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Folder Title:
National Assoc. of Towns and Townships 9/6/91 [OA 8327] [1]

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WHITE HOUSE STAFFING MEMORANDUM

FACT-CHECK COPY

DATE: 9/3/91ACTION/CONCURRENCE/COMMENT DUE BY: NOON, WED., SEPT. 4PRESIDENTIAL REMARKS: NATIONAL ASSOCIATION OF TOWNS AND TOWNSHIPS
SEPTEMBER 6, 1991

SUBJECT: _____

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	☐	☒	MCCLURE	☒	☐
SUNUNU	☐	☐	PETERSMEYER	☒	☐
SCOWCROFT	☐	☐	PORTER	☒	☐
DARMAN	☒	☐	ROGICH	☒	☐
BRADY	☐	☒	SMITH	☒	☐
BROMLEY	☐	☐	UNTERMAYER	☐	☐
CARD	☐	☒	SNOW	☐	☒
DEMAREST	☒	☐	KAUFMAN	☒	☐
FITZWATER	☐	☒	ANDERSON	☒	☐
GRAY	☒	☐		☐	☐
HOLIDAY	☒	☐		☐	☐

REMARKS:

Please provide comments/edits on the attached directly to Tony Snow, Rm. 122, x2930, with a copy to this office, NO LATER THAN NOON, WEDNESDAY, SEPTEMBER 4. Thank you.

RESPONSE: _____

PHILLIP D. BRADY
Assistant to the President
and Staff Secretary

91 SEP -2 PM 2:48

(Hinchliffe/Blymire)
August 30, 1991 5 p.m.
NATAT.TS Draft Five

PRESIDENTIAL REMARKS: NATIONAL ASSOCIATION OF TOWNS AND TOWNSHIPS
September 6, 1991
Hyatt Regency, Washington, D.C.

You know, this week doesn't mark the end of summer just for school-children across this country. I'm back at my desk, too. But I won't bore you with a speech titled "What I did on my summer vacation." \ Well, okay: I will tell you my reaction when I received a phone call on August 19th saying: "It's a crisis!" I responded: "I've already heard enough about Barbara's golf game."

OK President Eisenhower talked of "the great and priceless privilege of being raised in a small town." I understand because I, too, had that privilege. The towns of my youth and of my children's youth were very different from each other -- from the bustling streets of Greenwich, Connecticut to the salt air of Kennebunkport to the dusty, oil-patch plains of Midland, Texas. But they also had much in common.

OK Our towns nurture dreams and nourish values. Think of the ideals of integrity, hard work, and caring for others instilled in a young boy growing up in Pinpoint, Georgia. Today, that man stands ready to serve on the highest court in this land. Clarence Thomas embodies the virtues America -- and all her towns and townships -- hold dear.

OK I'm glad to be here with people from the towns that form this nation's backbone. You know what Thomas Jefferson meant when he said American townships "have proved themselves the wisest invention ever devised by the wit of man for the perfect

exercise of self-government, and for its preservation."

You understand the problems that challenge our country. You understand them not from a bureaucrat's safe distance, but from the embattled position of public servants whose neighbors call to complain about services -- or the lack thereof. You understand the real basics of local government, and that's why you're our country's future and our country's hope.

Our domestic policy begins with you -- the people of this land. In Washington, and in the states, politicians and officials have learned that we can't just hurl money at problems. We're taking enough of people's money as it is: If we want to do our jobs, we must make better use of the vast sums already at our disposal.

More fundamentally, we ought to recognize the genius of our own people. We must trust them -- trust you -- to find answers, to do good things, to make America work. We must make our government more responsive, more local. And we must learn from the real professionals -- you, the NATAT representatives. You're the voice of small-town America.

That's a considerable voice, of course. Eight of ten governmental bodies in this nation represent communities with ~~10,000~~ ^{stat} 5,000 or fewer residents. And you will have to teach the other 20 percent how to live within their means.

Your strengths begin with your commitment to the American idea of civic responsibility. Many of you are part-time officials, volunteers. You give your time to your communities.

ok ✓ You emphasize creativity and innovation -- what folks in my birthplace of Milton, Massachusetts would call "old-fashioned Yankee ingenuity." Sometimes, you exhaust your ingenuity just trying to escape regulatory handcuffs placed upon you by federal and state mandates. I'm concerned about those mandates, and I believe strongly in the importance of cooperation between all levels of government.

ok ✓ Our Administration also remains committed to the common-sense approach of the Regulatory Flexibility Act -- one that lets you use your common sense to solve your own problems -- and I will direct federal departments and agencies to follow the spirit and the letter of that law. \\\

ok ✓ [Speaking of creativity, I want to add my congratulations to one of your members, Bill Herman of Weare, New Hampshire. Bill won your ~~Grass-roots~~ ^{Government} Leadership award by producing ideas for cutting costs without slashing services. \\\ Maybe I should call on Bill's help in solving a big problem. I asked an advisor how we could improve our crisis management. He said: "How about a calendar that doesn't have August on it."]

Jeff Schiff
Hotel
737-1234
ext. 1531
ok ✓ All of you here have helped develop public/private partnerships -- a crucial concept as we gear up for the unique problems of the 21st century. The alliance between your National Center for Small Communities and private sector sources like the Kellogg Foundation set an example for others to follow.

Because of your strengths, your successes and your leadership -- I ask you to lead one of our greatest battles:

Making our nation's schools the world's best.

✓ As you know, our Administration introduced an education strategy five months ago. We call it "America 2000," and it involves four different tracks: accountable schools for today; a new generation of schools for tomorrow; a nation of students committed to a life-time of education; and communities where learning can happen.

You play a critical role in making the entire strategy work -- and especially ~~Step~~ ^{TRACK} Four; building communities that support, encourage and advance education. It's no coincidence that we historically have entrusted our most important social service, education, to communities. We now call upon communities to seize the opportunity to make their schools better: to adopt the educational goals established two years ago at the educational summit in Charlottesville, Virginia; to develop a community plan to reach the goals; to design a report card to measure your progress; and to create your own "break the mold school" -- something that builds upon your special strengths and takes into account your special needs and circumstances.

OK ✓
Kelly Johnston
DOT PA
Our Administration also will look to you for leadership in other areas. For instance, Congress soon will begin debating the five-year re-authorization of the nation's transportation system. We need your help in getting a system that spends money to address local needs -- and not just support politicians' careers.

We don't need more money; we need more sensible programs. More than half of all Congressional transportation projects don't

ok ✓ even show up on state and local priority lists. Over 40 percent of the current gas tax ^{will} ~~already~~ goes for Congressional pork-barrel projects. You might like some of the programs your member of Congress slips into the budget, but in the end, Congress usurps local power for its own purposes -- making decisions in Washington that affect the lives and pocketbooks of people in Berea, Kentucky, or Mount Wolf, Pennsylvania. *If we enact the gas tax*

So: If Congress sends me a transportation bill with a gasoline tax, I will veto it. We must not let Congress raise the gas tax for projects communities don't even want. We will not let them raise a tax that will do nothing except squeeze local economies and lighten workers' already-thin pocketbooks.\

ok ✓ We believe in letting communities shape their own futures, and this belief lies at the heart of our Community Opportunity Act. This proposal invites communities to think of new ways to solve old problems -- and it lets all of us adopt a more flexible approach to domestic social programs. It puts the emphasis on results, and not on procedures cooked up in Washington. After all, when someone wants food or shelter or schooling, what's more important, the service -- or the government paperwork?

The Act grows out of the basic assumption that government assistance programs should lead people to self-sufficiency. There's no better way to do this than to rebuild these programs from the bottom up -- based on plans developed right at the community level.

I talked about Jefferson earlier: If we want to remain true

to the spirit of his philosophy, we must empower communities to control their own futures. Our domestic policy isn't a spending policy; it's designed to increase personal freedom, and to produce results -- not just expensive rhetoric. This is the way to approach all this county's challenges -- it's an extraordinary opportunity and it's essential that we get it enacted and in use.

Thank you for your work and your example. Even with whatever problems our towns may face, I know we'd all agree with writer Catharine Sedgwick, who loved her town of Stockbridge, MA. Someone once told her that she spoke about Stockbridge as if it were heaven. "Well," she replied, "I expect no very violent transition".

Good luck to all of you -- and may God bless the towns to which you return.

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THE WHITE HOUSE
WASHINGTON

Sent to POTUS
9/4 at 6pm
w/o proofing

September 4, 1991

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVID DEMAREST
TONY SNOW TS

FROM: BETH HINCHLIFFE BH

SUBJECT: NATIONAL ASSOCIATION OF TOWNS AND TOWNSHIPS

On Friday, September 6, at 10 a.m., in the Hyatt Regency in Washington, you will address an audience of approximately 1,000 people from across the country who are attending the National Association of Towns and Townships conference.

Your remarks (10 minutes, teleprompter) focus on major Administration initiatives having a direct impact on American towns -- particularly transportation and education.

(Hinchliffe/Blymire)
September 4, 1991 5 p.m.
NATAT.TS Draft Five

PRESIDENTIAL REMARKS: NATIONAL ASSOCIATION OF TOWNS AND TOWNSHIPS
September 6, 1991
Hyatt Regency, Washington, D.C.

You know, this week doesn't mark the end of summer just for schoolchildren across this country. I'm back at my desk too. But I won't bore you with a speech titled "What I did on my summer vacation." \ Well, okay: I will tell you my reaction when I received a phone call on August 19th saying: "It's a crisis!" I responded: "I've already heard enough about Barbara's golf game."

Thank you for giving me the chance to meet with you today. You know, President Eisenhower talked of "the great and priceless privilege of being raised in a small town." I understand because I, too, had that privilege. The towns of my youth and of my children's youth were all very different from each other -- from the treelined streets of Greenwich, Connecticut to the salt air of Kennebunkport to the dusty, oil-patch plains of Midland, Texas. But they also had much in common.

Our towns nurture dreams and nourish values. Think of the ideals of integrity, hard work, and caring for others instilled in a young boy growing up in Pinpoint, Georgia. Today, that man stands ready to serve on the highest court in this land. Clarence Thomas embodies the virtues America -- and all her towns and townships -- hold dear.

I'm glad to be here with people from the towns that form this nation's backbone. You know what Thomas Jefferson meant when he said American townships "have proved themselves the

wisest invention ever devised by the wit of man for the perfect exercise of self-government, and for its preservation."

You understand the problems that challenge our country. You understand them not from a bureaucrat's safe distance, but from the embattled position of public servants whose neighbors call to complain about services -- or the lack thereof. You understand the real basics of local government, and that's why you're our country's future and our country's hope.

Our domestic policy begins with you -- the people of this land. In Washington and in the states, politicians and officials have learned that we can't just hurl money at problems. We take enough of people's money as it is: If we want to do our jobs, we must make better use of the vast sums already at our disposal.

More fundamentally, we must recognize the genius of our own people. We must trust them -- trust you -- to find answers, to do good things, to make America work. We must make our government more responsive, more local. And we must learn from the real professionals -- you, the NATAT representatives. You're the voice of small-town America.

