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Series: Speech File Backup Files
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OA/ID Number: 13828
Folder ID Number: 13828-001

Folder Title:
Jobs Announcement--Union,New Jersey 8/24/92 [OA 7579]

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DRAFT

2nd DRAFT
8/13

THE WHITE HOUSE

Office of the Press Secretary

For immediate Release August XX, 1992

Worker Adjustment Initiative

FACT SHEET

Today the President announced his Worker Adjustment Initiative -- a comprehensive $2 billion annual program to assist permanently displaced adult workers. This innovative new program will feature "Skill Grants" -- vouchers of up to $3,000 that would be used by dislocated workers to acquire new skills or upgrade current skills. The President's program would also provide counselling, job search assistance and income support to help dislocated workers in securing new, quality jobs as quickly as possible.

Pell Grant parallel...?

The Problem

Over the past decade, the pace of global economic change has accelerated. The United States is now part of a dynamic and expanding global economy. The expansion of international markets, and the President's recently announced North American Free Trade Agreement, create tremendous new opportunities for American firms, but also challenges U.S. industries to meet the demands of increased international competition.

Even at home, the pace of technological change has accelerated. Computers and innovations in production technology have sharply increased manufacturing productivity. Technological advances are rendering certain old-line industries obsolete.

Finally, the end of the Cold War is providing the U.S. a historic opportunity to reevaluate and revise its national security requirements. This process is resulting in a responsible downsizing of the military. Consequently, U.S. defense-related industries will downsize as well.

These changes are positive. They create new opportunities and reflect the cycle of renewal and change in our economy. But, these changes also involve economic challenges. Dislocated workers must have the necessary tools -- training and skills -- that will allow them to adjust and adapt in a dynamic economy, to make the transition to new industries and occupations, and to compete successfully in the global marketplace.

The Dems in Cong. will not let us endanger our nat'l sec.

Brice
Gaeta.

no letter to Nunn.

July 22:
Cheney/Warner:
4 areas.
Top line cuts.
SDI cuts.
Nuclear test funding
ASAT - our (Soviet) NG+ Res.

HASC worse.
Ready for Conf.

The President's Proposal

In January, the President announced his Job Training 2000 initiative -- a comprehensive, streamlined Federal job training system designed to meet the Nation's work force needs into the next century.

Building upon this concept, the President proposes replacing the current dislocated worker adjustment programs under Employment and Training Assistance for Dislocated Workers (EDWAA) and the Trade Adjustment Assistance (TAA) with a new $2.0 billion comprehensive retraining and transition assistance program for permanently dislocated workers, including those who may lose their job as a result of the North American Free Trade Agreement. The President's proposal would expand funding by nearly two and one-half times the financing available under the current EDWAA and TAA adjustment programs.

The President's proposal would serve:

- workers who have been permanently displaced,
- workers who have been notified their jobs are being terminated, and
- workers employed in industries experiencing significant work force adjustments.

Dislocated workers would be eligible to receive three types of assistance:

- Transition assistance for workers who need help in finding and securing new employment;
- Training assistance, in the form of Skill Grants vouchers, for workers who need retraining and skills development;
- Transition income support, if necessary, for workers completing retraining.

Skill Grant.

~~+$500~~

.150

2.0.

Basic Transition Assistance

The President's proposal provides for a rapid response to worker dislocation to help soothe the transition process.

- States would receive financial assistance to help them respond rapidly to dislocation to eliminate gaps in employment where possible;
- Dislocated workers would receive skills assessment, counseling, help in resume preparation and interviewing skills, job search assistance and job referral services.

Skill Grants for Training

In addition to receiving assistance in finding new jobs, many workers may want to develop additional skills or upgrade their current skills. The President's proposal would provide dislocated workers with:

- A Skill Grant in the form of a voucher.
  - The maximum award would be $3,000 per year.
  - Workers could be eligible for the grants for up to two years.
  - The grant could be used for attending a community college or trade/technical school.
  - Awards would be made by the Governor or the Secretary of Labor
- Two-thirds of total funding ($1.3 billion) would be allocated to the states. The remaining one-third ($660 million) would be retained by the Secretary of Labor for discretionary allocation to workers in high priority areas or industries (e.g., NAFTA-related dislocations).
- Funding priority for individuals applying for the Skill Grants would be:
  1) currently dislocated workers;
  2) soon-to-be dislocated workers;
  3) workers employed in industries experiencing significant work force adjustments; and

Target 1/3

- Eligibility requirements could be modified to target specific groups (e.g., Clean Air Act compliance, defense downsizing and NAFTA).
- The Skill Grants program would be structured as a (capped) mandatory program.

before they are fired.

Transition Income Maintenance

A limited amount of income maintenance would be provided to target groups of workers in high dislocation areas who have exhausted their regular unemployment insurance (UI) benefits, to enable them to complete their training program.

- Workers could receive income support, similar to UI benefits, for up six months while completing their training program.

DRAFT

2nd DRAFT
8/13

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release August XX, 1992

Youth Skills Initiative

FACT SHEET

Today, the President announced his Youth Skills Initiative -- a bold new strategy to prepare our Nation's non-college-bound youth for success in the rapidly changing workplace. The President's innovative job training and education programs will help provide these youth with greater opportunity, a higher standard of living, *and provide America with a world class work force.*

The Problem

Increased international competition, the introduction into the workplace of complex technologies, and a dynamic labor market demands a well-trained and highly-skilled work force. One of our greatest challenges in creating such a work force -- for both the next decade and the next century -- is to facilitate the transition from school to work of non-college-bound youth.

