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FOIA Number:

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FOIA MARKER

This is not a textual record. This is used as an administrative marker by the George Bush Presidential Library Staff.

Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13700
Folder ID Number: 13700-005

Folder Title:
Martin Luther King Jr. Proclamation 1/9/90 [OA 8309]

Stack:	Row:	Section:	Shelf:	Position:
G	26	19	5	6

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
01. Notes	Personal information regarding people to be mentioned in speech. (5 pp.)	n.d.	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Martin Luther King Jr. Day Proclamation 1/9/90

Date Closed: 10/13/2004	OA/ID Number: 08309
FOIA/SYS Case #:	
Re-review Case #: 2004-2265-S	
P-2/P-5 Review Case #:	

MR Case #:	Appeal Case #:
MR Disposition:	Appeal Disposition:
Disposition Date:	Disposition Date:

RESTRICTION CODES

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

- P-1 National Security Classified Information [(a)(1) of the PRA]
- P-2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P-3 Release would violate a Federal statute [(a)(3) of the PRA]
- P-4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P-5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P-6 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.

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

Kilmer Intermediate
THE WHITE HOUSE
WASHINGTON

Alida Purdes

straight A student in accelerated
classes

volunteers her time to work with
multiple handicapped students
at the Kilmer Center

Guillermo Solorzano

His father works for ~~World Bank~~ World Bank
and has required family to move constantly
for the past 12 years (to Costa
Rica + Ecuador) → despite that he
has always maintained Straight A
average

Cory Williams -
takes all advanced classes
& elected President of Student Council
association.

THE WHITE HOUSE
WASHINGTON

D. Hooks

Rev. Lacey (?)

Julius Chambers
~~Legal Counsel~~
NAACP Legal
Defense fund
Art Fletcher
Josh Smith
Jack Kemp

Students

Dr.
Dorothy Height
Pres. Natl. Council
of Negro Women
Lee Atwater
Art Fletcher

Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02a. Note	Handwritten post-it note, re: Bob Woodson; personal information. (1 pp.)	n.d.	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Martin Luther King Jr. Day Proclamation 1/9/90

Date Closed: 10/13/2004	OA/ID Number: 08309
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Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02b. Notes	Handwritten notes, re: people to be mentioned in speech; personal information. (2 pp.)	n.d.	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Martin Luther King Jr. Day Proclamation 1/9/90

Date Closed: 10/13/2004	OA/ID Number: 08309
FOIA/SYS Case #:	
Re-review Case #: 2004-2265-S	
P-2/P-5 Review Case #:	

MR Case #:	Appeal Case #:
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Withdrawal/Redaction Sheet

(George Bush Library)

Document No. and Type	Subject/Title of Document	Date	Restriction	Class.
02c. Note	Handwritten note, re: Mena Lofland; personal information. (1 pp.)	n.d.	P-6, (b)(6)	

Collection:

Record Group: Bush Presidential Records
Office: Speechwriting, White House Office of
Series: Speech File, Backup
Subseries:
WHORM Cat.:
File Location: Martin Luther King Jr. Day Proclamation 1/9/90

Date Closed: 10/13/2004	OA/ID Number: 08309
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VOLUME 16

Jefferson to Latin

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U.S. DEPARTMENT OF THE NAVY

During World War II, Fleet Admiral Ernest J. King commanded the largest naval forces ever assembled.

King had a volatile temper and an abrasive personality. But he was a man of manifest intellect and ability, and in the aftermath of the Pearl Harbor disaster President Franklin D. Roosevelt appointed him commander in chief of the Atlantic Fleet in February 1941, commander in chief of the U.S. Fleet in December 1941, and Chief of Naval Operations (CNO) in March 1942. As CNO he automatically became a member of the Joint Chiefs of Staff and the Combined Chiefs of Staff (United States and Britain). In May 1943 he commanded the newly-created U.S. Tenth Fleet to monitor antisubmarine activities.

During World War II, King commanded the most powerful naval forces ever assembled, and in exercising his command he brought to bear his intelligence, experience, and professionalism. He nonetheless remained aloof and abrasive. A British sea lord described him as ill-mannered, ruthless, and arrogant. In apparent contravention of the "beat Germany first" strategy of the United States and Britain, he continually pressed for additional resources with which to conduct offensive operations against Japan. Still, he retained the professional respect of American and British leaders alike and was promoted to the new rank of fleet admiral in late 1944.