That's a considerable voice, of course. Eight of ten governmental bodies in this nation represent communities with 5,000 or fewer residents. And you will have to teach the other 20 percent how to live within their means.

Your strengths begin with your commitment to the American idea of civic responsibility. Many of you are part-time officials, volunteers. You give your time to your communities.

You emphasize creativity and innovation -- what folks in my birthplace of Milton, Massachusetts would call "old-fashioned Yankee ingenuity." Sometimes, you exhaust your ingenuity just trying to escape regulatory handcuffs placed upon you by federal and state mandates. I'm concerned about those mandates, and I believe strongly in the importance of cooperation among all levels of government.

Our Administration also remains committed to the common-sense approach of the Regulatory Flexibility Act -- one that lets you use your common sense to solve your own problems -- and I will direct federal departments and agencies to follow the spirit and the letter of that law. \\

Speaking of creativity, I want to add my congratulations to Bill Herman of Weare, New Hampshire. Bill won your Grassroots Government Leadership Award by producing ideas for cutting costs without slashing services. \\ Maybe I should call on Bill's help in solving a big problem -- because when I asked my staff how we could improve our crisis management, they said: "How about a calendar that doesn't have August on it." \\

All of you here have helped develop public/private partnerships -- a crucial concept as we gear up for the unique problems of the 21st Century. The alliance between your National Center for Small Communities and private sector sources like the Kellogg Foundation sets an example for others to follow.

Because of your strengths, your successes and your leadership -- today I ask you to lead one of our greatest

battles: Making our nation's schools the world's best.

Our Administration introduced an education strategy five months ago. We call it "America 2000," and it involves four different tracks: accountable schools for today; a new generation of schools for tomorrow; a nation of students committed to a lifetime of education; and communities where learning can happen.

You play a critical role in making the entire strategy work -- and especially Track Four: building communities that value, support, encourage and advance education. It's no coincidence that we historically have entrusted this fundamental responsibility -- education -- to communities. We now call upon you to enlist in our national crusade to improve education community-by-community. First, you must adopt the education goals established 18 months ago following the education summit with the nation's governors. Then you can begin to develop a community plan to reach the goals -- to design a report card to measure your progress -- and to create your own "break the mold school" -- one that builds upon your unique strengths and takes into account your special needs and circumstances. \\\

As we immerse ourselves in the challenges of the 90s, our Administration also will look to you for leadership in other areas. For instance, Congress is debating the five-year reauthorization of the nation's surface transportation system. We need your help in getting a system that spends money to address needs -- and not just support politicians' careers.

We've called in our bill for increased investment in infra-

structure. But, frankly, simply spending more money isn't the answer -- we need more sensible programs. More than half of all Congressionally-mandated transportation projects don't even show up on state priority lists. You might like some of the programs your member of Congress slips into legislation, but in the end, Congress usurps local power for its own purposes -- making decisions in Washington that affect the lives and pocketbooks of people in Berea, Kentucky, or Mount Wolf, Pennsylvania.

So: If Congress sends me a transportation bill with a gasoline tax, I will veto it. We must not let Congress raise the gas tax for projects towns don't even need. We won't let it raise tax that will do nothing except squeeze local economies and lighten workers' already-thin pocketbooks.\\ My highway bill will invest in infrastructure without raising taxes or busting budget caps.\\

We believe in letting communities shape their own futures - - and this belief lies at the heart of our Community Opportunity Act. This proposal invites communities to think of new ways to solve old problems -- and it lets all of us adopt a more flexible approach to domestic social programs. It puts the emphasis on results, and not on procedures cooked up in Washington. After all, when someone wants food or shelter or schooling, what's more important, the service -- or the government paperwork?

This common-sense approach, giving local governments greater flexibility, ^{also} led us to propose turning over \$15 billion in federal money to the states. This initiative will give decision-making power to the people whose lives those decisions will

affect. Quite simply -- that's the fundamental principle on which this Administration functions.

This "turnover proposal," and the Act itself, grow out of the basic assumption that government assistance programs should lead people to self-sufficiency. There's no better way to do this than rebuilding these programs from the bottom up: based on plans developed right at the community level.

I talked about Jefferson earlier: If we want to remain true to the spirit of his philosophy, we must empower communities to control their own futures. \\ Our domestic policy isn't a spending policy -- it's designed to increase personal freedom and to produce results -- not just expensive rhetoric. This is the way to approach all this country's challenges -- it's an extraordinary opportunity and it's essential that we get it enacted and in use.

Thank you for your work and your example. Even with whatever problems our towns may face, I know we'd all agree with writer Catharine Sedgwick, who loved her town of Stockbridge, Massachusetts. Someone once told her that she spoke about Stockbridge as if it were heaven. "Well," she replied, "I expect no very violent transition." \\\

Good luck to all of you -- and may God bless the towns to which you return.

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THE WHITE HOUSE

WASHINGTON

April 24, 1991

MEMORANDUM FOR ROGER B. PORTER

FROM:

HANNS KUTTNER *HK*

SUBJECT:

University of Michigan Commencement Address

You said in staff meeting today that you planned to meet with Tony Snow. I wanted to raise with you a thought I had shared with Tony, that this set of remarks could be the point for announcing the Community Opportunity Act. There had been a few paragraphs on this in the announcement of the opportunity package, but the proposal itself has never been revealed.

Community Opportunity Act

How it came to be. This proposal had the unfortunate experience of being called the "Empowerment Opportunity Act" until recently. The concept goes back to the presentation Bill Roper made to the DPC in December 1989 when Bill chaired the Low Income Opportunity Board. Bill brought a variant of this concept to the DPC, but was sent back to the drawing board with a request for something bigger and bolder. As you may recall, Bill saw the handwriting on the wall, departed for Atlanta, and now we have the Economic Empowerment Task Force.

What it is. The proposal is for greater flexibility in the operation of domestic social programs. It can be understood as a counterpart to the "ed flex" proposal, allowing communities flexibility in the administration of social programs in exchange for performance objectives. The proposal would allow a community to come forward with a proposal to combine any stream of federal funds into a new structure.

Why it is significant. Outside Secretary Kemp's Project HOPE, the Administration has not made any new proposals for the conduct of social programs. I feel deeply that this is a valuable proposal and regret that I have not been more vigorous in proclaiming its virtues. Perhaps if I had Jim Pinkerton's salesmanship skills I would be more effective at making those virtues known.

I think it is important because (1) it challenges communities to think of new solutions, (2) says implicitly that we need better solutions more than more money, and (3) makes it clear that Congress is part of the problem, not part of the solution, otherwise more flexible statutes would not be necessary.

University of Michigan

The last Presidential commencement address at Michigan, I believe, was Lyndon Johnson's 1964 address where he first used the rhetoric of "the Great Society." I attach a copy of the Johnson speech. (You will notice "Great Society" is capitalized throughout.)

The press will be likely to make comparisons between President Bush's remarks and what Johnson said. You should keep the potential for comparison in mind.

If you think we should take on the Johnson rhetoric, we could prepare a fact sheet that shows the levels of social progress in the United States since Johnson called for a "Great Society."

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PUBLIC PAPERS OF THE PRESIDENTS
OF THE UNITED STATES

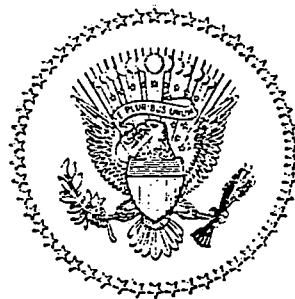
Lyndon B. Johnson

*Containing the Public Messages, Speeches, and
Statements of the President*

1963-64

(IN TWO BOOKS)

BOOK I—NOVEMBER 22, 1963 TO JUNE 30, 1964



UNITED STATES GOVERNMENT PRINTING OFFICE

WASHINGTON : 1965

[357] May 22

Public Papers of the Presidents

357 Remarks at the University of Michigan.

May 22, 1964

President Hatcher, Governor Romney, Senators McNamara and Hart, Congressmen Meader and Staebler, and other members of the fine Michigan delegation, members of the graduating class, my fellow Americans:

It is a great pleasure to be here today. This university has been coeducational since 1870, but I do not believe it was on the basis of your accomplishments that a Detroit high school girl said, "In choosing a college, you first have to decide whether you want a coeducational school or an educational school."

Well, we can find both here at Michigan, although perhaps at different hours.

I came out here today very anxious to meet the Michigan student whose father told a friend of mine that his son's education had been a real value. It stopped his mother from bragging about him.

I have come today from the turmoil of your Capital to the tranquility of your campus to speak about the future of your country.

The purpose of protecting the life of our Nation and preserving the liberty of our citizens is to pursue the happiness of our people. Our success in that pursuit is the test of our success as a Nation.

For a century we labored to settle and to subdue a continent. For half a century we called upon unbounded invention and untiring industry to create an order of plenty for all of our people.

The challenge of the next half century is whether we have the wisdom to use that wealth to enrich and elevate our national life, and to advance the quality of our American civilization.

Your imagination, your initiative, and your indignation will determine whether we

build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community.

It is a place where man can renew contact with nature. It is a place which honors creation for its own sake and for what it adds to the understanding of the race. It is a place where men are more concerned with the quality of their goals than the quantity of their goods.

But most of all, the Great Society is not a safe harbor, a resting place, a final objective, a finished work. It is a challenge constantly renewed, beckoning us toward a destiny where the meaning of our lives matches the marvelous products of our labor.

So I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms.

Many of you will live to see the day, perhaps 50 years from now, when there will be 400 million Americans—four-fifths of them

in urban areas. In the remainder of this century urban population will double, city land will double, and we will have to build homes, highways, and facilities equal to all those built since this country was first settled. So in the next 40 years we must rebuild the entire urban United States.

Aristotle said: "Men come together in cities in order to live, but they remain together in order to live the good life." It is harder and harder to live the good life in American cities today.

The catalog of ills is long: there is the decay of the centers and the despoiling of the suburbs. There is not enough housing for our people or transportation for our traffic. Open land is vanishing and old landmarks are violated.

Worst of all expansion is eroding the precious and time honored values of community with neighbors and communion with nature. The loss of these values breeds loneliness and boredom and indifference.

Our society will never be great until our cities are great. Today the frontier of imagination and innovation is inside those cities and not beyond their borders.

New experiments are already going on. It will be the task of your generation to make the American city a place where future generations will come, not only to live but to live the good life.

I understand that if I stayed here tonight I would see that Michigan students are really doing their best to live the good life.

This is the place where the Peace Corps was started. It is inspiring to see how all of you, while you are in this country, are trying so hard to live at the level of the people.

A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the

free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing.

A few years ago we were greatly concerned about the "Ugly American." Today we must act to prevent an ugly America.

For once the battle is lost, once our natural splendor is destroyed, it can never be recaptured. And once man can no longer walk with beauty or wonder at nature his spirit will wither and his sustenance be wasted.

A third place to build the Great Society is in the classrooms of America. There your children's lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal.

Today, 8 million adult Americans, more than the entire population of Michigan, have not finished 5 years of school. Nearly 20 million have not finished 8 years of school. Nearly 54 million—more than one-quarter of all America—have not even finished high school.

Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it. And if we cannot educate today's youth, what will we do in 1970 when elementary school enrollment will be 5 million greater than 1960? And high school enrollment will rise by 5 million. College enrollment will increase by more than 3 million.

In many places, classrooms are overcrowded and curricula are outdated. Most of our qualified teachers are underpaid, and many of our paid teachers are unqualified. So we must give every child a place to sit

and a teacher to learn from. Poverty must not be a bar to learning, and learning must offer an escape from poverty.

But more classrooms and more teachers are not enough. We must seek an educational system which grows in excellence as it grows in size. This means better training for our teachers. It means preparing youth to enjoy their hours of leisure as well as their hours of labor. It means exploring new techniques of teaching, to find new ways to stimulate the love of learning and the capacity for creation.

These are three of the central issues of the Great Society. While our Government has many programs directed at those issues, I do not pretend that we have the full answer to those problems.

But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America. I intend to establish working groups to prepare a series of White House conferences and meetings—on the cities, on natural beauty, on the quality of education, and on other emerging challenges. And from these meetings and from this inspiration and from these studies we will begin to set our course toward the Great Society.

The solution to these problems does not rest on a massive program in Washington, nor can it rely solely on the strained resources of local authority. They require us to create new concepts of cooperation, a creative federalism, between the National Capital and the leaders of local communities.

Woodrow Wilson once wrote: "Every man sent out from his university should be a man of his Nation as well as a man of his time."

Within your lifetime powerful forces, already loosed, will take us toward a way of life beyond the realm of our experience, almost beyond the bounds of our imagination.

For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age. You have the chance never before afforded to any people in any age. You can help build a society where the demands of morality, and the needs of the spirit, can be realized in the life of the Nation.

So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin?

Will you join in the battle to give every citizen an escape from the crushing weight of poverty?

Will you join in the battle to make it possible for all nations to live in enduring peace—as neighbors and not as mortal enemies?

Will you join in the battle to build the Great Society, to prove that our material progress is only the foundation on which we will build a richer life of mind and spirit?

There are those timid souls who say this battle cannot be won; that we are condemned to a soulless wealth. I do not agree. We have the power to shape the civilization that we want. But we need your will, your labor, your hearts, if we are to build that kind of society.

Those who came to this land sought to build more than just a new country. They sought a new world. So I have come here today to your campus to say that you can make their vision our reality. So let us from this moment begin our work so that

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Ladies
Senator

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in the future men will look back and say:
It was then, after a long and weary way,
that man turned the exploits of his genius to
the full enrichment of his life.

Thank you. Goodby.

NOTE: The President spoke at the graduation exercises at the University of Michigan at Ann Arbor after receiving an honorary degree of Doctor of Civil Law. His opening words referred to Harlan H. Hatcher, President of the University, Governor George Romney, Senators Pat McNamara and Philip A. Hart, and Representatives George Meader and Neil Stabler, all of Michigan.

358 Remarks Upon Arrival at the Airport, Roanoke, Virginia. May 23, 1964

*Ladies and gentlemen, boys and girls,
Senator Byrd:*

I am very thankful to you for the courtesy that you have extended us in coming out here and meeting us. Senator Byrd and I were flying down talking with each other and we concluded that there were a good many things we agreed upon, particularly two things: one, he agreed with me that we ought to cut the lights out at the White House, keep down our light bill; and he also agreed that the people of Roanoke were a wonderful group. So we have no dispute on those two questions.

This is a delightful day for us. We are coming to Virginia to celebrate the achievements of a great man, and to honor a former Secretary of State and Secretary of Defense who has provided great leadership to liberty-loving people throughout the world, General George Marshall. We are going over to see this historic and wonderful school, VMI, and we are pleased that we have a chance to stop here and look you in the face and shake your hand.

I should like for you to meet some other members of my party. First, I want you to know Mrs. Johnson, Lady Bird.

[After brief remarks by Mrs. Johnson the President resumed speaking.]

I know he is bashful and modest, but I know he will appreciate having a chance to at least wave his hand at you. I want you

to know one of the great men of our time, the senior Senator from Virginia, my old longtime friend, Harry Byrd.

And next, the distinguished Secretary of State, Mr. Dean Rusk; the distinguished former Secretary of State, Mr. Dean Acheson; my friend the Secretary of Agriculture, Mr. Orville Freeman; the distinguished Secretary of Commerce, my friend Luther Hodges; the very able Under Secretary of State, Mr. Averell Harriman.

And now I want to present the Congressmen—Congressman Everett, Congressman Downing, Congressman Fulton, Congressman Jennings, and Congressman Marsh. Then Mrs. Hodges, Mrs. Freeman, Mrs. Acheson, and Mrs. Harriman; and Senator and Mrs. Monroney from the great State of Oklahoma.

Thank you so much for coming out. We will have a chance to come by the fence and say hello to you. We appreciate your friendship so very much.

NOTE: The President spoke at Woodrum Field, Roanoke, Va. In his opening words he referred to Senator Harry F. Byrd of Virginia. Later he referred to Secretary of State Dean Rusk, former Secretary of State and Mrs. Dean Acheson, Secretary of Agriculture and Mrs. Orville Freeman, Secretary of Commerce and Mrs. Luther H. Hodges, Under Secretary of State and Mrs. W. Averell Harriman, Representatives Robert A. Everett and Richard H. Fulton of Tennessee, Thomas N. Downing, W. Pat Jennings, and John O. Marsh of Virginia, and Senator and Mrs. A. S. Monroney of Oklahoma.



412 42,000

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 13, 1990

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The President today named Julia Goldstein of University City, Missouri as the eighty-ninth "Daily Point of Light." She founded Partners for Educational Excellence Program (PEEP) to involve senior citizens in helping troubled first and second grade grammar school students in University City schools.

Three years ago, at the age of 87, Mrs. Goldstein went to visit her great-grandchild's first grade class. She decided to use her years of experience with children to devise a program to help these children learn the value of education.

PEEP is based on a philosophy of using one of society's most valuable resources, senior citizens, to build a child's self-esteem, motivating the student to want to learn at an early age. The seniors volunteer to take on a first grade student whom the teachers believe will have trouble moving into the second grade. Volunteers develop a one-on-one relationship with the students, treating them as their own grandchildren.

Through this relationship, the volunteers tutor the students, set goals, teach the importance of education, and work to build the self-esteem of the children. Each volunteer follows their child through the second grade, while taking on a new first grader. Teachers in the school system monitor the progress of each child, offering suggestions when necessary. Sixty volunteers offer their energy and experience to the students in six schools in the University City district.

The President extends his deepest gratitude to Julia Goldstein for her commitment to helping the young students of University City. Her selfless dedication exemplifies the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

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FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Robert Marbut
(202) 456-6266

6938 Kingsbury
University City, MO 63130
(314) 721-3135

1,071

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

May 30, 1990

The President today named the Bridgerland Literacy Program, of Logan, Utah, as the one hundred fifty-sixth "Daily Point of Light." Through the help of this program, the written word is no longer an enemy, but a friend.

In the Cache Valley community, one in seven adults cannot read, or reads below a fifth grade level. The Bridgerland Literacy Program, founded in 1987, addresses this endless cycle of despair.

The Bridgerland Literacy Program provides one-to-one tutoring to those in need. After attending a 15 hour training program, the volunteers become certified as tutors. They meet once or twice a week with a student in the local library or at a home, teaching reading and writing skills and developing lasting relationships. The program has resulted in new and better jobs for the students, and the ability to function more efficiently and productively in their personal and work lives.

The President salutes Bridgerland Literacy Program as the one hundred fifty-sixth "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the Bridgerland Literacy Program; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Robert Marbut
(202) 456-6266

Nadene Steinhoff
Logan Library
255 North Main
Post Office Box 327
Logan, UT 84321
(801) 753-5064



THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

June 29, 1990

The President today named Dean Cornett, of Paint Lick, Kentucky, as the one hundred eighty-second "Point of Light." Ms. Cornett, 72, is making her lifelong struggle to bring adequate education to rural areas a reality.

Ms. Cornett realized that many residents cannot read, fill out a job application, or qualify for many local jobs. In 1988, she founded Friends of Paint Lick. Located in a small store front in the middle of the village, this community center offers tutoring, G.E.D. (General Educational Development) testing preparation, a public library, clothing and shelter for those in need, and children's reading hours. She has worked with the University of Eastern Kentucky in establishing a G.E.D. preparation class, and she has acquired a VCR and tapes for the center, so that students do not have to travel far from their home to learn how to read.

But she does not wait for people to seek help from the center. Ms. Cornett walks along narrow dirt roads, searching the hills and valleys of Appalachia for those in need, offering them a brighter future. After working on her own farm in the morning, Ms. Cornett spends 10 hours a day, six days a week, encouraging neighbors to visit the center.

The President salutes Dean Cornett as the one hundred eighty-second "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the efforts of Ms. Cornett; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

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FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Robert Marbut
Ms. Dean Cornett (202) 456-6266
Route 1
Paint Lick, Kentucky 40461
(606)986-2373

83,000

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THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

February 27, 1990

The President today named Orangeburg School District Five of Orangeburg, South Carolina as the seventy-seventh daily "Point of Light." This school system promotes educational excellence through the combined efforts of concerned volunteers and school faculty.

Recently, the dropout rate in the Orangeburg School District has fallen to less than two percent. However, in 1984 the dropout rate in this school system was 35 percent. This alarming statistic concerned many parents, community members, and school faculty members. They decided to act. While recruiting support throughout the district, this group decided that the community needed to demonstrate its support for the students through "hands-on" educational involvement.

Members of the business community began donating supplies. Parents began to volunteer in tutoring, storytelling, grading papers, and chaperoning. Local civic leaders now serve on the School Improvement Council. Over 3000 people volunteer over 10,000 hours per year.

The President applauds the accomplishments of the Orangeburg School District Five volunteers and employees for embodying the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

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FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Robert Marbut
(202) 456-6266

Dr. James Wilsford
578 Ellis Avenue
Orangeburg, SC 29115
(803) 534-5454

THE WHITE HOUSE

Office of the Press Secretary

EMBARGOED FOR RELEASE UNTIL
SATURDAY, FEBRUARY 16, 1991

February 15, 1991

The President today named the volunteers of Community of Readers, of Greensboro, North Carolina, as the 381st "Daily Point of Light." Through the Community of Readers, local businesses and organizations have united to enhance the education of community members.

The Greensboro Public Library has recruited 40 community businesses and organizations to work together in bettering the community. Throughout the year, they coordinate a variety of activities which promote education and literacy, such as study skills workshops for teenagers, book readings for children, plays, writing workshops, and writing contests for students. In addition, the Lifelong Learning Center of the Greensboro Public Library offers job counseling, tutoring, computer literacy workshops, and literacy materials.

Community members also support ongoing community service efforts through Community of Readers. One example is a program located at the Pathway Shelter. Volunteers established a mini-library at the shelter for the children, where they can borrow books and listen to volunteers read stories and fairytales. The volunteers also mentor the families at the shelter, helping them to obtain permanent housing and employment and encouraging the children to continue their studies. Another program is "Catch Them In The Cradle," through which volunteers visit teen pregnancy classes to talk about positive parenting skills, suggesting ways in which parents can increase their children's interest in reading and writing.