Experience shows that of the current 5.4 million American students enrolled in the 11th and 12th grades, 2.16 million or 40 percent will not immediately go to college. Another 1.75 million or 32 percent who did attend post-secondary education will fail to complete their first year. Further, close to one-fifth of American students drop out of high school each year -- in 1990 there were approximately 1 million high school drop outs, aged 18 to 19.

In sum, these approximately 5.0 million young Americans represent the population in need of vocational training and workplace skills. Without the appropriate training and skills, they will find it increasingly difficult, if not impossible, to compete in the global marketplace.

The President's Proposal

The President believes that we must have a well-trained and highly-skilled work force. The President also believes that we must provide our Nation's youth, especially the economically and socially disadvantaged, with the opportunity

to acquire the training and skills that will serve them a lifetime.

In January, the President announced his Job Training 2000 initiative -- a comprehensive, streamlined Federal job training system designed to develop a globally competitive work force. Building upon this program, the President has proposed a comprehensive plan to assist non-college-bound youth.

The President's Youth Skills plan consists of three major elements:

- Youth Training Corps (YTC). A residential and non-residential training program for economically and socially disadvantaged youth;
- Treat and Train. A comprehensive youth drug treatment program as an initial component of the Youth Training Corps for youth needing drug rehabilitation; and
- National Youth Apprenticeship Program. A comprehensive school-to-work transition program for those remaining in school.
- Jr. Reserve Officer Training Corps (ROTC). [need insert]

Youth Training Corps (YTC)

The Youth Training Corps initiative would build on the current Job Corps model to create a comprehensive job training program for severely disadvantaged youth. These youth will receive vocational training and learn basic workplace skills while performing community service and conservation work [in rural areas and on public lands].

- The Youth Training Corps would combine the Job Corps' 30 existing Civilian Conservation Corps (CCC) centers with 25 new YTC centers to create a total of 55 YTC centers nationwide.
- The new YTC would be located at residential centers located primarily [outside urban areas]. The YTC centers could utilize converted Department of Defense facilities.
- Hiring [priority] for YTC staff would be given to individuals leaving military service. This would allow the YTC to take advantage of the military's

high level of leadership and training expertise.

- The President's proposal would add 23,000 new training slots to the current 42,000 Job Corps slots.
  - 10,000 of the new training slots would be residential, located at the 25 new YTC centers.
  - 13,000 of the new training slots would be non-residential, located at existing Job Corps centers.
- The President's proposals would serve an additional 43,000 disadvantaged youths (ages 16 to 21) annually. This would bring the total number of youths served by both the YTC and Job Corps to 113,000.
  - XX,000 additional youths would be served at the 25 new YTC centers.
  - XX,000 additional youths would be served at existing the Job Corps Centers.
- Participants would spend an average of 7 months as a resident at the Youth Training Corps center.
- The YTC would utilize the Job Corps model, relying on a combination of remedial education, technical training, life-skills training, counseling and other support services.
- The YTC experience would differ from most Job Corps programs in that participants would be provided an additional applied learning experience.
  - Participants would work in such areas as improving parks, recreation, or community facilities, and public/low-income housing facilities.
- The YTC would have an initial, start-up cost of $200 million (FY 1994 and FY 1995), expanding to $385 million per year when fully in place [OMB questions -- DOL must clarify and add details].

Treat and Train Program

This initiative would incorporate a comprehensive youth drug treatment program which would complement the Youth Training Corps.

- The President's proposal would fund 10,000 new drug treatment slots (residential and outpatient) at intensive drug rehabilitation centers.
    - These additional slots will increase the total number of Federally funded by between 5 and 10 percent increase.
    - Two-thirds of the new slots would be residential.
    - One-third of the new slots would out-patient.
- The President's proposal would serve an additional 28,000 youths annually, increasing the number served annually by Federally funded treatment by roughly 30 percent.
- Participants stay in the residential centers an average 9 months.
- Successful completion of the program would provide participants a priority status for admission to the Youth Training Corps (YTC) [and] Job Corps Programs.
- The program would cost $150 million per year beginning in FY 1994.

NOT BIG

National Youth Apprenticeship Program

This initiative would expand funding for the President's National Youth Apprenticeship Act of 1992, which was announced in January as a component of the Job Training 2000 initiative and transmitted to the Congress in May.

- This plan is a comprehensive, voluntary program for high school juniors and seniors that combines classroom instruction with a structured, paid work experience program.
- The Department of Labor would provide community organization funding, planning and curriculum design using the current six-state demonstration program as a model.
- Students who successfully complete the program would receive a high school diploma and a widely-recognized certificate of skill competency. Opportunities would exist to continue training at the post-secondary

level.

- The Targeted Jobs Tax Credit would be available to cover that portion of the participating population that meets current TJTC economically disadvantaged eligibility criteria.

- The National Youth Apprenticeship program would cost $100 million per year beginning in FY 1994. The TJTC expansion would cost $10 million in FY 1994 and $160 million over 5 years.

Jr. Reserve Officer Training Corps (ROTC)

[Need insert].

WHITE HOUSE SITUATION ROOM

URGENT

PRECEDENCE: IMMEDIATE / PRIORITY / ROUTINE

RELEASER: _____

DTG: _____

MESSAGE NO. _____ CLASSIFICATION UNCLASS PAGES 8

FROM JB

(Name) (Phone Number) (Room No.)