King retired from the Navy in December 1945. He later spoke out against proposals to unify the American armed forces, arguing that a service merger would limit the navy's effectiveness in a future war. Then, in 1947, he suffered a stroke. Other strokes followed, and on June 25, 1956, he died in Portsmouth, N.H., and was buried at Annapolis, Md. Admiral Emory S. Land, who had known King at Annapolis, wrote that King was "the greatest naval officer the United States ever produced."

JOHN EDWARD WILZ
Indiana University

KING, Martin Luther, Jr. (1929-1968), American clergyman and Nobel Peace Prize winner, who led the civil rights movement in the United States for much of the 1950's and 1960's. He was born in Atlanta, Ga., on Jan. 15, 1929, the son and grandson of Baptist ministers. In 1948, King graduated from Morehouse College at the age of 19. Three years later he earned the bachelor of divinity degree at Crozer Theological Seminary, and in 1955 he was awarded a Ph.D. at Boston University. While studying in Boston he met and married Coretta Scott; they had four children.

As the son of "substantial" black parents, young Martin was protected to some degree from the more scarifying experiences of segregation and racial hostility. But he was not completely immune, for there were inevitable personal experiences through which he came to a tardy awareness and a summary rejection of the oppressive prejudice and discrimination that so troubled his sense of moral propriety and social justice.

At Crozer he developed a fascination for Mahatma Gandhi, whose life and teachings were ultimately to influence his own destiny as a leading apostle of passive resistance.

The Montgomery Boycott. In 1954, before completing his doctorate, King accepted the pastorate of the Dexter Avenue Baptist Church in Montgomery, Ala. In December 1955 a racial crisis propelled him into the leadership of a city-wide boycott of the local transit company. The precipitating issue was segregated seating on public conveyances. The Montgomery Improvement Association was organized to coordinate policy and strategy, and King was elected president. In the face of grave danger he enunciated a principle from which he never wavered: "We will not resort to violence. We will not degrade ourselves with hatred. Love will be returned for hate."

A year later, after many mass arrests, physical attacks, threats, and other forms of intimidation, the boycott was successfully concluded. Blacks and whites rode Montgomery buses on an unsegregated basis for the first time, after the U.S. Supreme Court had ruled unconstitutional Alabama laws requiring segregation on buses. The Montgomery experience had taught black Americans the power of organization, the efficacy of sacrifice, and the dignity of suffering and nonviolence.

King's Leadership. Convinced of the need for and the feasibility of a new civil-rights effort based on a nonviolent philosophy, King organized, in January 1957, the Southern Christian Leadership Conference (SCLC) to broaden the potential of the movement begun in Montgomery. He later moved his headquarters to Atlanta, where he became the associate pastor, with his father, at Ebenezer Baptist Church.

For the next several years King helped lead numerous protest demonstrations throughout the South. He was frequently arrested and jailed, and physical violence and possibility of death were never far away. Often there was tragedy as insistent passive resistance challenged established customs of racial exclusion. In Birmingham, Ala., in 1963 the police used fire hoses and dogs to rout black demonstrators seeking to desegregate restaurants, hotels, and department stores. A black church was bombed, killing four little girls attending Sunday school. King and

her, Jr. (1929–1968), American Nobel Peace Prize winner, who led the civil rights movement in the United States of the 1950's and 1960's. He was born in Atlanta, Ga., on Jan. 15, 1929, the son of a Baptist minister. In 1948, King attended Morehouse College at the age of 19. Later he earned the bachelor of arts degree from Crozer Theological Seminary, and was awarded a Ph.D. at Boston University while studying in Boston he met Coretta Scott; they had four chil-

ren of "substantial" black parents, who were protected to some degree from the negative experiences of segregation. But he was not completely immune; there were inevitable personal experiences which he came to a tardy realization of, a summary rejection of the oppression and discrimination that so often violated the code of moral propriety and social

responsibility. He developed a fascination for Mahatma Gandhi whose life and teachings were in sharp contrast to his own destiny as a leader of non-violent resistance.

Boycott. In 1954, before the Montgomery bus boycott, King accepted the pastorate of the Ebenezer Baptist Church in Montgomery. In December 1955 a racial boycott was launched into the leadership of a city-wide local transit company. The bus was segregated seating on the buses. The Montgomery Improvement Association was organized to coordinate the boycott, and King was elected president. He was elected to the face of grave danger he emerged from which he never wavered. He refused to resort to violence. We will not accept segregation with hatred. Love will be the answer.

