&%V98!U<V5D@'1H98!S86UE@&UE=&AO  
M9(!T;X!C86QC=6QA=&6`8V]U;G1I97,GSV1E<&5N9&5N8V6`;VZ`=&]B86-C  
M;RZ`S,S@\$0P`~~~~`<`,`.!4:&6`;F5W<W!A<&5R@&-O;7!A<F5D@&9I9W5R  
M97.`9G)O;8`Q.3<U@&%N9(`Q.3DU@'1O@&1E=&5R;6EN98!H;W>`=&]B86-C  
M;R=SSV5C;VYO;6EC@&EM<&]R=&%N8V6`:&%S@&-H86YG960N@\$)E8V%U<V6`  
M,3DY-8!W87.`88!S;6%L;(!C<F]P@'EE87(L@'1H98!N97=S<&%P97\*`86QS  
M;\]E>&%M:6YE9(!P<F5V:6]U<X!Y96\*R<RZ`5&AE@'1R96YD@'1O=V%R9(!A  
M@&1E8W)E87-E@&EN@&EM<&]R=&%N8V6`<F5M86EN962`8V]N<W1A;GON@,S,

M@("`@("`@("`@\$%L;(!#;VYT96YT<X#P%P3P@\$-O<'ER:6=H=(`Q.3DW@\$QE  
M>&EN9W1O;H!(97)A;&0M3&5A9&5R+H!!;&R`4FEG:'1S@%)E<V5R=F5D@,S0  
5!A4`^^L`"0`!\`U`\*2P`^2`5`-`"

end===== ATTACHMENT 1 =====  
ATT CREATION TIME/DATE: 0 00:00:00.00

TEXT:

RFC-822-headers:

Received: from conversion.pmdf.eop.gov by PMDF.EOP.GOV (PMDF V5.0-4 #6879)  
id <01INEEDY7ECG00EQM7@PMDF.EOP.GOV> for "elena kagan"@oa.eop.gov; Mon,  
08 Sep 1997 12:17:00 -0400 (EDT)  
Received: from storm.eop.gov (storm.eop.gov)  
by PMDF.EOP.GOV (PMDF V5.0-4 #6879) id <01INEEDVFN9C00DFMQ@PMDF.EOP.GOV> for  
elena\_kagan@oa.eop.gov; Mon, 08 Sep 1997 12:16:59 -0400 (EDT)  
Received: from wdcsun2.usdoj.gov ([149.101.10.100])  
by STORM.EOP.GOV (PMDF V5.1-7 #6879)  
with ESMTTP id <01INEEDNHNMC0047Q5@STORM.EOP.GOV> for elena\_kagan@oa.eop.gov;  
Mon, 08 Sep 1997 12:16:50 -0400 (EDT)  
Received: (from daemon@localhost) by wdcsun2.usdoj.gov (8.8.4/8.8.4)  
id MAA01361 for <elena\_kagan@oa.eop.gov>; Mon, 08 Sep 1997 12:16:36 -0400 (EDT  
)  
Received: from intmail(10.222.3.6) by wdcsun2.usdoj.gov via smap (V1.3)  
id sma001333; Mon Sep 8 12:16:04 1997  
Received: by wt1 (1.39.111.2/16.2-WT4.1) id AA229615327; Mon,  
08 Sep 1997 12:15:27 -0400  
Received: by TELEMAIL; Mon, 08 Sep 1997 12:13:00 -0400  
X-Mailer: Worldtalk (4.1.1-pl)/STREAM  
===== END ATTACHMENT 1 =====

RECORD TYPE: FEDERAL (TRP NOTES MAIL)

CREATOR: Mary Morrison ( Mary Morrison@EOP@LNGTWY@LNGTWY [ UNKNOWN ] )

CREATION DATE/TIME: 8-SEP-1997 17:33:00.00

SUBJECT: Short Term Scheduling Meeting

TO: Allison J. King ( Allison J. King@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Anne M. Edwards ( Anne M. Edwards@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Barry J. Toiv ( Barry J. Toiv@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Beth A. Viola ( Beth A. Viola@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Carolyn E. Cleveland ( Carolyn E. Cleveland@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Cathy R. Mays ( Cathy R. Mays@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Elena Kagan ( Elena Kagan@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Evan Ryan ( Evan Ryan@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Gene B. Sperling ( Gene B. Sperling@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Jason S. Goldberg ( Jason S. Goldberg@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Karin Kullman ( Karin Kullman@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Lisa Tamagni ( Lisa Tamagni@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Lori Anderson ( Lori Anderson@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Michele Jolin ( Michele Jolin@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Michelle Crisci ( Michelle Crisci@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Nancy V. Hernreich ( Nancy V. Hernreich@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Paul J. Weinstein Jr. ( Paul J. Weinstein Jr.@EOP [ UNKNOWN ] )  
READ:UNKNOWN

TO: Rebecca A. Cameron ( Rebecca A. Cameron@eop [ UNKNOWN ] )

READ:UNKNOWN

TO: Ronda H. Jackson ( Ronda H. Jackson@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Shelley N. Fidler ( Shelley N. Fidler@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Timothy L. Newell ( Timothy L. Newell@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Todd Stern ( Todd Stern@eop [ UNKNOWN ] )  
READ:UNKNOWN

TO: Tracy B. LaBrecque ( Tracy B. LaBrecque@eop [ UNKNOWN ] )  
READ:UNKNOWN

TEXT:  
Message Creation Date was at 8-SEP-1997 17:33:00

We are back to the grind..... we will have our Short Term Scheduling  
Meeting on

Wednesday at 2pm in the Roosevelt Room. Thank you very much for  
attending.

Please call us if you have any questions X62823.