The President salutes the volunteers of Community of Readers as the 381st "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the efforts of the volunteers of Community of Readers; and to discover, encourage and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov
(202) 456-6266

900 South Benbow Road
Greensboro, North Carolina 27406
(919) 373-2392
Contact: Steve Sumerford

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

September 5, 1990

The President today named GIVE (Grandpersons Interested in Volunteering for Education), of Toledo, Ohio, as the two hundred fortieth "Daily Point of Light." GIVE, a program of the Toledo Public School System and the community-based RSVP (Retired Senior Volunteer Program), offers the elderly an opportunity to share a lifetime of wisdom, experience, and skills with younger people.

Founded in 1979, GIVE places senior citizens in schools, promoting mutual understanding and fostering intergenerational relationships. In 1989, more than 80 elderly people met the increasing need for individualized attention in schools while contributing to the community in their golden years.

GIVE volunteers offer one-to-one tutoring in basic reading and math, assist teachers in the classroom, and share special skills and experiences. They also lead small group activities such as storytelling, singing, dancing, and craft workshops.

The President salutes GIVE as the two hundred fortieth "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like GIVE; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

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FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov
(202) 456-6266

Ann Szumigala
Toledo Public Schools - Adult and Continuing Education
GIVE Program
615 Cherry Street
Toledo, Ohio 43604

(419) 246-1321

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

July 12, 1990

The President today named Operation Read, of Lexington, Kentucky, as the one hundred ninety-third "Daily Point of Light." Through the efforts of Operation Read, the written word is now a friend to adults who were once unable to read.

Founded in 1979 by a group of concerned citizens, Operation Read offers tutoring to adults. In 1989, more than 250 individuals spent over 15,000 hours tutoring 420 students.

After a 16-hour training session, each volunteer is matched with a student. For at least one year, they meet twice a week, enabling them to develop a close relationship. The tutor plans each lesson, focusing on the interests and goals of the student. They use a practical approach to the learning process, studying items such as newspapers, magazines, grocery lists, and work orders.

The President salutes Operation Read as the one hundred ninety-third "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like Operation Read; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Robert Marbut
(202) 456-6266

Operation Read, Inc.
1737 Russell Cave Road
Lexington, Kentucky 40505
(606)293-5123 Connie Schwein



THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

November 15, 1990

The President today named the volunteers of I KNOW I CAN, of Columbus, Ohio, as the 301st "Daily Point of Light" in honor of American Education Week. The volunteers of I KNOW I CAN assist students in considering carefully the options and opportunities of post-secondary education.

Founded in 1988, I KNOW I CAN encourages elementary, middle, and high school students to stay in school and pursue college educations, counsels college bound students and their parents regarding financial aid, and provides "Last Dollar" grant assistance to students in need. Most of the students seeking this assistance are either from low-income families or are the first in their families to graduate from high school and pursue college.

Almost 200 volunteers, many of them executives and professionals, visit local high schools weekly to discuss entrance examination procedures, scholarships, and financial aid with high school seniors. I KNOW I CAN also places volunteer advisors in schools, whereby students get immediate answers to their questions and concerns about college. In addition, many of the students who were assisted by this effort and are attending college now visit younger students at their alma maters, talking to them about life as a college student.

The President salutes the volunteers of I KNOW I CAN as the 301st "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the efforts of the volunteers of I KNOW I CAN; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov
(202) 456-6266

I Know I Can
270 East State Street
Columbus, Ohio 43215

** Contact Thekla Shackelford or JoAnn Davis
(614) 469-7044



THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

October 10, 1990

The President today named SCALE (Student Coalition for Action in Literacy Education), of Chapel Hill, North Carolina, as the 270th "Daily Point of Light." SCALE, founded in 1988 by University of North Carolina students Lisa Madry and Clay Thorpe, unites students nationwide in the fight for literacy.

Ms. Madry and Mr. Thorpe both were actively involved with a campus literacy project when they realized the need for coordination of college literacy programs at a national level. They combined their experience to establish SCALE, a national network of college and university students, administrators, and faculty, working together to combat illiteracy.

Ms. Madry and Mr. Thorpe administer a variety of programs to recruit literacy volunteers. The team publishes a newsletter which profiles existing literacy efforts to stimulate their replication by other student groups across the country. They coordinate a nationwide literacy awareness day, assist colleges with program development, and train new volunteers. Their work has infused the literacy movement with youthful vitality and vigor and has contributed to the effectiveness of literacy attainment nationwide.

The President salutes SCALE as the 270th "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the efforts of SCALE; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

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FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov
(202) 456-6266

Mr. Clay Thorpe and Ms. Lisa Madry
Room 102, EMCA Building
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina 27599-5115
(919) 962-2338

962-1342



THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

December 5, 1989

THE DAILY "POINT OF LIGHT"

The President today named Edward Castor, of Tipton County, Indiana as his ninth daily "Point of Light." Formerly illiterate, Castor not only learned to read but has committed himself to the fight against illiteracy.

For most of his life Edward Castor could not read. He got help at the age of 40, and has since earned his high school diploma and taken college courses. He now travels the state giving lectures on literacy and volunteering his time to teach others to read. He has been involved with numerous groups dealing with literacy and is the Governor's appointee to the Indiana Adult Literacy Coalition.

The President praises Edward Castor for his efforts in the fight against illiteracy. He shows that community service can truly make a difference in the lives of others.

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Edward Castor
Route #1
Box 109
Wind Falls, Indiana 46076
(317)646-2888



THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

December 18, 1989

THE DAILY "POINT OF LIGHT"

The President today named Aja Dyani Henderson, of Baton Rouge, Louisiana as his twentieth daily "Point of Light." Miss Henderson, 15, started her own library to make it easier for the children in her community to get books.

Aja Henderson saw a problem in her neighborhood. Children who wanted books could not get to the public library because they had no means of transportation. So she started a library in her own home to encourage the kids in her community to read. In addition to her own collection, she has received donations of books. Unlike the school libraries, Aja's stays open through the summer.

Miss Henderson also volunteers in a church-run literacy program targeted at inner city kids.

The President and Mrs. Bush express their gratitude to Aja Dyani Henderson for her efforts to promote literacy. She is a shining example of what young people can do to help others in their communities.

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FOR FURTHER INFORMATION CONTACT: John Galletta (202) 456-6266
10677 South Gibbens Drive
Baton Rouge, LA 70807
(504) 775-5834



THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

January 23, 1990

The President today named Dian Wurst and her third grade class in Polk, Nebraska, as his forty-eighth daily "Point of Light." These young students at Polk-Hordville Public School dedicate a little bit of time everyday to ensure that elderly, housebound members of their community are safe.

For seven years, Ms. Wurst has directed this program with her third graders. Every morning the entire class gathers together and calls nineteen elderly men and women, delivering a morning greeting and asking whether they are in need of anything. The students formally meet with the men and women twice a year at a Christmas party and a spring tea. However, most of the students know the people they check up on well and often visit them after school or on weekends.

The President salutes Dian Wurst and her third graders for their dedication to community service and for bringing such joy and happiness to the elderly of Polk, Nebraska. This effort is a shining example for us all.

#

For further information contact: Lucy Carney (202)456-6266

Dian Wurst
Polk-Hordville Public School
Box 29, 260 South Pine
Polk, NE 68654
(402)765-2271



THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

March 20, 1990

The President today named Pauline Hord of Memphis, Tennessee as the ninety-fifth "Daily Point of Light." Ms. Hord founded the "Heads Up" program which tutors inmates at the Parchman Penitentiary in Northern Mississippi.

Pauline Hord became concerned about the 70-75 percent illiteracy rate at the nearby prison. To combat that problem, she founded "Heads Up." Every Wednesday, Ms. Hord takes 4-8 volunteers to the prison to tutor some of the 5000 inmates. Over the past four years, Heads Up has taught over 100 men to read and write, and 47 now serve as tutors themselves. Church groups and private donations supply the books and transportation fees, enabling the volunteers to spend all of their time in one-on-one tutoring relationships.

The President applauds Pauline Hord for her outstanding commitment to promoting literacy in the Parchman Penitentiary. Ms. Hord embodies the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Robert Marbut
(202) 456-6266

475 South Perkins Road
Apartment 601
Memphis, TN 38117
(901) 682-7545



THE WHITE HOUSE
Office of the Press Secretary

FOR IMMEDIATE RELEASE

August 10, 1990

The President today named Lucy Narvaiz, of Santa Fe, New Mexico, as the two hundred eighteenth "Daily Point of Light." Ms. Narvaiz, 79, has dedicated her life to serving others.

Since she was 9 years old, Ms. Narvaiz has been serving her community. As a young girl, she was the only member of her village who spoke English. She would help her neighbors translate medical instructions, interpret tax forms, and read letters. Eventually, she became the 4-H club leader, a position she held for over 19 years, teaching children how to grow, harvest, and preserve fruits and vegetables.

For the last twenty years, Ms. Narvaiz has been a volunteer tutor to Hispanics and Native Americans through the local community college and Literacy Volunteers of America. She also provides financial help to needy individuals until they are able to support themselves.

The President salutes Lucy Narvaiz as the two hundred eighteenth "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the efforts of Ms. Narvaiz; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov
(202) 456-6266

Lucy Narvaiz
Route 6, Box 104
Santa Fe, New Mexico 87501
(505) 471-2454



THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

March 20, 1990

The President today named Pauline Hord of Memphis, Tennessee as the ninety-fifth "Daily Point of Light." Ms. Hord founded the "Heads Up" program which tutors inmates at the Parchman Penitentiary in Northern Mississippi.

Pauline Hord became concerned about the 70-75 percent illiteracy rate at the nearby prison. To combat that problem, she founded "Heads Up." Every Wednesday, Ms. Hord takes 4-8 volunteers to the prison to tutor some of the 5000 inmates. Over the past four years, Heads Up has taught over 100 men to read and write, and 47 now serve as tutors themselves. Church groups and private donations supply the books and transportation fees, enabling the volunteers to spend all of their time in one-on-one tutoring relationships.

The President applauds Pauline Hord for her outstanding commitment to promoting literacy in the Parchman Penitentiary. Ms. Hord embodies the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Robert Marbut
(202) 456-6266

475 South Perkins Road
Apartment 601
Memphis, TN 38117
(901) 682-7545



THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

February 20, 1991

The President today named the volunteers of the Wright State Engineering Preparation Program (Wright STEPP), of Dayton, Ohio, as the 384th "Daily Point of Light." Wright STEPP, a collaborative effort between Wright State University's College of Engineering and Computer Science Department and the Aeronautical Systems Division of the Wright-Patterson Air Force Base, assists young people in pursuing careers in technology and mathematics.

Founded in 1987, Wright STEPP makes dreams come true for low-income minority students who want to pursue careers in technological and mathematical fields. The students are chosen through a competitive application process. They are required to receive a nomination from a science teacher, maintain a B average in school, write a 200 word paper on their reasons for wanting to participate in this program, and complete an interview.

