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Laura Bush Event

Brett -
Judge wants to know what
you think of this
- Jason

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66279

Fax: (202) 479

Fax Transmission

Date: December 12, 2001

TO: Ms. Quincy Crawford
Director of Scheduling for the First Lady
The White House

File

FROM: Justice Anthony M. Kennedy
Supreme Court of the United States

DONE

Pages (including cover page): eight

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MESSAGE:

~~containing
Linda's
signature~~

8 pages
TOTAL

12-21-5:20pm

Per our conversation -
Pls review and let me
know if this is something
Mrs. Bush should consider
or regret?

I need your comments
by tomorrow a.m. so I can
give to Mrs. Bush before she
leaves -

Quincy
66337

Supreme Court of the United States
Washington, D. C. 20543

CHAMBERS OF
JUSTICE ANTHONY M. KENNEDY

December 12, 2001

Ms. Quincy Crawford
Director of Scheduling
for the First Lady
The White House
Washington, DC 20502

Dear Ms. Crawford:

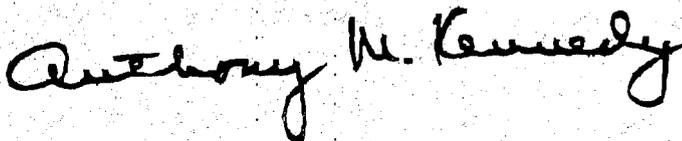
The program for visiting high schools around the country to discuss the American constitutional heritage is now specific enough for us to present to Mrs. Bush. We would be honored if you would transmit to her the enclosed letter.

For background information, we enclose the ABA's proposals for the program, including some ideas for suggested classroom discussion. As the program proceeds, its own momentum should produce specific examples of America's progress toward freedom, including vital leaders and historical events.

Our letter to Mrs. Bush indicates that the opening date of January 7th is quite flexible, and it might well be that a one or two-week deferral could be put to good use. So it will be easy to accommodate your suggestion as to the time, the city, and the school to be selected.

You have been most receptive and helpful. All of us respect your dedication and valuable assistance to the President and the First Lady as they provide principled, splendid leadership for these historic times.

Sincerely,



Enclosure

Supreme Court of the United States
Washington, D. C. 20543

CHAMBERS OF
JUSTICE ANTHONY M. KENNEDY

December 12, 2001

Mrs. Laura Bush
The White House
Washington, DC

Dear Mrs. Bush:

In the wake of September 11th we see anew the necessity to reaffirm the moral, universal meaning of America's constitutional heritage, and then to transmit its traditions and ideas to young people here and abroad. To this end the American Bar Association will initiate a nationwide program, "Freedom, American Ideas, and the 21st Century: a National Conversation." Designed to begin with conversations in our nation's classrooms, the initiative seeks to engage students in discussions of the shared values that shape our identity, our civic traditions, and those precepts which must be respected by all people who seek to be free.

At the heart of the ABA special initiative is a desire to stimulate conversations among the nation's young people around three topics: American Identities and Constitutional Values; Individual Freedoms, Democratic Participation, and Other Cultures; and American Civic Values in a Global Age. The ABA is developing a set of materials to facilitate discussions; launching a web site; and reaching out to collaborate with schools in cities around the country. Students would be encouraged to send the ABA videotapes with five or ten minutes of the best parts of their discussion. These could be the basis for an hour-long tape designed for classrooms here and, with excellent translations, for classrooms abroad.

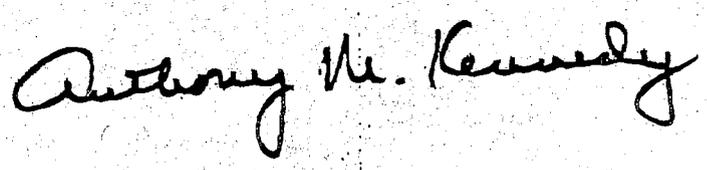
If you could participate in the opening event it would bring dignity and special importance to the program and encourage schools throughout the nation to participate. At present the opening program is scheduled for 2:00 p.m. on January 7th at the D.C. School Without Walls Senior High School. Though we think a January starting date is important, we recognize the first week of that month puts all of us on a tight schedule. It will be simple to set a later date. Indeed, we would accommodate your suggestions for any time and place.