MESSAGE DESCRIPTION FACTS/EDITS FOR LINCOLN TECH

LOCATION	DELIVER TO
AF1	CHRISTINA MARTIN

REMARKS: CHECH DAIS FOR SURE - ON ACKS

URGENT

CT LOOKS OK - JB

McGroarty/Bunton
August 20, 1992
11:30 a.m.
[LINCOLN]

PRESIDENTIAL REMARKS: LINCOLN TECHNICAL INSTITUTE
UNION, NEW JERSEY
AUGUST 24, 1992
10:00 A.M.

Thank you, Secretary Martin for those kind words. Former Governor Tom Kean. Rep. Matty Renaldo -- it's good to be in your hometown. Pat Santangelo thank you for the tour. Students and faculty.

Let me tell you why I've come to Lincoln Tech this morning to cut into your coffee break. I'm here today because of what will take place 71 days from now -- because of a decision you'll be making November 3rd, that will set the course of this nation.

The defining challenge of the 1990's is to win the economic competition -- win the peace.

America must be a military superpower, an economic superpower, and an export superpower.

In this election -- you'll hear two visions of how to do this. Theirs is to look inward, and protect what we already have. Ours is to look forward -- to open new markets, create incentives, restore our social fabric -- and prepare our people to compete -- so that we can win.

This morning, I want to talk about the last of those challenges -- new ways to prepare our American workers to compete.

We know the <u>world economy</u> is changing -- and America must change with it. As President, I've worked to create new markets

from Mexico City to Moscow -- that mean new American jobs from Union, New Jersey to Ukiah, California. Right now, 1 in every 6 American manufacturing jobs is tied directly to exports -- and that doesn't count the economic ripple effect created when those workers pay the mortgage, buy a car or feed their kids. Since 1988, three-fifths of all our economic growth has come from people in other countries buying what's Made in America.

Jobs in these new export industries demand workers with higher skills than the jobs of the old economy. And workers must realize what you know here at Lincoln. During the course of a career -- you may develop as many as five or six skills or proficiencies -- putting a premium on flexibility and life-long learning.

These principles are reflected in a new commitment to job training I am unveiling today -- a program that is bold, innovative and loyal only to the future -- and the needs of the American worker.

Earlier this year, I announced Job Training 2000 -- a comprehensive program to streamline the crazy quilt of over 100 different federal jobs programs. Now that we've designed an effective structure for delivering job training, I want to expand our efforts.

We will do it by almost tripling the funds we devote to training workers who've lost their jobs. If our nation is to succeed in the world economy, we can't afford to waste the talents of any worker. That means we need better training for

young people first joining the workforce -- better re-training for workers changing careers -- and better training and assistance for workers who lose their jobs. //

Start with a new initiative I call Youth Training Corps. This program is aimed at young people, primarily in our inner cities. Kids with talent, kids with ambition -- but with no outlets for their abilities other than a life of drugs and crime.

Right now, we have a great program -- called the Conservation Centers -- which takes these kids to job training centers, often in rural areas, and puts them to work -- for example, helping rebuild parks or recreation and community facilities. At the same time, these kids learn a skill, find out how to manage their finances, and get counseling about how to break away from the temptations of the mean streets they once hung out on.

We're going to build on the ~~Civilian~~ Conservation Centers ~~Corps~~ -- and add 25 new centers, with positions for 43,000 new trainees. //

To staff these centers, we will give hiring priority to former members of our Armed Forces -- people with the proven leadership skills, the drive and discipline that breed success.

And we need to expand our existing efforts to teach high school kids about their opportunities in life, provide them strong role models and encourage a sense of personal responsibility and discipline. So, I am also today doubling the size of our Jr. ROTC program. The program is in almost 1,500

schools today -- I'll expand it to 2,900 schools. With $50,000 million a year in new funding another 150,000 kids will get the benefit of what has been a great program that boosts high school completion rates, reduces drug use, raises self-esteem and gets these kids firmly on the right track.

I will also urge the Congress to expand my Youth Apprenticeship Program. This program is aimed at high school juniors and seniors who may be in danger of dropping out. The program combines classroom instruction with structured work programs. When students finish, they not only have a diploma, they have a certificate saying they have developed a skill -- and can get a job. Right now, this program is working as a demonstration project in 6 states -- it ought to be expanded to all 50 states.

We'll also do more for troubled kids and we'll connect our efforts to connect our efforts to get young people off drugs with the skills that help them get a clean start. To this end, I am going to expand drug treatment to reach an additional 28,000 kids a year -- and we're going to tie it to successful drug treatment to job training. I call it Treat and Train -- and it will guarantee these kids a place in our job training program the moment they finish rehabilitation.

Helping young people is part of the picture. But if we want to compete, we've got to help older workers obtain new skills. These are people caught in the transition of our economy -- eager

to earn new skills -- so they can get new jobs, and protect their standard of living.

That's why I am announcing today a dramatic new departure in job training for Americans in the middle of their careers. We will scrap the present system, tripling current funding, and putting the focus on greater flexibility for the worker.

The key concept here is something I call Skill Grants. These are vouchers -- worth up to $3000 dollars per person -- that can be used toward the training program of their choice. And these vouchers can go not simply to the unemployed -- but to those who worry the next pink slip may be their own: to help defense workers retool, to help workers in declining industries sharpen the skills they'll need to stay one step ahead.

What Pell Grants have done to open up opportunities for our younger kids, Skill Grants will do for experienced workers in need of new skills. And the program will focus on the needs of what we call "dislocated workers" -- people in industries that are changing because of global competition.