More than 100 students from the seventh, eighth, and ninth grades attend this program each year. The program commences in the summer with a five-week intensive course, during which the students listen to volunteers from the Air Force speak about issues relating to technology and potential career opportunities. The volunteers also teach classes in subjects such as algebra, geometry, trigonometry, and computer technology.

During the school year, students enrolled in Wright STEPP can meet with a volunteer at the university, using classrooms, lecture halls, laboratories, and computer facilities, offering the students a taste of college life. For each year the students participate in Wright STEPP, Wright State University offers a one-year scholarship, making it possible for low-income minority students to attend college.

The President salutes the volunteers of the Wright State Engineering Preparation Program as the 384th "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the efforts of the volunteers of Wright STEPP; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

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FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov
(202) 456-6266

Wright-Patterson Air Force Base
Aeronautical Systems Division/TQ
Attention: Colonel Levon Simmons
Dayton, Ohio 45433-6503
Contact: Colonel Levon Simmons

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

February 25, 1991

The President today named Albert Tonner, of Woodmere, New York, as the 388th "Daily Point of Light." Mr. Tonner, 75, shares his skills and experiences with young people.

Mr. Tonner volunteers for the Special Tutorial Education Program (STEP), an initiative of the National Council of Jewish Women. Despite undergoing two serious surgeries, Mr. Tonner has tutored more than sixty 3rd, 4th and 5th grade students over the past six years who are in need of special academic assistance. He meets with eight to ten students each day at the Lawrence Public School #6, from 9:00 a.m. to 3:00 p.m., Monday through Thursday. Working one-on-one with each youngster allows Mr. Tonner to focus on the individual academic needs of his students, while providing a caring environment in which learning can occur.

Last year Mr. Tonner also tutored a young foreign student who needed help improving his English language skills. They met after school for several months and spent time working on pronunciation, grammar, reading and writing skills.

The President salutes Mr. Albert Tonner as the 388th "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the efforts of Mr. Tonner; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov
(202) 456-6266

Albert Tonner
368 Island Avenue
Woodmere, New York 11598
(516) 295-1974

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

December 29, 1989

THE DAILY "POINT OF LIGHT"

The President today named Duke Power Company of Charlotte, North Carolina as his twenty-ninth daily "Point of Light." This utility company sponsors an employee volunteer effort to improve the schools of their community.

Through a program called Power in Education, Duke Power encourages its employees to volunteer in area schools. Begun in 1984, this program now includes 2,300 workers volunteering as tutors and teaching assistants and conducting inspections of school facilities. The management of Duke Power actively encourages employees to volunteer through speeches, an awards program, and most importantly, "leading by example". To date over 2500 schools have been enriched by the contributions of Duke Power employees.

The President salutes Duke Power Company for their outstanding commitment to volunteerism and education. They serve as a prime example of what companies can do to get involved in community service.

#

FOR FURTHER INFORMATION CONTACT: John Galletta (202) 456-6266

William Lee
500 South Church Street
Charlotte, NC 28242
(704) 373-8050

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

June 5, 1990

The President today named the Central Alabama Laubach Literacy Council, of Montgomery, Alabama, as the one hundred sixty-first "Daily Point of Light." The Central Alabama Laubach Literacy (CALL) Council, a program sponsored by St. Jude's Church, is a light at the end of a dark tunnel for those who want to learn to read.

Founded in 1985 by Sister Electa Armstrong, CALL is a non-profit volunteer organization which offers tutoring in basic reading and writing skills to individuals who are 16 years old and older. After attending a 12-hour training workshop, volunteers meet twice a week with a student. In addition to the local literacy program, CALL operates literacy programs in four Alabama prisons. Through this program, inmates learn how to tutor other inmates.

CALL volunteers also recruit and train additional volunteers, provide office assistance, and raise awareness of illiteracy. Currently, more than 90 volunteers are active in this program.

The President salutes the Central Alabama Laubach Literacy Council as the one hundred sixty-first "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the CALL Council; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Robert Marbut
(202) 456-6266

Sister Angele Lutgen
2048 West Fairview Avenue
Montgomery, AL 36108-4198
(205) 264-1239

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

August 17, 1990

The President today named Right to Read of Weld County, Inc., of Greeley, Colorado, as the two hundred twenty-fourth "Daily Point of Light." Right to Read offers a brighter future to adults who were once unable to read.

Since 1976, Right to Read has provided one-to-one tutoring to those who want to improve their literacy skills. Community members volunteer to tutor those who are 16 years old or older in subjects such as reading, writing, math, GED preparation, job skills development, and English as a second language.

After completing a training course, tutors meet at least 2 hours per week with a student on an ongoing basis. The team meets at a convenient location, fostering a more comfortable learning environment. The tutor plans the lessons, records the student's progress, and encourages him or her to continue learning.

The President salutes Right to Read as the two hundred twenty-fourth "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like Right to Read; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

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FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov
(202) 456-6266

Indie Dickeson
Right to Read of Weld County, Inc.
1116 Ninth Avenue
Greeley, CO 80631
(303) 352-7323

THE WHITE HOUSE

Office of the Press Secretary

FOR IMMEDIATE RELEASE

August 27, 1990

The President today named Thora Bautz, of Scotts Valley, California, as the two hundred thirty-second "Daily Point of Light." Ms. Bautz, a retired school teacher, still dedicates her time to teaching people how to read.

Eleven years ago, Ms. Bautz volunteered to teach English to a Vietnamese family. This experience inspired her to continue teaching during her retirement years. Ms. Bautz then became a volunteer for the English Language and Literacy Program, tutoring those who want to improve their English literacy skills. She teaches reading and writing skills to native English speakers and those who are learning English as a second language. Ms. Bautz spends 120 hours each month, meeting with the students on a regular basis.

In addition, for the last six years she has been the program's volunteer coordinator, whereby she has initiated literacy programs at low-income housing developments and community centers. She has recruited more than 100 volunteers to help her in this effort.

The President salutes Thora Bautz as the two hundred thirty-second "Daily Point of Light." Daily Point of Light recognition is intended to call every individual, group, and organization in America to claim society's problems as their own by taking direct and consequential action; to identify, enlarge, and multiply successful initiatives, like the efforts of Ms. Bautz; and to discover, encourage, and develop new leaders in community service, reflecting the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

FOR FURTHER INFORMATION CONTACT: Tracey Taylor or Jill Chodorov
(202) 456-6266

Thora Bautz
1881 Glenwood Drive
Scotts Valley, CA 95066
~~(408) 438-5939~~

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

March 19, 1990

The President today named Jesse Sanchez Berain of Boise, Idaho as the ninety-fourth "Daily Point of Light." For over thirty years, Mr. Berain has devoted his time and energy to improving the living conditions of migrant agricultural workers.

After working on a farm as a child, Jesse Berain became acutely aware of the needs of migrant workers and determined to do something about them. He co-founded IMAGE de Idaho and CAMP (College Assistance for Migrant People), initiatives designed to encourage Hispanic Americans to seek employment and achieve academically. IMAGE de Idaho uses Hispanic role models to provide youth with alternatives to substance abuse, while CAMP offers scholarships to Hispanic Americans to study at a college of their choice. Mr. Berain also voluntarily speaks at elementary schools about Hispanic history and how it relates to American history, and he offers classes on Mexican cooking.

In addition, Mr. Berain interprets and writes letters, takes community members to medical appointments, assists with income tax form preparation, voluntarily teaches a citizenship class and has served as an interpreter in court. He also works with community groups and churches, planting grass, trees, and flowers in migrant worker camps. He even broadcasts a special radio program for Hispanics publicizing community events.

The President applauds the work of Jesse Berain. His outstanding commitment to helping migrant agricultural workers exemplifies the President's belief that, "From now on in America, any definition of a successful life must include serving others."

#

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(202) 456-6266

1725 Gourley Street
Boise, ID 83705
(208) 334-1904

THE WHITE HOUSE
Office of the Press Secretary

FOR IMMEDIATE RELEASE

April 6, 1990

The President today named Nicholas Monreal, Jr. of San Antonio, Texas as the one hundred and tenth "Daily Point of Light." Mr. Monreal founded Teach The Children, a program which provides school supplies for students from low-income families.

After seeing a student retrieve a crumpled piece of paper from a garbage can and use it for school work, Mr. Monreal realized that one cause of poor educational performance in his community was that many families could not afford to purchase school supplies for their children. He recognized that children's natural enthusiasm for learning can be shattered by embarrassment when they lack basic supplies. The effects of this deprivation can be apathy toward school work, poor attendance, and a high drop-out rate.

Since 1976, Teach The Children has helped tens of thousands of students obtain free school supplies. After the program's first year of success in San Antonio, eight other cities in Texas have now replicated the effort. Each city forms a committee composed of interested community members who plan and develop fundraising events. The events involve volunteers from all segments of the community, including teachers, parents, business members, and the media. Funds are raised through corporate contributions, private donations, and special events such as picnics, car washes, and a local telethon. School supplies are then purchased and distributed to needy students who are identified by teachers and school counselors.

The President applauds Mr. Monreal's dedication to enhancing the education of low-income youth. His work exemplifies the President's conviction that, "From now on in America, any definition of a successful life must include serving others."

#

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9307 Lamerton
San Antonio, Texas 78250
512-681-8052

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 12, 1990

The President today named Robert and Jacquelyn Corrigan of Gorham, New Hampshire as the eighty-eighth "Daily Point of Light." These high school teachers are committed, both in the classroom and out, to providing opportunities for advanced education for the students of Gorham.

Most of the Corrigan's work is aimed at high school seniors. The Corrigan's dedicate 60-70 hours each month beyond regular school activities to help the students of Gorham stay in school and go on to attend college. The Corrigan's have voluntarily tutored students outside of class and have offered encouragement and advice regularly. They have taken students on college trips, showing the young people what opportunities await them.

Mr. and Mrs. Corrigan also began a community scholar program. This initiative offers some degree of financial support to every high school senior who wants to go on to college. They conduct fundraisers in the community to provide scholarships. The Corrigan's believe that if they encourage students to go to college, they must help provide every student with the means to do so. With the help of their efforts, the percent of seniors who go on to college from Gorham High School has risen from 40% to 60%.

The President extends his gratitude to Robert and Jacquelyn Corrigan for their dedication to improving educational opportunities for the students of Gorham. Their commitment to community service exemplifies the President's belief that, "From now on in America, any definition of a successful life must include serving others."

#

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Star Route A
Gorham, NH 03581
(603) 466-2776

222 W. Oglethorpe Ave. 31499

Savannah, GA COC
(912) 944-0444

For Beth -
Judge Thomas

→ call to get population (now)

native of Pinpoint, GA (near Savannah)

schooled in Conception Junction, MO (Immaculate Conception Seminary)

then to Holy Cross College in Worcester

~~Call Bryan at Ham~~

↑
Brian

~~Qing~~ Stacy
Jenny

approx. population

Barrier Islands area
SE Savannah

was an older black community
used to be an oyster factory there.