After many mass arrests, physical and other forms of intimidation, the boycott was successfully concluded. King led the Montgomery buses on an unsegregated bus the first time, after the U.S. Supreme Court ruled unconstitutional Alabama segregation on buses. The experience had taught black Americans the efficacy of nonviolent organization, the efficacy of dignity of suffering and nonvi-

olence. Convinced of the need for a new civil-rights effort, King organized the Southern Christian Leadership Conference (SCLC) to broaden the movement begun in Montgomery. He moved his headquarters to Atlanta, Ga., the associate pastor, with his wife Coretta, to the Ebenezer Baptist Church.

In the several years King helped lead nonviolent demonstrations throughout the South. He was frequently arrested and jailed, and the threat of violence and possibility of death were often there as resistance challenged established racial exclusion. In Birmingham, Ala., the police used fire hoses and dogs against demonstrators seeking to desegregate restaurants, hotels, and department stores. The church was bombed, killing four people during a Sunday school. King and



In 1965, Martin Luther King (pointing) and his wife Coretta led 25,000 in an Alabama voter registration march.

several of his associates were jailed. While incarcerated, he wrote a celebrated document known as *Letter from Birmingham Jail*, a classic expression of his moral philosophy.

In 1965, King launched a voter registration drive in Selma, Ala. Following demonstrations, arrests, and "Bloody Sunday" (March 7), the campaign concluded with a "freedom march" of 25,000 people from Selma to Montgomery.

The most massive protest demonstration ever to occur in the United States was, in contrast, devoid of violence. On Aug. 28, 1963, some 250,000 Americans of all faiths, races, and creeds joined him and other civil rights leaders in an unprecedented demonstration of solidarity. From all over the country, citizens went to "March on Washington" in support of civil rights legislation. King delivered the most impressive oration of his career. "I have a dream," he said often during his fiery speech—a dream of the time when the evils of prejudice and segregation will vanish. Many of those present wept openly.

As the 1960's wore on, national interest in civil rights flagged; the United States became more and more preoccupied with the war in Vietnam. Urban riots, too, seemed to diminish public support of the civil-rights movement. King's first Northern campaign—against slum conditions in Chicago in 1966—met with little success and was abandoned. Criticized by some for accepting a major leadership role in the movement for peace in Vietnam, King defended his linking of the rights and war issues. He maintained that war priorities diverted resources from the fight to improve the lot of the country's black poor.

His creed of nonviolence was increasingly challenged by younger, more militant leaders who did not renounce the use of violence to achieve their goals.

Assassin's Victim. Early in 1968, King announced a "Poor People's Campaign," to be held in Washington. He hoped to dramatize the plight of U.S. poor of all races. As plans were being made final, King flew to Memphis to lead a demonstration of striking sanitation workers, most of whom were black. On April 4, as King talked with his staff on a balcony of the Lorraine Motel, he was shot and killed. James Earl Ray, a white man, was charged with the murder. He pleaded guilty in March 1969 and was sentenced to 99 years in prison.

Honors. Among King's many honors was the Nobel Peace Prize in 1964, awarded for his work in civil rights. In 1983, Congress established the third Monday in January, beginning in 1986, as a federal holiday in honor of his birth.

C. ERIC LINCOLN
Union Theological Seminary

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Lewis, David L., *King: A Critical Biography*, 2d ed. (Univ. of Ill. Press 1978).
Lincoln, C. Eric, ed., *Martin Luther King, Jr.: A Profile* (Hill & Wang 1970).
Oates, Stephen B., *Let the Trumpet Sound: The Life of Martin Luther King, Jr.* (Harper 1982).
Schulke, Flip, and McPhee, Penelope O., *King Remembered* (Norton 1986).

KING, Rufus (1755–1827), American political leader and diplomat, who advocated a strong central government in the early years of the republic. He was born in Scarborough, Mass. (now in Maine), on March 24, 1755. He graduated from Harvard College in 1777. Admitted to the bar, he served in the Massachusetts General Court. In the Continental Congress (1784–1787), he gained influence with his oratory and skillful diplomacy. A leader in framing the Constitution, he also introduced a resolution barring slavery in the Northwest Territory.