Twleve days ago, I announced the NAFTA -- the North American Free Trade Agreement, to open new economic opportunities for American products from the Yukon to the Yucatan. In the 1990s, NAFTA will create millions of new American jobs -- but near-term, it may also mean dislocations in some industries.

I've assured the Congress I'd work with them to ease the transition to NAFTA -- and today's plan will meet that commitment.

My plan sets aside up to $670 million per year for the Secretary of Labor to pump into areas that might be negatively effected by NAFTA. This funding is more than enough to ensure that any and every affected worker gets training. More important, it will help them get the kind of training <u>they want</u> -- not simply shoehorn them into training programs that just happen to have openings.

That's our approach to job training: It rests on the proposition that we should empower people with skills -- instead of empowering bureaucracies with people. //

My opponent agrees with this -- <u>in principle</u>. But when you get to the details, you see a vast difference between our two philosophies. I believe we can pay for this new job training offensive without raising taxes or increasing overall government spending -- by making the tough calls and setting budget priorities. My entire proposal will be funded within the budget caps on spending.

My opponent is different -- he sees job training as <u>just another excuse to raise taxes</u>. // He wants to <u>tax</u> workers to pay for their own training. He wants to tax small businesses around the country 1.5 percent -- that's 1.5 percent that will come out of every worker's paycheck, and it's on top of new income and other payroll taxes he's proposing.

Think of what this will do to small business, which has created over two-thirds of the new jobs in the past decade. Let

me say this to Governor Clinton -- there is no point in training people for jobs -- if your plan is going to destroy them.

There is another difference between our two approaches. My opponent says he'll do more to help defense workers coping with post-Cold War economic realities. What he won't tell you is he plans $60 billion dollars in added defense cuts beyond what the experts say is responsible -- reckless cuts that will damage our national defense and throw one million more defense-industry employees out of work and onto the unemployment rolls.

Then, once these workers have lost their jobs -- high-paid, high-tech jobs -- the other side will step in with government "make-work program." Someone ought to ask these workers what they'd rather have: Their high-tech jobs and good job training for another high-tech industry or short-term government "make work" jobs. //

Don't kid yourself. My opponents prescription of higher spending and higher taxes will not do any favors for the American worker. According to one Congressional analysis, it could cost America almost 3 million jobs in the short-term.//

My opponents whole approach reminds me of the guy with a head cold -- and the doctor who wants to amputate his leg. To the patient, it sounds a bit radical. To the doctor, it's logical: "If your cold settles in your lungs -- you'll get pneumonia. If you get pneumonia, your circulation will go. If your circulation goes, you'll get gangrene." // "So, just to be safe: better take off the leg." ///)

We need a new approach -- one that doesn't cripple the economy and then offer workers a crutch. One that helps people keep the jobs they have ... and creates the new jobs they demand. One that helps America retool for the challenges of a new century -- for the challenge of <u>your</u> lifetimes. //

I believe I have put forward that approach -- and I will fight for it in this campaign -- and with a new Congress.

Thank you all for allowing me to come here to talk about this subject this morning -- and may God bless this great nation, the United States of America.

# # #

LINCOLN TECH / UNION, NEW JERSEY
***** UPDATED INFO *****

23 AUGUST 1992 / 5:30 P.M.

MEMORANDUM FOR CHRISTINA MARTIN

FROM: J. BUNTON

SUBJECT: ACKS FOR UNION, NEW JERSEY [LINCOLN TECH]

POTUS INTRO: SEC. LYNN MARTIN
REP. MATTY RENALDO [THIS IS HIS HOMETOWN]
PAT SANTANGELO, PRESIDENT LINCOLN TECH
FORMER GOVERNOR ~~JOHN~~ KEAN (Tom)
* STUDENTS AND FACULTY

→ TOM SCULLY SAID: CHANGE: "CIVILIAN CONSERVATION CORPS" TO "CONSERVATION CENTERS"

→ FACT CHANGE: DELETE TOWNSHIP FROM SPEECH HEADER AND REFERENCE ON P. 3 -- LOCALS CALL THE PLACE "UNION"

LINCOLN TECH / UNION, NEW JERSEY
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20 AUGUST 1992

MEMORANDUM FOR DAN MC GROARTY
CHRISTINA MARTIN

FROM: J. BUNTON

SUBJECT: FACT CHANGES FOR LINCOLN TECH

PAGE 4, 4TH GRAPH: **CHANGE:** "AND THEY'LL PROVE IT WHEN THEY'RE ELECTED" TO "AND WILL PROVE IT WHEN THEY'RE ELECTED."

PAGE 7, 2ND GRAPH:

CHANGE: "10 DAYS AGO, I SIGNED THE NAFTA" TO "12 DAYS AGO I ANNOUNCED NAFTA...."

SCULLY SAYS HIS ONLY BIG PROB IS WITH THE LANGUAGE ON P.8, 3RD GRAPH: "RIGHT NOW THE FED. GOVT. SPENDS 1.4 TRILLION ------ BUT IT SEEMS 1.4 TRILLION ISN'T ENOUGH....." TOM'S CONCERN IS POTUS JUST ANNOUNCED A $2 BILLION DOLLAR INITIATIVE ON TOP OF THE 1.4 TRILLION SPENDING -- IS CALLING YOU IN SR. STAFF OFFICE WITH HIS CONCNERNS AND POSSIBLE LANGUAGE TO CLEAR IT UP....