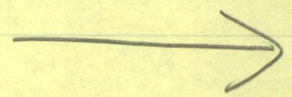
Mr. Law → black historian in Savannah

~~(912) 234-8002~~ End

(912) 234-8000 Cottage

(912) 233-2027 home

> Black Heritage Museum



fy successful ways of motivating and enabling individuals to receive the comprehensive services, education, and skills necessary to achieve economic independence.

E. Mobilizing A "Nation of Students"

The President will work to transform "A Nation at Risk" into "A Nation of Students."

- The President called on the Secretary of Education and the Secretary of Labor to convene business and labor leaders, education and training experts, and Federal, State, and local government officials at a national conference on the education of adult Americans to launch a national effort to transform adult America into a "Nation of Students."

IV. Making our Communities Places Where Learning Will Happen

The President called on communities to adopt the six national education goals as their own, set a community strategy to meet them, produce a report card to measure results, and agree to create and support a New American School.

The President believes that it is essential to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. The aim of the America 2000 community campaign is to make our communities places where learning will happen.

A. Greater Parental Involvement

The President urged parents to become more involved in their children's education and in the work of the New American Schools.

- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.
- The President encouraged parents to read aloud daily to their children, especially their younger children.

B. Enhanced Program Effectiveness for Children and Communities

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the administration will undertake better coordination of existing Federal programs with corresponding State and local activities.
- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.

Message to the Congress Reporting on Environmental Quality

April 18, 1991

To the Congress of the United States:

Of all the great social and technological changes of the 20th century, none may be more crucial to our well-being and that of future generations than the change that has occurred in the way we view our environment. Ours was the first generation to see the many colors of Earth from the vastness of space, and to recognize that our decisions will determine whether the next generation lives in a polluted world of lowered expectations or in a world that sustains humanity and a wondrous diversity of life.

Given these high stakes, I am pleased to report that 1990 was a landmark year in the Nation's efforts to enhance environmental quality.

- We enacted the Clean Air Act Amendments of 1990, providing the United States with the world's most advanced, comprehensive, and market-oriented laws to address air pollution, including acid precipitation, urban air quality, toxic air pollutants, and global ozone layer depletion.
- We adopted an international agreement and enacted laws to phase out chlorofluorocarbons (CFCs) and other substances that deplete the Earth's ozone layer, which protects us from the harmful effects of solar radiation.

DRAFT

**"Community Opportunity Act
of 1991"**

Section-by-Section Summary

The first section of the draft bill gives its short title, as stated above.

Purpose; Federal Administrator

Section 2(a) of the bill states its purpose: to declare the need for new community level approaches to increase economic opportunity and opportunities for self-sufficiency, through restructured local delivery systems that --

1. allow the integration and restructuring of services and benefits to improve the economic opportunity of low-income individual and families;
2. are locally based with specified target groups;
3. allow for target group participation in the design and implementation of the system, and
4. afford maximum choice and control to those in the target group.

Subsection (b) describes the mechanism for administration at the Federal level. The President will designate an official or a group to act as a panel (in either case referred to as the "Federal administrator" to serve as a focal point for the receipt and approval of applications to operate a community opportunity system and thereafter to exercise lead responsibility as the project continues. The Federal administrator will consider the project application, and whether it meets all applicable criteria for approval, and with respect to inclusion of programs (and waiver of statutory and regulatory requirements) for which another Federal department or agency head administrative responsibility, will make recommendations to that other Federal official.

Technical Assistance

Section 3(a) authorizes any agency eligible to submit an application to operate a demonstration system under the Act to request technical assistance to develop the information necessary to design a restructured system. The application is submitted to the Federal administrator, containing some detail about its proposed system (in order to determine the value of providing technical assistance). The application must assure that the target groups will be given an opportunity to participate in designing the system to be the subject of the application under section 4 the Federal agency likely to have the preponderance of

the programs included in the applicant's system to furnish technical assistance. It may be funded from any amounts available to the agency head to the extent he concludes it is likely to promote the success of the system.

Community Opportunity Systems

Section 4(a) defines an agency that is eligible to submit an application to operate a community opportunity system. It must be currently receiving or eligible to receive Federal assistance under a program to be included in the system. It must also document the concurrence of any other non-Federal entity to which the funds under any included program would otherwise be given. This would include the State (in the case of programs for which the authorizing statute requires making grants to States), as well as any intermediate grantees between the State and the ultimate beneficiary. The applicant must also assure that it has the ability to design and carry out the system, that it will be accountable for Federal funds, and that low-income individuals and families in the target groups have participated in developing the system for which approval is sought.

Subsection (b) requires the application to describe:

1. the geographic area to be served by the system;
2. the target groups included in the demonstration;
3. the goals and performance levels to be achieved under the system and a plan for their measurement and comprehensive evaluation;
4. the way in which the individuals and families will be enabled to participate in the long and short range plans for all aspects of the provision of services and other benefits;
5. the Federally funded programs to be included in the system, and the services and benefits (and eligibility criteria) under the system;
6. the Federal statutory or regulatory requirements for which waivers are requested;
7. the fiscal control and accountability procedures to be applied; and
8. any other information which the Federal administrator needs to decide whether to approve the application or to carry out any of his other responsibilities under the Act.

Subsection (c) states that the concurrence in the application of entities that would otherwise be grantees constitutes their consent to pay to the applicant agency that portion of the program funds that would benefit the target groups within the community served by the system. The application must describe, however, the source of the non-Federal share which is required by the statutes that authorize programs to be included in the system.

Subsection (d) authorizes the Federal administrator, as a prerequisite to approval of an application, to request a statement by the Attorney General of the relevant State that the applicant has authority under State law to take all the actions necessary to implement the system.

Approval of Application

Section 5(a) directs the Federal administrator to furnish a copy of each application received to the head of any other Federal department or agency with a program proposed for inclusion within the applicant's system. Before approving the application, the Federal administrator will make recommendations regarding the approval of programs proposed by the applicant for inclusion in the system, and regarding related waivers, to the Federal officials with responsibility for those programs. The Federal administrator (and each other Federal official) may, with respect to programs for which each is responsible, approve the inclusion of a program and waive any statutory or regulatory requirement if necessary for the implementation of the system, and may substitute a lesser requirement where appropriate (in effect, waive the requirement in part, rather than completely).

Subsection (b) allows approval of the application only upon the Federal administrator's finding that the system is likely to improve the economic opportunity of the target groups to be served. However, in no event may he approve an application unless he concludes that under the restructured system, the target group members who were previously beneficiaries of an included program will be reasonably able to meet the needs for which those included programs were designed.

Subsection (c) provides that upon approval, the Federal administrator must specify the agreements reached with the applicant on the following:

1. the demonstration's term, which may be extended by mutual consent;
2. the Federally-funded included programs, except the system cannot include any program of benefits paid directly to the individual by the Federal government, Federal benefits financed from a trust fund, or medical

assistance which a State is required to provide under title XIX of the Social Security Act;

3. the waivers granted (and any lesser requirements that may have been substituted), but the Federal administrator (or other Federal official) may not waive any requirements under title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, title IX of the Education Amendments of 1972, or the Age Discrimination Act of 1975, nor may they waive any required non-Federal share. Further, they may waive program requirements only where it will not unnecessarily adversely affect the individual, and may not impose confidentiality requirements that would impede the necessary flow of information between various points within the system;
4. the total Federal cost of the demonstration (or an agreed upon method for ascertaining the cost), but authority under the Act cannot be exercised so as to cause total obligations or outlays for all discretionary programs included in a system, or for all included direct spending programs to increase in any year over what they would have been in the absence of this Act; and
5. the data that will be collected for the comprehensive evaluation of the system, and for the measurable performance criteria applicable over the term of the demonstration.

Exclusivity of System as Source of Services and Benefits

Section 6 limits individuals and families in the target group to be served under a system to receiving services and benefits under an included Federal program only through that system.

Evaluation and Modification

Section 7(a) requires the non-Federal administering agency to do everything necessary to carry out its evaluation responsibilities, and to cooperate with the Federal administrator in any Federal evaluation or other review. Within 30 days after the close of each 12 month period that the system is in operation, the administering agency must submit a report summarizing the system's principal achievements and comparing them to the agreed upon performance criteria.

Subsection (b) provides that if the Federal administrator, after consulting with each other affected Federal department and

agency head, finds a substantial failure of the system to meet the performance criteria, he may terminate the demonstration, after allowing a reasonable period for all relevant entities to resume administration of the individual programs previously included in the system.

Reports; Extension of Authority for Successful Systems

Section 8(a) requires the non-Federal administering agency to submit interim and final reports, and cooperate in audits. If the agency believes that its system was successful in achieving the objectives of the Act, it may submit its final evaluation and report prior to the expiration of the demonstration's term, and request its extension. The Federal administrator (and the other Federal officials with included programs) may, if it appears warranted, agree to extend the approval, and the necessary waivers, for an appropriate period.

Subsection (b) requires that a copy of the final report be sent to the Governor.

Definitions

Section 9 defines the following terms:

1. "State" means the 50 States, the District of Columbia, Puerto Rico, Guam and the Virgin Islands,
2. "agency" and "applicant agency" include the governing organization of an Indian tribe (as defined by the Federal administrator) and include a State agency, and
3. "Governor" means the chief elected official of the State.



THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

February 2, 1990

The President today named Daniel James Greene of David, Kentucky as his fifty-seventh daily "Point of Light." Mr. Greene saw a problem with education in his community and founded The David School in order to address it.

Twenty years ago, Daniel Greene moved from New York to the Appalachian coal fields of David, Kentucky. He realized that often economic survival takes precedence over education in this area. This attitude greatly affects economically disadvantaged students, who often drop out of school. These are the young that The David School was founded to help. Mr. Greene takes an active role in recruiting these drop-outs to come to The David School. He helps students by visiting their parents at home, gaining their support, and getting them interested in their children's education. The school has a statewide reputation for helping thousands of students learn the joy of learning.

The President applauds Daniel Greene for his outstanding service to his community. The David School has affected the lives of thousands of young people, all due to the selfless dedication of Mr. Greene.

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For further information contact: Lucy Carney (202) 456-6266

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FAX COVER SHEET

TO: CAROL BEVANCE

MESSAGE

FAX NUMBER: 450-6218

FROM: LESLIE ARSHF

A large rectangular box, likely for the message content.

President Bush - Towns and Townships - September 6, 1991

Community Efforts to Reach the Six National Education Goals

Orangeburg, SC:

- Orangeburg is a good example of turnaround district that has excelled despite poverty conditions and a long history of racial strife in the community.
- Student enrollment is 6,700. 80 percent black. 20 percent white. 82 percent qualify for free or reduced-price lunches.
- By the mid-1980s, superintendent James Wilsford and his staff began to establish programs based on the recommendations in the National Governor's Association *Time for Results*. Some examples:
 - ▶ Computers are used to help improve the basic skills of students who did not pass all portions of the State's Basic Skills Assessment Program test. Computers are also used for the Writing to Read program for kindergarten and 1st graders.
 - ▶ Orangeburg supports early intervention programs, as shown by its all-day instruction program for at-risk four-year-olds.
 - ▶ Orangeburg schools also offer both an extended day and extended year to students in need of supplemental instruction. An extra hour of class each day for students in grades 1-12 who are falling behind is provided in reading, writing or math.
 - ▶ A summer program operates to provide instruction to at-risk students.
- Orangeburg has reduced its dropout rate considerably.
- The percentage of student performing in the lowest quartile on the Comprehensive Test of Basic Skills has dropped from 50 percent in 1978 to 14 percent in 1990.