A New York resident from 1788, he served in the assembly and as a U.S. senator from 1789 to 1796. A principal Federalist leader, he supported Alexander Hamilton's program. He was an effective minister to Britain from 1796 to 1803.

An unsuccessful Federalist party nominee for vice president (1804, 1808), he returned to the Senate in 1813. At first opposing the War of 1812, he supported it when it became defensive in nature. In a notable speech he opposed abandoning Washington after it was burned. The last Federalist nominee for president (1816), he lost to James Monroe. Leaving the Senate in 1825, he was again minister to Britain. He died in Jamaica, N.Y. (now New York City), on April 29, 1857.

DONALD YOUNG, *Author of "American Roulette: The History and Dilemma of the Vice Presidency"*

background notes

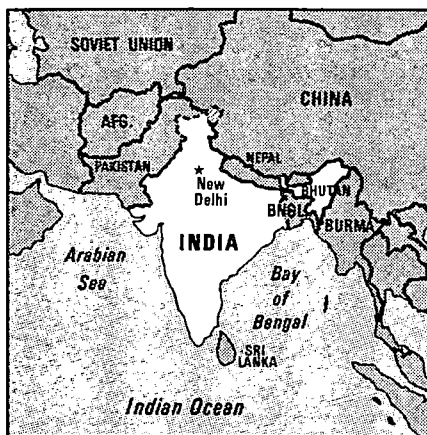
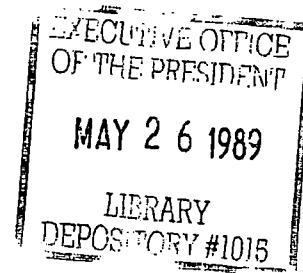
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India



United States Department of State
Bureau of Public Affairs

March 1989



Official Name:
Republic of India

PROFILE

Geography

Area: 3,287,263 sq. km. (1,268,884 sq. mi.); about twice the size of Alaska. **Cities** (1988 est.): *Capital*—New Delhi (pop. 7.2 million). *Other major cities*—Calcutta (9.9 million), Bombay (8.7 million), Madras (4.9 million), Bangalore (3.9 million), Hyderabad (2.8 million), Ahmedabad (2.3 million). **Terrain:** Varies from Himalaya Mountains to flat Gangetic Plain. **Climate:** Temperate to subtropical monsoon.

People

Nationality: *Noun and adjective*—Indian(s). **Population** (1988 est.): 817 million; urban 25%. **Annual growth rate:** 2.01%.

Density: 227 sq. km. (588 sq. mi.). **Ethnic groups:** Indo-Aryan 72%, Dravidian 25%, Mongoloid 2%, others. **Religions:** Hindu 83%, Muslim 11%, Christian 2.6%, Sikh, Jain, Buddhist, Parsi 2%. **Languages:** Hindi, English, and 14 other official languages. **Education:** *Years compulsory*—9 (to age 14). *Literacy* (1988 est.)—36%. **Health:** *Infant mortality rate* (1986 est.)—90/1,000. *Life expectancy*—55.8 yrs. **Work force** (1987 est.): 300 million. **Agriculture**—70%. **Industry and commerce**—19%. **Services and government**—8%. **Transport and communications**—3%.

Government

Type: Federal republic. **Independence:** August 15, 1947. **Constitution:** January 26, 1950.

Branches: *Executive*—president (chief of state), prime minister (head of government), Council of Ministers (cabinet). *Legislative*—bicameral parliament (*Rajya Sabha* or Council of States and *Lok Sabha* or House of the People). *Judicial*—Supreme Court.

Political parties: Congress (I), Janata Dal, Bharatiya Janata Party, Communist Party of India (CPI), Communist Party of India—Marxist (CPM), numerous regional and small national parties. **Suffrage:** Universal over 21.

Political subdivisions: 25 states, 6 union territories.

Central government budget (1987–88): \$50.1 billion.

Defense (1987–88 est.): 3.3% of GNP.

Flag: Saffron, white, and green horizontal bands with a blue spoked wheel in the center. Saffron symbolizes courage and sacrifice; white, peace and truth; green, faith and chivalry; and the spoked wheel, India's ancient culture.

Economy*

GNP: \$246 billion. **Real growth rate:** 1.8%. **Per capita GNP:** \$313. **Real per capita GNP growth rate:** 0%. **Annual inflation rate:** 7.5% (wholesale); 9.1% (consumer).