JB

WE SAW CHRISTINA TODAY ON TELEVISION. [NBC TODAY SHOW]

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LINCOLN TECH, UNION TOWNSHIP, NEW JERSEY

21 AUGUST 1992

MEMORANDUM FOR STEVE PROVOST
CHRISTINA MARTIN
FROM: J. BUNTON
SUBJECT: FACT CHANGES AND SCULLY INSERT FOR LINCOLN TECH

P. 2, GRAPH 5: CHANGE "144,000 GOVT. EMPLOYEES" TO "144,000 STATE AND LOCAL GOVT. EMPLOYEES" [OTHERWISE SOUNDS LIKE TOTAL GOV. EMPLOYEES]

P. 5, GRAPH 5: CHANGE "NOW THAT WE'VE PUT IN PLACE AN EFFECTIVE" TO "NOW THAT WE'VE DESIGNED AN EFFECTIVE" [NOT IN PLACE YET]

GRAPH 6: "WE WILL DO IT" SENTENCE -- DELETE "JOB"; THEN AFTER "TRAINING" AT END OF THAT SENTENCE ADD "WORKERS WHO'VE LOST THEIR JOBS" -- "DEVOTE TO TRAINING WORKERS WHO'VE LOST THEIR JOBS."

P. 6: BETWEEN 2ND AND 3RD GRAPH [AFTER "THAT BREED SUCCESS." ADD: "AND WE NEED TO EXPAND OUR EXISTING ~~EFFORTS~~ The program TO TEACH HIGH SCHOOL KIDS ABOUT THEIR OPPORTUNITIES IN LIFE, PROVIDE THEM STRONG ROLE MODELS AND ENCOURAGE A SENSE OF PERSONAL RESPONSIBILITY AND DISCIPLINE. SO I AM ALSO TODAY DOUBLING THE SIZE OF OUR JUNIOR ROTC PROGRAM. ~~IT~~ IS IN ~~1,481~~ almost 1,500 SCHOOLS TODAY --I'LL EXPAND IT TO 2,900 SCHOOLS. WITH $50 MILLION A YEAR IN NEW FUNDING, ANOTHER 150,000 KIDS WILL GET THE BENEFIT OF WHAT HAS BEEN A GREAT PROGRAM THAT BOOSTS HIGH SCHOOL COMPLETION RATES, REDUCES DRUG USE, RAISES SELF-ESTEEM, AND GETS THESE KIDS FIRMLY ON THE RIGHT TRACK."

3RD GRAPH: AFTER "ALL 50 STATES." BEGIN NEXT GRAPH WITH "WE'LL ALSO DO MORE FOR TROUBLED KIDS, AND WE'LL CONNECT OUR EFFORTS TO"

P. 7, 1ST GRAPH: CHANGE "SKILLS GRANTS" TO SKILL [NO S] GRANTS" .. DO THIS AGAIN ON THE SAME PAGE IN THE NEXT GRAPH.

2ND GRAPH: FIRST SENTENCE, DELETE "COLLEGE" ADD "OUR YOUNGER" ... THEN IN SAME SENTENCE DELETE "YOUNG TRAINEE AND"

3RD GRAPH: DELETE "MAKE A GOOD BEGINNING" AND ADD "MEET THAT COMMITMENT."

4TH GRAPH: CHANGE $660 MILLION TO $670 MILLION, IN LAST SENTENCE -- CHANGE "EXISTING PROGRAMS" TO "EXISTING TRAINING PROGRAMS"

P. 8, 1ST GRAPH: SECOND SENTENCE INSERT "CHOICE IN CAREER AND REAL-WORLD HELP."

3RD GRAPH. DELETE IT. FROM "RIGHT NOW ... THROUGH OWN TRAINING."

4TH GRAPH: CHANGE "ONTO WELFARE" TO "ONTO THE UNEMPLOYMENT ROLLS". LAST SENTENCE: CHANGE THEIR JOBS -- OR JOB TRAINING" TO "THEIR HIGH-TECH JOBS AND GOOD TRAINING FOR ANOTHER HIGH-TECH INDUSTRY, OR SHORT-TERM GOVERNMENT MAKE WORK JOB."

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LINCOLN TECH, UNION TOWNSHIP, NEW JERSEY

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P. 7, 1ST GRAPH: CHANGE "SKILLS GRANTS" TO SKILL [NO S] GRANTS" .. DO THIS AGAIN ON THE SAME PAGE IN THE NEXT GRAPH.

2ND GRAPH: FIRST SENTENCE, DELETE "COLLEGE" ADD "OUR YOUNGER" ... THEN IN SAME SENTENCE DELETE "YOUNG TRAINEE AND"

3RD GRAPH: DELETE "MAKE A GOOD BEGINNING" AND ADD "MEET THAT COMMITMENT."

4TH GRAPH: CHANGE $660 MILLION TO $670 MILLION, IN LAST SENTENCE -- CHANGE "EXISTING PROGRAMS" TO "EXISTING TRAINING PROGRAMS"

P. 8, 1ST GRAPH: SECOND SENTENCE INSERT "CHOICE IN CAREER AND REAL-WORLD HELP."

3RD GRAPH. DELETE IT. FROM "RIGHT NOW ... THROUGH OWN TRAINING."

4TH GRAPH: CHANGE "ONTO WELFARE" TO "ONTO THE UNEMPLOYMENT ROLLS". LAST SENTENCE: CHANGE THEIR JOBS -- OR JOB TRAINING" TO "THEIR HIGH-TECH JOBS AND GOOD TRAINING FOR ANOTHER HIGH-TECH INDUSTRY, OR SHORT-TERM GOVERNMENT MAKE WORK JOB."