Clay County [H.S.], WV:

- Clay County High School serves as a hub for activities in a community characterized by low-income, high-unemployment, and under-educated adults.

- Teacher pay is in the lowest 10 percent for the State, which itself is in the lowest 10 percent nationally.
- This school exemplifies the school as the site of reform and the important link between the school and its community.
- Clay County H.S. is the recipient of the Secretary's Secondary School Recognition for school year 1988-89. It is the district's only high school.
- It has an enrollment of 1,500. Students live in scattered isolated communities.
- 60 percent of the area's adults did not finish high school and 70 percent is low-income.
- Unemployment is over 30 percent.

Exemplary features:

- The school is an integral part of the community. It is used for gospel sings, community dinners, wedding receptions, and shin-digs.
- Students are producing the 20th volume of a comprehensive written history of the county, emphasizing oral history and cultural traditions.
- Though the school's Job Training and Partnership Act summer program, students gain an average of two year achievement in only six weeks.
- A successful dropout prevention program has teachers making summer visits to homes of recent dropouts. Once back in school, the teacher follows up with one hour a day counselling with the former dropout. Result: 50 percent reduction in the dropout rate at the school over the course of one year.
- The science department includes a classroom zoo which has received both State and national recognition. Over 50 small animals are cared for by students.
- Daily attendance averages 98 percent.

Poudre District, Ft. Collins, CO:

- The Even Start program is designed to assist disadvantaged families with children ages 1 to 7 in preparing their children for school. At the same time, this Federally-funded program builds parents' literacy, child-rearing, and employment skills.

- Ft. Collins is a small rural community outside of Denver.
- Several families living in a large trailer park transformed an open area drug market into a safe haven for play and learning.
- Some mothers in the community secured a large double trailer, and placed it in the middle of the troubled open area. Practically every member of the Poudre District community is very supportive and involved in this effort.
- The program focuses on whole family instruction, providing home-based instruction in the participants' trailer. Center-based learning opportunities are available for family groups in the double-wide trailer, which also serves as a family learning center located in the heart of the worst section of the trailer park.
- The 80 families participating are predominantly Hispanic.
- Community involvement includes churches, libraries, businesses (from the local grocery store to Anheuser-Busch), the University of Colorado and other community agencies donated playground equipment, time, food, clothing, and books.
- Literacy volunteers form mentoring relationship with the Even Start families. These relationships offer moral as well as educational support.
- Not only has literacy and school readiness improved, but the process of mobilizing for the common interest of better learning is producing a better life in Ft. Collins.

Sneedville, TN:

- This Even Start project is located in the northeast mountains of Tennessee. The mean income of the families in the county is \$12,000. 80% require financial assistance.
- The Even Start project serves 150 families throughout the county in a home-based program. Paraprofessionals meet the families once a week.
- The project coordinator has enlisted the assistance of the Head Start program, as well as the adult education coordinator, the Job Training and Partnership Act (JTPA), and JOBS, and the University of Tennessee.
- To celebrate the program's first anniversary, this small 6,000 member town held a picnic. Over 500 family members came to show their support.
 - ▶ The sheriff organized the cooking;

- ▶ The paraprofessionals and their families did the serving;
 - ▶ The undertaker provided big tents to cover the serving line;
 - ▶ The owner of the beauty parlor gave free hairstyles and make-overs (to many mountain women who had never used make-up or had a haircut in their lives);
 - ▶ The church pastor offered the blessing before the meal;
 - ▶ The local newspaper donated the printing of advertisements;
 - ▶ Coca Cola donated all the soft drinks;
 - ▶ And the local grocery store donated much of the food.
- Educational attainments: Six of the eight women that took their GED test passed on their first try (one received the highest score in the county), ten women received their drivers licenses, and children and adults improved learning both at school and at home.

Missouri Parents as Teachers:

Background:

- Missouri Parents as Teachers (PAT) is a home-school partnership designed to give children the best possible start in life and assist parents in their role as the child's first teachers.
- The program offers a variety of services to parents during the formative early years—birth to three years.
- Participating parents receive home visits on a monthly basis to train parents in child development. The program shows parents how they can foster growth and learning.
- Group meetings where parents can share their experiences, common concerns, frustration and successes.
- They provide a referral network that helps parents who need special assistance that is beyond the scope of PAT.

Goal:

- A primary prevention program. It is designed to maximize children's overall development during the first three years of life, laying a foundation for later success in school and life.

How program is used:

- Ferguson-Florissant School District has a population of 11,000 and encompasses four small towns; Ferguson, Berkeley, Kinloch, Florissant. Kinloch is one of the ten poorest areas in the nation.
- In the past year, this program served over the maximum 30 percent of parents in the area.

Positive results:

- Children that participate in the program are significantly more advanced than other children of the same age.
- Parents in the program have a more positive relationship with their children. The children also have a more positive relationship with adults.

Statements from parents answering the question: "What did you like about the business?"

"The information is very helpful and the quality is excellent."

"My educator provides me with tools that help inform me about books, toys, and activities that enhance my child's abilities. It made me feel good to know someone I could get close to discuss my possible problems and understands my needs. Also her flexibility in helping me understand my sleep problems had more than one possible solution and her ability to get outside input helped me. I have found valuable the different ways to discipline my children in a positive manner."

"The screenings made me confident that my child is developing normally."

"The development materials were helpful".

"I feel confident in my parenting because of their help."

"It's good to talk to someone who knows the problems parents face."

"She (the educator) was willing to listen to my concerns."

National Center for Family Literacy:**Background:**

- Promotes family literacy for undereducated families
- Three days a week, adult education teachers help the parents think critically while teaching them basic writing, reading and math skills.
- Parents are also taught skills like resume-writing and job interviewing.
- Parents and children are involved in joint projects such as reading together or writing their own books.

Accomplishments:

- 75 percent of the participating children are in the top half of their classes and more than a third are in the top quarter.
- Parents in the program say it encourages them to participate in their children's education.



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FAX COVER SHEET

MESSAGE

TO: Carol Blymire

FAX NUMBER: 456-6218

FROM: Leslye Arsht
401-3046

Carol:

Sorry this took so long. Here are the quotes from Lamar for the Towns and Townships speech. Call me if you want more or something different.

Leslye

SECRETARY ALEXANDER ON BUILDING AMERICA 2000 COMMUNITIES*** Communities and the Role of Parents**

"The amount of time that a parent spends with a child in conversation today, in this busy America we have, is 15 minutes. And all the Head Starts, and all the programs we could pass in Washington, or the state capital, will never make up for the mother taking care of herself and the child ... and for the father being home to converse with the child, for turning off the television, helping with the homework, and insisting on standards. There's no cure for that. There's no how-to book. There's no magic formula, no silver bullet. It all starts with focusing toward those [national education] goals."

Address to the National Conference of State Legislatures
Orlando, Florida
August 13, 1991

*** Communities, Families, and the 91 Percent Factor**

"The President talks about the 91 percent factor. He found a professor who added up all the time you spend between the age zero to the age 18 outside of the classroom, and it's 91 percent of that time. You're in the class 9 percent of the time, and so what happens outside of that time, whether your mother reads to you, whether your father played with you, whether you arrived at school never having seen a book, whether you arrive at school healthy, whether you're up all night because neither parent came home, ... whether you had aunts or uncles who also were interested in encouraging and constraining you, which I suspect most of you may have had whether by blood or just in the community. All of that makes an enormous difference in whether we reach our national education goals.

It's first the family responsibility, then it's the school responsibility, but it's also a community responsibility."

Address to Presidential Scholars
Washington, D.C.
June 18, 1991

*** Today's Different World and the Importance of Building AMERICA 2000 Communities**

"The world has changed. Families have changed. The problems are different from the time I grew up in Maryville, Tennessee, when I got in trouble at home if I got in trouble at school. And drugs were things you took when you got

sick. Things have changed, and we're going to have to think differently and do things differently I hope one of the things we remember is that ... not everything we have to do costs a lot of money. And a lot of what we could do is perfectly obvious. And most of what works could be done if we all went to work in our communities creating AMERICA 2000 Communities."

Speech to the Second National Conference on State and Local Drug Policy
Washington, D.C.
June 19, 1991

* **Education as an Integral Part of Democracy and Getting Ahead**

"Education is how we move from the back of the line to the front of the line in America, it is how we make a democracy work, it is how we ensure our individualism, it is how we make life interesting, how we understand why that telescope is way out at the other end of space, it is how we keep good jobs, how we raise our children, how we accept our own responsibilities, and it is how we lead, how we set an example for the rest of the world."

Address at the 75th Anniversary of the Brookings Institute
Washington, D.C.
May 6, 1991

* **The Importance of Education**

"There is a great deal to do to help people who need help, people who've just arrived to our shores, people who are stuck in poverty and need out. Our system of education is the way you get out. It's the way you make democracy work. It's the way you keep the economy strong. It's the way you understand what we're fighting for in the Persian Gulf. It's the way an individual gets himself or herself in a position where that person doesn't have to take so many orders from other people. It's an enormous challenge, [and] I hope I can be a spark plug for that."

U.S. Senate Confirmation Hearing
Washington, D.C.
February 6, 1991

* **Education Reform's Importance to Keeping America Competitive**

"This is a nation that likes to be first. This is the

country that grew up reading The Little Engine That Could. Now, suddenly, the world has changed, and we don't know enough and can't do enough to be that kind of country. With increased global competition, there are new world standards in math, science, history, geography, and English that we must meet today, standards that were not necessary to meet even 10 or 20 years ago. So, for instance, we have to challenge the notion that our math curriculum can continue to consist of eight years of 15th Century arithmetic, followed by one year of 17th Century algebra, followed by one year in 3rd Century B.C. geometry."

Interview with Parade magazine
August 25, 1991

* **Developing the New American Schools**

"What we're talking about is not making the Pony Express run faster. We're talking about imagining the telegraph. We're talking about giving educators the chance to do what they've always dreamed of doing -- letting them compete for the opportunity to create a brand new break-the-mold school, starting from scratch to serve these children"

Address to the National Conference of State Legislatures
Orlando, Florida
August 13, 1991

* **Education Reform as a National Effort -- School-by-School**

"There's no single go-to-the-moon federal government solution that can solve our problem in education. There's no one war to wage, as there was in the Persian Gulf, that will make the difference. Instead of one Desert Storm, there need to be 110,000 Desert Storms, which is the number of public and private schools in America."