Natural resources: Coal, iron ore, manganese, mica, bauxite, chromite, limestone, barite.

Agriculture (40% of GNP): Wheat, rice, coarse grains, oilseeds, sugar, cotton.

Industry: Textiles, jute, processed food, steel, machinery, transport equipment, cement, aluminum, fertilizers.

Trade: *Exports*—\$12.1 billion: crude oil, engineering goods, precious stones, cotton apparel and fabrics, handicrafts, tea. *Imports*—\$18.5 billion: petroleum, machinery and transport equipment, edible oils, fertilizer. **Major partners**—US, USSR, Japan, UK, Iraq, Iran, France, West Germany.

Official exchange rate (July 1988): 14.00 rupees = US\$1.

Fiscal year: April–March 31

Economic aid: *Total*—\$47 billion (1951–85): multinational lending agencies and OECD, communist, and OPEC countries. *US aid* (1951–87)—\$12.4 billion, of which USAID \$4.8 billion, PL-480 \$6.8 billion (not including ocean freight and commodities provided through the UN World Food Program), Exim Bank loans \$788 million, wheat loans \$244 million.

Membership in International Organizations

UN and some of its specialized and related agencies, including the International Monetary Fund (IMF) and the World Bank; Nonaligned Movement; Commonwealth; Colombo Plan; Asian Development Bank (ADB); International Atomic Energy Agency (IAEA); INTELSAT; South Asian Association for Regional Cooperation (SAARC).

(Photos courtesy Frank Bevargua)

*All figures are 1987–88 statistics.

GEOGRAPHY

India dominates the South Asian subcontinent geographically. It has common borders with Bangladesh, Burma, Pakistan, China, Nepal, and Bhutan; Sri Lanka lies beyond a narrow strait off India's southern tip.

India has three main topographical areas:

- The sparsely populated Himalaya Mountains, extending along much of the northern border;

- The heavily populated Gangetic Plain, a well-watered and fertile area in the north; and

- The peninsula, including the Deccan Plateau, which is generally of moderate elevation.

The climate varies from tropical in the south to temperate in the north, with three well-defined seasons throughout most of the country—the cool season from November to March; a dry, hot season from March to June; and a hot, rainy season during the remainder of the year.

In addition, much of southeastern India is subject to a second rainy period during the cool season. Precipitation ranges from more than 1,000 centimeters (400 in.) annually in the northeast Assam Hills to fewer than 12 centimeters (5 in.) in the northwest Rajasthan Desert.

PEOPLE

Although India occupies only 2.4% of the world's land area, it supports nearly 15% of the world's population. Only China has a larger population. A large percentage of India's population is in its teens—40% of Indians are younger than 15 years old. About 80% of the people live in more than 550,000 villages, and the remainder in more than 200 towns and cities.

Northern India has been invaded from the Iranian plateau, Central Asia, Arabia, and Afghanistan at various times in its ancient and pre-modern history. The blood and culture of these invaders have mixed freely with that of the indigenous people, contributing to an unparalleled degree of racial and cultural synthesis. Religion, caste, and language are major determinants of social and political organization in India today. Sixteen officially recognized languages are spoken in India; Hindi is the most widely spoken.

Although 83% of the people are Hindu, India also is the home of more than 80 million Muslims, giving it one of the world's largest Muslim populations. Adherents to other religions include Christians, Jews, Sikhs, Jains, Buddhists, and Parsis.

The caste system, comprising the traditional social categories of Indian society, has been historically based on occupation-related categories ranked in a theoretically defined hierarchy. Traditionally, four castes were identified, plus a category of outcastes or untouchables. In reality, however, there are thousands of subcastes, and it is with these subcastes that the majority of Hindus identify. Despite economic modernization and laws countering discrimination against the lower end of the class structure, the caste system remains an important factor in Indian society.

HISTORY

The people of India have had a continuous civilization since 2500 B.C., when the inhabitants of the Indus River Valley developed an urban culture based on commerce and sustained by surplus agriculture. This civilization declined around 1500 B.C., probably due to ecological changes.

During the second millennium B.C., pastoral, Aryan-speaking tribes migrated across the Himalayas into the subcontinent. As they settled in the middle Ganges Valley, they adapted to the cultures that had preceded them.