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THE WHITE HOUSE

Office of the Press Secretary
(Union, New Jersey)

For Immediate Release August 24, 1992

REMARKS BY THE PRESIDENT
TO STUDENTS AND FACULTY

Lincoln Technical Institute
Union, New Jersey

10:05 A.M. EDT

THE PRESIDENT: Thank you very much. Secretary Martin -- let me just salute our great Secretary of Labor and thank her very much for her introduction. Salute the former Governor of this state, Tom Kean. The working man and woman never had a better friend than Tom Kean. Mattie Rinaldo -- he and I go back a long time. He's the Congressman from this area, doing a superb job. If we had more like him we wouldn't have a gridlocked Congress. (Applause.)

And I want to thank Pat Santangelo for the tour, and also Senator Don DiFrancesco and all the students and faculty here. This has been an inspiring visit. (Applause.)

Now, let me tell you why I've come to Lincoln Tech. I'm here today because of what will take place 71 days from now because of the decision you're going to be making on November 3rd. And that's going to set the course of this nation. The defining challenge of the 1990s is to win the economic competition and to win the peace.

And America's got to be, and is, a military superpower -- an economic superpower, though, and an export superpower. Now, in this election you're going to hear two very different versions of how we go about this. And theirs is to look inward and protect what we've got, and ours is to look forward to open new markets, to create incentives, to restore our social fabric, and to prepare our people to compete so that we can win. And that's what this is all about here today. (Applause.)

I want to talk about the last of those challenges, the new ways to prepare our American workers to compete. We know the world economy is changing. And America must change with it. And as President, we worked to create new jobs, open new markets all the way from Moscow to Mexico. And that means new American jobs from Union, New Jersey, all the way out to California.

And right now one in every six Americans' manufacturing job is tied directly to exports. And that doesn't count the economic ripple effect created when those workers pay the mortgage, buy a car, or feed the kids. And since 1988, three-fifths of all of our economic growth has come from people in other countries buying what's made in the United States of America -- the good products made right here in New Jersey. (Applause.)

Now, the jobs in these new export industries demand workers with higher skills than the old economy. And workers must realize what you know here at Lincoln, during the course of a career you may develop as many as five or six skills or proficiencies, putting a premium on flexibility, long-life learning. Now, these principles are reflected in a new commitment to job training. This is a new national commitment to

MORE

job training that I'm unveiling today -- a program that is bold; it is innovative; and it is loyal only to the future and to the needs of the American workers.

Now, earlier this year we introduced a program called Job Training 2000, a comprehensive program to streamline this crazy quilt of over 100 different federal jobs programs. Now that we've designed that effective structure for delivering job training, I want to expand on our efforts. And if our nation is to succeed in this world economy, we cannot afford to waste the talent of one single worker. And that means we need better training for young people first coming into the work force, better retraining for workers that are changing careers and better training and assistance for workers who lose their jobs.

You start with this new initiative: We call it the Youth Training Corps. The program is aimed at young people primarily in our inner cities -- kids with talent, kids with ambition, but with no outlets for their abilities other than a life of drugs and crime. Right now we have a great program called the Conservation Centers, which takes these kids to job training centers, often in rural areas, puts them to work, for example, helping rebuild the parks or recreation and community facilities. But at the same time these kids learn a skill, find out how to manage their finances and get counseling about how to break away from the temptations of the mean streets that they once hung out on.

Now, we're going to build on those conservation centers, add 25 new centers with positions for 43,000 new trainees. And to staff these centers we will give hiring priority to former members of our Armed Forces, people with the proven leadership skills -- (applause) -- these people they've demonstrated that they can lead, proven leadership skills, the drive and the discipline that breeds success.

Now, we need to expand our existing efforts to teach high school kids about their opportunities in life; provide them strong role models and encourage a sense of personal responsibility and discipline. And so also today I am also doubling the size of our Junior ROTC program. It is in almost 1,500 schools today; we're going to expand it to 29,000 schools. (Applause.)

And with $50 million a year in new funding, another 150,000 kids will get the benefit of what has been a great program that boosts high school competition, high school completion rates, reduces drug use, raises self-esteem and gets these kids firmly on the right track.

Now, I will also urge the Congress to expand my Youth Apprenticeship Program. This one's aimed at high school juniors and seniors who may be in danger of dropping out. And the program combines classroom instruction with structured work programs. And when students finish they not only have a diploma, they have a certificate saying they've developed a skill and can get a job.

And right now this program is working as a demonstration project in six states. It ought to be expanded -- if I have my way it will be expanded to all 50 states. (Applause.) Another part of this -- we'll also do more for troubled kids and we'll connect our efforts to get the young people off of drugs with the skills that help them get a clean start. (Applause.)

We are going to expand drug treatment to reach an additional 28,000 kids a year. We're going to tie successful drug treatment to job training. And I call it Treat and Train and it will guarantee these kids a place in our job training program the moment they finish rehabilitation. (Applause.)

So helping young people is a part of the picture. But if we want to compete we've got to help older workers obtain new skills. These are people caught in the transition of our economy, eager to earn new skills so they can get new jobs and protect their standard of living. And that's why I'm announcing today a dramatic new departure in job training for Americans in the middle of their careers.

The key concept here is something I call skill grants. These are vouchers worth up to $3,000 per person that can be used toward training programs of their choice. And these vouchers can go not simply to those that are unemployed, but to those who worry the next pink slip may be coming their way; to help defense workers retool; to help workers in declining industries, sharpen the skills that they'll need to stay one step ahead.