Interview with Parade magazine
August 25, 1991

Secretary Alexander's Speech toTM Second
National Conference on State and Local Drug
Policy (Note: This is a transcript of the speech)

June 19, 1991 — Washington, D.C.
"Story on Murfreesboro, Tennessee's Extended School Program"

One other story and I'll stop. We've talked about the amount of change in America and how it relates to education and how to cause people to realize this and to make those changes themselves. You know, everybody wants a how-to-do-it book. When they get it, they don't like it. And that's not really the way to do things. You have to figure it out for yourself in the end. That's the hardest part.

But here's the example: You may have noticed, those of you in the Washington area, the little article in the paper maybe a month ago about a working couple who had come home in the late afternoon, about 6 p.m., and discovered a note from a social worker instead of their fifth grader. The social worker had taken the fifth grader and charged the couple with child neglect. They come home from their jobs about 6 o'clock; the fifth grader comes home from school about 3 o'clock. He's home alone every afternoon. The social worker said that was child neglect. Well, the family negotiated with the social services agency, hired a baby-sitter, and I guess worked that out.

Whatever you may think of that, there are millions of American children in the same shape. They go home every afternoon to an empty house. Those of you who are professionals in this area know that if ~~your~~ ^{your} children are in the fourth grade, fifth grade, sixth grade, and seventh grade, that's just about the worst time in the world that they ought to be home in the afternoon in an empty house. That's about the time they'll try about anything and, if given the chance, usually they will.

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So what do you do about that? Do you lecture parents? That doesn't work. Do you order parents to stop working in the afternoon? That's a little hard to do in this country. Do you just let the children, five or six million of them, go home alone in the afternoon? That doesn't seem to be helping our effort, for example, to create better schools, or a drug-free community. Do you pass a big federal program with a lot of money in it? That usually won't work in something like that. What do you do?

Well, Murfreesboro, Tennessee, has an answer. In 1986, they began to open their schools at six in the morning until six in the evening. Now, there have been a lot of school boards tossed out of office for extending the school year. It provokes a lot of controversy; people worry about undermining the family. But listen to what they did here for just a moment.

They opened the schools from six in the morning to six in the evening for families who wished to use the schools. Of course, the teachers were already busy. They couldn't come at six in the morning and leave at six in the afternoon. They had parents to call and homework to grade, so the community hired a whole new shift of people. They let the parents drop the children off when they wanted to and pick them up when they wanted to. There was no sign that said, "Your child will be put in the garbage can if you're not here at 5:59." They negotiated with a custodian so it would be possible to use the school in the afternoon, which is sometimes one of the hardest things.

But the school is open in the afternoon and in the summer.

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I went back three weeks ago to check on the progress of this because it's intrigued me from the day it started. There are eight elementary schools in Murfreesboro, which is a blue collar, fairly conservative middle Tennessee town south of Nashville. Just a good all-American City.

There are 4,400 children in those eight elementary schools, and 2,000 of them have chosen to use the before-school and after-school program and the summer program. That must really be costing the taxpayers a pretty penny, you might be thinking. Well, it doesn't cost them one penny because the parents pay for it.

Only the rich can afford it, you might be thinking. Well, there may be a few people who can't afford it, but the cost is very low: \$10 a week for the before-school program; \$20 a week for the afternoon program; \$26 if you use both. We're actually concerned about the fact that there might be some children among the 4,400 children in those eight elementary schools who might not be able to use the program, whose families would like for them to use it. So we're doing a survey of that, and we judge there are not more than 200. We've discovered that a federal program that already exists, called Chapter One, can be used to pay most of the cost for those families if they wish to use the program.

I walked through the halls in the afternoon, and there were children doing homework, taking art lessons and music lessons. There were children learning a language that they hadn't time to

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learn during the day. They were happy there. They were well supervised there. There were student teachers there; there were other adults there of good character from the community, who were helping.

I asked the superintendent, "There are 110,000 schools in America and several million children home alone in the afternoon with the prospect of getting into trouble. We're on a crusade to try to have communities drug free and children alcohol free; and almost every school is closed in the afternoon at 3 or 4 p.m., and the gymnasium is locked. Why don't more schools do what you're doing?"

And he said, "Well, nobody will do this because it's, number one, too obvious, and number two, not expensive enough."

I'm not suggesting that in your community you do that. That might not fit your community. But I am suggesting that Murfreesboro is a community that has recognized the times have changed and that children need to learn more, that families are working at different times. And they've sought to find a way to support the family by giving them more options. I heard wonderful stories from fathers who are picking their children up in the afternoon after work and taking them home--something they've not ever done before--because the children went home at 3 o'clock. They would spend thirty minutes with their child, which is about twice as much time as an average parent spends with his child on a given day. That's a step forward for the family, it seems to me.



(Start Herman slides)

... member of the Board of Selectmen in the
Town of Weare (WHERE), New
Hampshire...

(Pause)

Careful, long range planning has been
the hallmark of Bill Herman's career in town
government... This orientation has paid
especially valuable dividends during a time
when New Hampshire has experienced a
severe economic downtown which has
affected every municipality's ability to
provide public services while avoiding wildly
escalating costs.

(Pause)

After five failed attempts to gain voter
approval of a bond referendum to construct

much need elementary school space in one
of the state's fastest growing towns, Bill
Herman became instrumental in leading
the community to a new successful
approach...

(Pause)

raising costs

His leadership was pivotal in gaining 70
percent of voters to support a broadly based
community planning committee for the
project. Then he chaired the advisory group
which supervised overall construction of the
new school, and headed the executive
committee which made day-to-day
decisions on the project...

(Pause)

In December of 1990, a new facility
opened before the cold weather set in,
allowing the elimination of the use of 12

expensive electrically heated trailers and part of an aging, unsafe structure. The project came in on-time and under budget and has already saved town taxpayers thousands in fuel costs.

(Pause)

Under Bill Herman's leadership, the Town of Weare actually took advantage of the slow economy to build a new solid waste transfer station at a attractive price... In addition, Bill had encouraged the town to establish a reserve fund in 1985 to plan for the capping and closing of the local landfill. When the time came to do the work, the money was there, and the job was completed without a tax increase or bond issue.

(Pause)

Management expertise and strong leadership skills surface in other endeavors, too...

(Pause)

Bill Herman has chaired a regional solid waste/resource recovery cooperative for four terms. Under his leadership, the group has provided its 27 member communities with the lowest disposal costs in the state and fees among the lowest in the entire country.

(Pause)

These and other accomplishments have led his nominator to observe: "The times require community leaders who are willing to address problems directly and make the tough and informed decisions that must be made for the benefit of its

citizens..."

(Pause)

Ladies and Gentlemen... the first
finalist... William G. Herman!

(Pause for applause)



(Herman slides off)

(Spotlight off)

Announcer

Our second honoree is... Carl
Morgenstern...

(Spotlight on Morgenstern)



(Start Morgenstern slides)

... Trustee of Union Township, in Butler
County, Ohio...

(Pause)

In the words of his nominator, Carl
Morgenstern has, in his relatively short
career in public office, served "as a catalyst

THE WHITE HOUSE

WASHINGTON

April 10, 1991

MEMORANDUM FOR TONY SNOW

FROM:

HANNS KUTTNER *HK*

SUBJECT:

Community Opportunity Act of 1991

from NATaT

NATaT has been selected by the Farmers Home Administration to provide its expertise in preparing a guidebook on how small communities can keep their water supply safe. NATaT has also been a recipient in the past of several grants from federal agencies, so the President could say that "We at the federal level know of and support the good work, the technical assistance and self-help information, that NATaT provides for grassroots governments."

NATaT is a solid supporter of the Regulatory Flexibility Act of 1980, which requires federal agencies to consider the impact of their regulations on small local governments and small business. Given the President's commitment to

in our effort to do better by those materially less well off. [Through the Reagan years, the Congress grew to distrust flexibility and innovation in social programs, thinking any deviation from the Congressionally-dictated structure was part of a plot to dismantle the program.]

- Legitimacy demands involvement of those in whom

governmental powers are placed. Unlike "community action" as practiced by the Johnson Administration was carried out independent of local government, our proposal is for action within communities.

Details

The bill summary is attached.

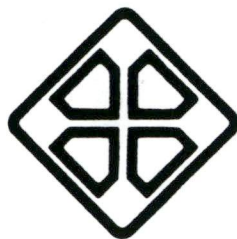
If enacted, the law would work like this:

- A community decides it wants to do things differently. They decide they want to take over the delivery of all services ranging from garbage collection to administering welfare in the community. (We have a concept paper from people the City of New York's Human Resources Administration proposing this.) Or they decide they want welfare to work differently. Or they want to create financial incentives to keep young women from becoming pregnant and stay in school rather than having a child and leaving school. You can do most anything in this structure.
- They get the state and local governments in on the deal, to the extent those units of government are involved in the way things are done today. In all states welfare (AFDC, Food Stamps) involves at least the state government and in some states county government as well. The community group gets the governmental bodies involved on board. (There isn't anything in the rules to keep the state or local government from being the first mover.)
- They come in to the feds. They tell us what they are going to do, what goals they have, and how they will measure progress towards the goals. They tell us where the funds are coming from and where they are going. They prove it is budget-neutral (and if it wobbles off course, who picks up the tab.) Assuming it all adds up, we approve it.

Attachment

*Let me know if you want to
pursue this - for Michigan or any of other
upcoming speech -*

me.



NATaT is . . .

. . . the voice of small-town America in Washington.

NATaT is . . .

. . . a non-profit membership organization offering technical assistance, educational services and public policy support to local-government officials in more than 13,000 towns, townships and small communities across the country. Through its National Center for Small Communities, the association conducts research and develops public policy recommendations which are scaled to the unique needs of rural government and small towns.

**1522 K Street, N.W.
Washington, D.C. 20005
(202) 737-5200**



**During the 99th Congress,
more than one mandate
per day was written
for local governments.***

WHO ARE LOCAL GOVERNMENTS, ANYWAY?

**Most governments in the
U.S. represent populations
(check one):**

- ☐ **between 1,000-4,999**
- ☐ **between 5,000-9,999**
- ☐ **between 10,000-49,999**
- ☐ **over 50,000**
- ☐ **none of the above**

THE TRUTH IS...

***A total of 397 pieces of legislation affecting local government were introduced during the 381 working days of the 99th Congress.**



**...half of all governments in the United States
represent populations UNDER 1,000!**

<u>Population Size</u>	<u>Number of Governments</u>	<u>Percent of Governments*</u>	
1-999	19,715	50%	} 86% – or 34,022 governments represent populations less than 10,000.
1,000-4,999	11,417	29%	
5,000-9,999	2,890	7%	
10,000-49,999	4,278	11%	} 14% – or 5,505 governments represent populations over 10,000.
50,000 and up	1,227	3%	

***There are 39,527 units of general-purpose local governments below the state level, according to the Census Bureau; these are counties, municipalities, and townships.**

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***There are 39,527 units of general-purpose local governments below the state level, according to the Census Bureau; these are counties, municipalities, and townships.**

Please remember these small communities as you look at legislative proposals.
Realistic requirements get responsible results!
For more information, please contact the National Association of Towns and Townships
1522 K St. N.W., Suite 730, Washington, D.C. 20005 or call (202) 737-5200.

Jeffrey H. Schiff
Executive Director

Ann Cole
Federal Affairs Director