The political map of ancient and medieval India was made up of a myriad of kingdoms with fluctuating boundaries. In the 4th and 5th centuries A.D., Northern India was unified under the Gupta Dynasty. During this period, known as India's Golden Age, Hindu culture and political administration reached new heights.

Islam entered the subcontinent over a period of 500 years. In the 10th and 11th centuries, Turks and Afghans invaded India and established sultanates in Delhi. In the early 16th century descendants of Genghis Khan swept across the Khyber Pass and established the Mughal (Mogul) Dynasty, which would last 200 years. From the 11th to the 15th centuries, southern India was dominated by the Hindu Chola and Vijayanagar dynasties. During this time, the two systems—the prevailing Hindu and the Muslim—mingled, leaving lasting cultural influences on each other.

The first British outpost in South Asia was established in 1619, at Surat on the northwestern coast of India. Later in the century, the East India Company opened permanent trading stations at Madras, Bombay, and Calcutta, each under the protection of native rulers. The British gradually expanded their influence from these footholds, until, by the 1850s, they controlled almost the entire area of present-day India, Pakistan, and Bangladesh. In 1857, a rebellion in north India led by mutinous Indian soldiers caused the British parliament to transfer all political power from the East India Company to the Crown. From then until independence in 1947, Great Britain administered most of India directly and controlled the rest through treaties with local rulers.

Beginning in 1920, Indian leader Mahatma Gandhi transformed the Indian National Congress into a mass movement and used it to mount a popular campaign against British colonial rule. The Congress used both parliamentary and extraparliamentary means—nonviolent resistance and non-cooperation—to seek its goal.

Independence was achieved on August 15, 1947, and India became a dominion within the Commonwealth of Nations with Jawaharlal Nehru as prime minister. Longstanding frictions between the Hindus and Muslims led the British to create two countries out of British India—India, and Pakistan as the homeland for the Muslims. India's constitution was promulgated on January 26, 1950, when the country became a republic within the Commonwealth.

Prime Minister Nehru governed the nation until his death in May 1964. He was succeeded by Lal Bahadur Shastri, a veteran of the Congress movement. When Shastri died in January 1966, power passed to Jawaharlal Nehru's daughter, Indira Gandhi, who was prime minister from 1966 to 1977. In 1975, beset with deepening political and economic problems, Mrs. Gandhi declared a state of emergency, suspending many civil liberties. Seeking a mandate at the polls for her policies, Mrs. Gandhi called for elections in 1977, only to be defeated. Prime Minister Gandhi was replaced by veteran political leader Moraji Desai, who headed the Janata Party, an amalgam of five opposition parties that had united against Mrs. Gandhi and the Congress Party. In 1979, dissension within the Janata

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(Smith/Blessey)
Draft One
January 4, 1990
KING

PRESIDENTIAL REMARKS: KING BIRTHDAY
ROOM 450
TUESDAY, JANUARY 9, 1990

(King Rec'd) Dr Hook, Rev. Louie?, (MOC's) (Cabinet Members)

I want to welcome you to the White House. And to an event that embodies the greatness of a man whose life -- and legacy -- helped set America free.

I refer to Dr. Martin Luther King, Jr. He would have been sixty-one years old next Monday. That day is now a national holiday, and I will shortly sign its proclamation. But first let me speak from the heart about a hero, and a friend.

Most of you weren't born yet when Martin King was killed. Yet you know that his life was central to the story of America. Each day, we write new chapters. And as we do, let us recall what Dr. King was, and what he did, and what his lessons were. For you remain the trustees of all that he believed.

First, he was a crusader and an evangelist, and he bore the weight of a pioneer. He was a force against evil. His life was a metaphor for courage. His goal was an America where equality and opportunity could co-exist, and where goodness could prevail.

Next, what did he do? He went to Selma, to Greensboro, to Montgomery. Wherever he was needed. Wherever there was hatred to oppose. Martin Luther King defied segregation. He endured rocks and death threats and obscene phone calls in the night. He forever changed America -- and helped America change the world.

Finally, what did this man teach? He preached "Love thy neighbor." He said that before government, there was man -- and government arose to meet man's needs. He demanded rights as old as the human spirit is young. The right of free expression. And equal protection under the law. The right to vote as we choose. And to think, dream, and worship as we please.