What Pell Grants have done to open up opportunities for our younger kids Skill Grants will do for experienced workers in need of new skills. (Applause.) And the program will focus on the needs of what we call dislocated workers -- people in industries that are changing because of global competition.

Twelve days ago I announced the North American Free Trade Agreement to open new economic opportunities for American products from the Yukon to Yucatan. And in the 1990s that agreement will create millions of new American jobs, but near-term, may also mean dislocations in some industries. And thus, I've assured the Congress that I'd work with them to ease the transition for the workers in the NAFTA, and today's plan will meet that commitment.

My plan sets up -- aside up to I think it's $670 million per year for the Secretary of Labor to pump into areas that might be negatively affected by NAFTA. And this funding is more than enough to assure that any and every affected worker gets the kind of training he or she needs. (Applause.) And more important, they'll have a choice -- get them into programs that they want to be in, not shoe-horned into some training program that just happens to have openings.

Now, that's our approach to job training. And it rests on the proposition that we should empower people with skills instead of empowering bureaucracies with people.

Just a quick political word here: My opponent agrees with this in principle, but when you get to the details we really do have a vast philosophical difference. I believe we can pay for this new job training offensive without raising taxes on people or increasing overall government spending. (Applause.)

We've got to make the tough calls. This is a priority. We've got to make the tough calls, set the budget priorities. And this entire proposal, and, yes, it's going to cost money, but it will be funded under the budget caps. And I will project these in more detail as we move into the next budget cycle.

My opponent is different. He sees job training as a tax raiser and he wants to tax workers to pay for their own training and tax small businesses -- this is the one that's the worst -- taxing small businesses around the country 1.5 percent. That is 1.5 that will come out of your paycheck and it's on top of the new income and other payroll taxes he's proposing.

AUDIENCE: Boooo.

THE PRESIDENT: Think of what this is going to do to small business, which has created over two-thirds of the new jobs in the past decade. So let me say this to my opponent -- there is no point in training people for jobs if your plan is going to be in the process of destroying jobs. (Applause.)

And there's another difference between our two approaches. My opponent says he'll do more to help defense workers coping with the post-Cold War economic realities. What he won't tell you, though, is this: We sent forward a prudent defense budget. Because of what we've accomplished around the world, because the world is more peaceful, we are able to reduce spending. But he sent forward a program that plans $60 billion in additional cuts in defense beyond what the experts say is responsible, and that not only will damage the national defense, it will throw one million more defense-related industry employees out of work and on to the unemployment rolls. And I'm not going to have it on two counts -- adding to the unemployment, but fundamentally I must protect the national security of the United States. (Applause.)

And once these workers have lost those jobs, high-paid, high-tech jobs, the other side will step in with some -- you know, kind of a make-work program. Someone ought to ask the workers whether they would rather have their high-tech jobs and good training for another high-tech industry, or some short-term government make-work job. I vote for the former. We can do it. We can get everybody engaged in high-tech jobs with this retraining approach. (Applause.)

Now, the big point I want to make here in this working state is higher spending and higher taxes will not do any favors to the American worker. According to one congressional analysis, it could cost America almost three million jobs -- this tax and spend approach. And my opponent's whole approach reminds me of the guy with the head cold. The doctor wants to amputate his leg. And to the patient it sounds a little odd, you know, a little radical. To the doctor it's logical. If your cold settles in your lungs, you'll get pneumonia; if you get pneumonia, your circulation will go; if your circulation goes, you'll get gangrene so just to be safe better take off the leg. (Laughter.)

Well, that ain't it. That's not going to get the job done. We need a new approach and one that doesn't cripple the economy and then offer workers a crutch. One that helps people keep the jobs they have, create the new jobs that they demand and one that helps America retool for the challenges of a new century, for the challenges of your lifetime.

I like the spirit here at Lincoln. The people at Lincoln, students and faculty, seem to understand -- (applause) -- they seem to understand that training for jobs that exist and moving people up the ladder is the goal that we all ought to share. And it's certainly one I do. And I appreciate this visit very much.

You know, I put forward this approach. I'm going to fight for it in the campaign; fight for it with what I hope is a new, nongridlocked Congress that is fouling up everthing in this country. (Applause.)

And so I appreciate very much what you all have shown me here today. I wish each and every student at this wonderful institution Godspeed and good luck. And I'll tell you, I will do my level best to hold the line on the taxes and to hold the line on the spending, and create new jobs through this kind of new job training approach. (Applause.)

Thank you all. And God bless you. (Applause.) May God bless you all. And let me say this: I know things have been tough, but we are the United States of America. We can overcome our problems and continue to lead in the world. Thank you very much. (Applause.)

END 10:25 A.M. EDT

WHITE HOUSE SITUATION ROOM

PRECEDENCE: IMMEDIATE (circled) / PRIORITY / ROUTINE

RELEASER: _____

DTG: _____

MESSAGE NO. _____ CLASSIFICATION UNCLASS PAGES 4

FROM J. BUNTON (Name) 7750 (Phone Number) 111.5 (Room No.)

MESSAGE DESCRIPTION FACT CHANGES AND ACK'S !

LOCATION	DELIVER TO
	CHRISTINA MARTIN

REMARKS: HERE'S THE STUFF. AS MORE AVAIL. WILL FORWARD TO YOU ON THE HOT AND DUSTY TRAIL !