We will be pleased to receive any ideas for format. Here is a suggestion. We would visit a class which has reviewed some of the material. They would be prepared to have a conversation with you, the president of the ABA, and me about our shared values as Americans. We would encourage their questions and perhaps ask questions of our own. The event would be open to media coverage. Following the classroom event, the ABA plans a short news conference to answer questions. I am undecided about participating in this aspect of the coverage and likely would follow your lead.

If your gracious staff wishes to explore this invitation and suggestion further, please do not hesitate to contact me. And specific questions could also be answered by the ABA, whose staff director for the project is Gail Alexander. She can be reached at (202) 662-1095.

It would be a high honor to participate with you as this project commences. With appreciation for your consideration of the proposal, expressions of continued admiration and respect, and best wishes in this Holiday Season, I remain

Yours truly,

Handwritten signature of Anthony M. Kennedy in cursive script.

FREEDOM, AMERICAN IDEAS, AND THE 21ST CENTURY: A NATIONAL CONVERSATION
A Special Initiative of the American Bar Association

PROJECT PROSPECTUS: SCHOOL PROGRAM

OVERVIEW

The American Bar Association, the leading national organization of the legal profession, is launching a special initiative entitled, "Freedom, American Ideas, and the 21st Century: A National Conversation." The initiative, being conducted with the support of the ABA Board of Governors, is designed to foster among our nation's youth the identification and understanding of fundamental American values and those universal moral precepts that all free people share. The terrorist attacks on September 11 underscore the necessity for serious and constant discussions about American civic values and their compatibility with other cultures. Through conversations in our nation's classrooms, this initiative will enable students to engage in discussion of our shared values as Americans in relation to our identities, our civic traditions, and diverse world cultures. Our values are held in common with many other countries of the world. The underlying theme is whether these values can be seen as offering hope, not a threat, to the rest of the world.

COMPONENTS OF THE INITIATIVE

The initiative includes the following components: (1) resource materials for conversations in schools, organized around several topics related to the initiative theme; (2) an initiative website, including an online resource guide for parents of younger children; (3) exemplary conversations among young people facilitated by lawyers, judges, and other discussion leaders; and (4) development of a broadcast-quality video program, which features young people who are participating in the initiative.

Component One: Conversation Materials

At the heart of the special initiative is the simple idea of convening conversations among young people organized generally around three topics, described below, related to the initiative theme. The ABA is developing a set of resource materials focused on each of the identified topic areas. Each set of materials will include "how to" information to assist local project leaders and conversation facilitators, suggested "conversation starters" (e.g., hypothetical cases and questions, as discussed below; a photograph or illustration; a video or audio clip) and related discussion questions, more extensive background readings, and a selected bibliography of primary documents and other resources.

Component Two: Initiative Web Site

The ABA is launching a website for the initiative, which will include pages for school audiences and parents of young children. Each of the resource materials for the conversation topics will be featured online, as well as links to web-based resources from other organizations and institutions such as bar associations and law-related education projects.

Component Three: Exemplary Classroom Conversations

As part of this special initiative, the ABA is facilitating exemplary conversations among young people in different cities around the country. In each city, we will identify schools and other

organizational partners to sponsor these conversations. Tentative sites include Philadelphia, Las Vegas, Detroit, New York City, and Washington D.C. We will actively seek the participation of lawyers, judges, and other community leaders as conversation facilitators. The program is scheduled to be launched at a Washington D.C. school in January 2002.

Component Four: Student Video Program

The ABA will develop a broadcast-quality videotape program featuring students from across the country who are participating in the initiative. We will encourage filming of student conversations for use in the video program. The program will present diverse conversation models: students speaking individually, interviewing one another, or engaged in group conversations about the initiative topics. The videotape program will be available for use by other groups and for translation by other groups that may want to use it in other countries.