Those lessons did not die with Martin Luther King. Today, they live in Eastern Europe -- where the civil rights anthem of "We Shall Overcome" is bringing democracy to millions. Like Gandhi forty years ago -- like Lech Walesa and an entire continent today -- Martin Luther King helped dismantle barriers between people. And made the walls coming tumbling down.

And here at home, where Dr. King's call for non-violent change is making America a more decent, civil place -- here, too, his lessons live. We see them in our neighborhoods, and in our churches, and, yes, in you as students. For you are the dream Dr. King spoke so movingly about. And you must fight for what he died for: A Nation in which no one is left out. [ANECDOTES ABOUT STUDENTS TO COME]

Martin Luther King often spoke of how education could spur excellence -- and excellence, equality. He knew how higher learning could be the great lifter. And he believed that education could help make ours a colorblind society -- not one blind to justice. And thus help each American climb the ladder of self-respect and dignity.

That is the lesson I'd like to leave you with. And ask that you recall in the months and years ahead. Take pride in what you have done -- as I know Dr. King would if he were here today. But remember, too, that education is a means, not an end. A means to make his dream a reality for each child in America: That one day they would live in a Nation where they were judged not by the color of their skin, but by the content of their character.

Dr. King loved the children of America, and so I wanted you to be here today. For while he is gone now, his children remain. You are those children -- and you have become his legacy. For you have inherited his mantle, and must help realize the dream.

Do right, as he would. Love justice, as he did every day of his life. Next Monday, of course, will be a special day. So it is now my privilege to sign a proclamation naming January 15 the Martin Luther King National Holiday.

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(Smith/Blessey)
Draft One
January 4, 1990
KING

PRESIDENTIAL REMARKS: KING BIRTHDAY
ROOM 450
TUESDAY, JANUARY 15, 1990

I want to welcome you to the White House. And to an event that embodies the greatness of a man whose life -- and legacy -- helped set America free.

I refer to Dr. Martin Luther King, Jr. He would have been sixty-one years old next Monday. That day is now a national holiday, and I will shortly sign its proclamation. But first let me speak from the heart about a hero, and my friend.

Most of you weren't born yet when Martin King was killed. So let me recall what he was, and what he did, and what his lessons were. After all, he would want you to know. For you remain the trustees of all that he believed.

First, he was a crusader and an evangelist, and he bore the weight of a pioneer. He was a force against evil. His life was a metaphor for courage. His goal was an America where equality and opportunity could co-exist, and where goodness could prevail.

Next, what did he do? He went into Selma, to Greensboro, to Montgomery. Wherever he was needed. Wherever there was hatred to oppose. He defied segregation. He endured rocks and death threats and obscene phone calls in the night. He made us face the ugly stain of bigotry. He forever changed America -- and helped America change the world.

Finally, what did this man teach? He preached "Love thy neighbor." He said that before government, there was man -- and government arose to meet man's needs. He demanded rights as old as the human spirit is young. The right of free expression. And equal protection under the law. The right to vote as we choose. And to think, dream, and worship as we please.

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And here at home, where Dr. King's call for non-violent change is making America a more decent, civil place -- here, too, his lessons live. We see them in our neighborhoods, and in our churches, and, yes, in you as students. For you are the dream Dr. King spoke so movingly about. And you must fight for what he died for: A Nation in which no one is left out.

Martin Luther King often spoke of how education could spur excellence -- and excellence, equality. He knew how higher learning could be the great uplifter. And he believed that education could help make ours a colorblind society -- not one blind to justice. And thus help each American climb the ladder of self-respect and dignity.

That is the lesson I'd like to leave you with. And ask that you recall in the months and years ahead. Take pride in what you

have done -- as I know Dr. King would if he were here today. But remember, too, that education is a means, not an end. A means to make his dream a reality for each child in America: That one day they would live in a Nation where they were judged not by the color of their skin, but by the content of their character.

The night before he was assassinated, Martin King gave a speech in Birmingham. And talked of how -- quote, unquote -- "I just want to do God's will."

Education can achieve the justice that was the dream of this truly great American. Use your knowledge, as he did. Each day, give new meaning to his legacy. Next Monday, of course, will be a truly special day. So it is now my privilege to sign a proclamation naming January 15 the Martin Luther King National Holiday.

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p. 450
Joe Watkins

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Since 1986, Monday has been a federal holiday for this year
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Joe

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Rio

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