CONVERSATION TOPICS

The emphasis of the classroom conversation will not be so much on current issues, as on the events, the documents, and the heroes that continue to make the American experience and our democratic heritage meaningful today. The school program is organized around specific topics that relate to the overall project theme. These include:

Topic One: American Identities and Constitutional Values

This topic will explore what it means to be an American. How do we understand ourselves, and how does the law define us as Americans? One commentator has described American law as "a common bond among all the various subcultures, a common forum in which to raise and possibly resolve not only legal disputes, but also disputes of a moral and political kind." In a country whose citizens represent a vast array of ethnic backgrounds, religious beliefs, cultural identifications, and political perspectives, how are our heritage and our ethical and moral views reflected in our Constitution and our system of law? The United States shares a heritage of liberty and freedom with many other countries. How does the U. S. Constitution both represent those shared values and define our identity as Americans and our sense of national unity?

Topic Two: Individual Freedoms, Democratic Participation, and Other Cultures

As Americans, we view our individual liberties of free speech and free expression as essential to our roles as engaged citizens. What do freedom of speech and freedom of expression mean? What rights and responsibilities do we have when exercising these freedoms? How do they shape our identities, both personally and as citizens? Are these freedoms reflected in other cultures around the world? Are these principles of individual liberty compatible with other cultures?

Topic Three: American Civic Values in a Global Age

For more than two hundred years, the United States has been engaged in a unique experiment in federal constitutional democracy. For more than one hundred years, we have been a major power on the world stage. Today we exercise significant international responsibility, yet we must recognize that this is an increasingly interdependent global age. Throughout our history, people from around the world have come to the United States, and have joined in our American democracy. What do you think are our fundamental American civic values? What has been

their role in drawing immigrants to our nation? How do we project American values around the world? How do you think others around the world perceive Americans and our values?

CONVERSATIONS STARTERS

The ABA program will develop a series of conversation starters that individual discussion leaders can use for specific conversations. Here is the hypothetical that will be used in the Washington, D.C. program that will launch this initiative:

The (imaginary) Nation of Quest has a population of about 15 million people, many of whom have earnings below the poverty level. The nation has elections from time to time, but these are usually corrupt. Corruption is also pervasive in the government and the courts. The leadership of the country has the half-hearted support of the military.

Zeal, a man in his early thirties, lives in Quest. He is a charismatic speaker. The government sometimes arrests its opponents, but it is reluctant to harass Zeal because of his popularity in Quest, particularly among the poor. Zeal preaches hatred of the United States and the duty of citizens in all countries to destroy American power and influence. There is a religious component to Zeal's doctrine, and he teaches that the United States is evil.

You were taking a trip to an exciting, exotic country, but your jet plane had engine trouble. It made an unscheduled landing in Quest. You remain there for three days, and during that time, you have the following encounters.

I

With some friends you take a ride around the major city and end up in an industrial area. There you meet M, a young man of 14 or 15 years of age. He is pounding engine casings into scrap metal, using a sledgehammer. It is hard, laborious work, for which he is paid just \$12 a week. He needs the money to help support his family. He has few prospects for a different or better job. For all he knows, he might spend most of his life doing this kind of work at a low wage. He takes a quick break, and you introduce yourself. The subject of the terror attacks in New York and Washington comes up. He remarks "Why should I care what happens to anyone in New York or Washington?"

What is your answer?

II

Later in the day you meet a young woman named W. She has a somewhat better education than most citizens in Quest. W admires Zeal's teachings and tells you that she thinks he is right about the evil the United States presents. W says the people should install Zeal as the leader of the government with absolute authority and should follow his orders. She knows Zeal wants a society controlled by men and that she would have a subordinate role. She tells you that Zeal and his followers can be trusted to bring about a better living and a better society for all the citizens of Quest.

What do you tell her?

III

At the end of that day you meet a young woman, Y, in her early twenties. Y tells you what is wrong with Quest and most other less-developed nations is the influence of American culture. She says American culture is decadent and has led to the corruption of life in the West.

Y thinks it is important that Quest should follow some sort of movement which resists American culture.

What do you tell her?