B

WOODSTOCK, GEORGIA

21 AUGUST 1992 / 4 P.M.

MEMORANDUM FOR CHRISTINA MARTIN

FROM: J. BUNTON

SUBJECT: **FACT CHANGES** FOR WOODSTOCK, GEORGIA RALLY

PAGE 5, 6TH GRAPH: CHANGE "CONGRESS'S LEADERSHIP HAS NOT CHANGED" TO "THE HOUSE LEADERSHIP HAS NOT CHANGED IN 38 YEARS"

5TH GRAPH: CHANGE "AMERICAN GLADIATORS" TO "WORLD WRESTLING FEDERATION"

WOODSTOCK, GEORGIA

21 AUGUST 1992 / 3:25 P.M.

MEMORANDUM FOR CHRISTINA MARTIN

FROM: J. BUNTON

SUBJECT: ACKS FOR WOODSTOCK, GEORGIA RALLY

PLEASE NOTE: INFO BASED ON DRAFT SCENARIO. SUBJECT TO CHANGE! WILL UPDATE AS BECOMES AVAIL.

POTUS INTRO: REP. NEWT GINGRICH

ACKS:
MAYOR DAVID ROGERS - MAYOR WOODSTOCK
[GENERIC] MEMBERS OF WOODSTOCK CITY COUNCIL
[GENERIC] CHEERLEADERS AND BAND MEMBERS OF CHEROKEE, ETOWAH AND SEQUOYAH HIGH SCHOOLS
DARRIN NORWOOD [UP AND COMING WOODSTOCK SINGER]
SPIRIT OF ATLANTA [GIRLS 6-12 YEARS OLD]
INVOCATION - DR. JOHNNY HUNT
JANE HANCOCK - SINGS NATIONAL ANTHEM
AUDRA DINSMORE - PERFORMS "PROUD TO BE AN AMERICAN"

LEAD -- TIM SIMONSON
SITE LEAD -- DIANNE HARRISON

DIANNE IS CALLING BACK IN A COUPLE OF HOURS. NO INFO WILL BE READY FOR UNION TOWNSHIP, NJ UNTIL SUNDAY!

LINCOLN TECH, UNION TOWNSHIP, NEW JERSEY

20 AUGUST 1992

MEMORANDUM FOR DAN MC GROARTY
CHRISTINA MARTIN

FROM: J. BUNTON

SUBJECT: FACT CHANGES FOR LINCOLN TECH

PAGE 4, 4TH GRAPH: **CHANGE:** "AND THEY'LL PROVE IT WHEN THEY'RE ELECTED" TO "AND WILL PROVE IT WHEN THEY'RE ELECTED."

PAGE 7, 2ND GRAPH:

CHANGE: "10 DAYS AGO, I SIGNED THE NAFTA" TO "12 DAYS AGO I ANNOUNCED NAFTA...."

SCULLY SAYS HIS ONLY BIG PROB IS WITH THE LANGUAGE ON P.8, 3RD GRAPH: "RIGHT NOW THE FED. GOVT. SPENDS 1.4 TRILLION ------ BUT IT SEEMS 1.4 TRILLION ISN'T ENOUGH....." TOM'S CONCERN IS POTUS JUST ANNOUNCED A $2 BILLION DOLLAR INITIATIVE ON TOP OF THE 1.4 TRILLION SPENDING -- IS CALLING YOU IN SR. STAFF OFFICE WITH HIS CONCNERNS AND POSSIBLE LANGUAGE TO CLEAR IT UP....

JB

WE SAW CHRISTINA TODAY ON TELEVISION. [NBC TODAY SHOW]

[David Bailoff] FACT CHANGES:

ACK: Cong
- Pres. of Lincoln Co School System
- Student presenter

double check

McGroarty/Bunton
August 20, 1992
11:30 a.m.
[LINCOLN]

RECONCILED TO POTUS

PRESIDENTIAL REMARKS: LINCOLN TECHNICAL INSTITUTE
UNION TOWNSHIP, NEW JERSEY
AUGUST 24, 1992
~~??:00~~ A.M. → 10:00 Am

also p.3

Thank you, Sec. Lynn Martin, for those kind words.

[Acknowledgements.]

David Bailoff

Let me tell you why I've come to Lincoln Tech this morning to cut into your coffee break. I'm here today because of what will take place 71 days from now -- because of a decision you'll be making November 3rd, that will set the course of this nation at a critical moment in America's future.

This election is about the big issues. About the issues that shape the world -- about the values close to home: I'm talking about family and faith -- about neighborhoods free from crime ... about a world free from fear. //

But we all know the number one worry today is the economy, it's jobs. Just as you can't drive a nail without a hammer, you can't build a dream without a job. You're here at Lincoln Tech because you made the decision to meet the real-world head-on. If anyone tells you what you're doing here doesn't matter -- let me tell you: Don't you believe it. What you're doing here makes all the difference in the world.

If you want to talk to the most productive workers in the world -- you don't have to brush up on your German, or take a crash course in Japanese. You can start right here in the U.S.A.

-- because the American worker is the most productive worker in the world. //

That simple fact is worth pointing out because it can help us keep our economic problems in perspective. And that's important -- because we're hearing an awful lot these days from folks who are itching to "play mechanic" with the American economy. They've got a vested interest in talking this economy down, feeding fears, treating what's temporary as terminal.

You know the kind of mechanic I mean: Ask him to change the oil -- and he wants to pull the engine. //

My point is: When it comes to what happens in this garage: Experience counts. / You can't solve a problem you don't understand. The economy's no different.

Run this language by Ed

The simple fact is, there is only one candidate for President who has lived a life beyond government ... who has known a call above political ambition. Once Bill Clinton got into office, the only way they got him out ... was when the voters kicked him out. //

Washington Post 8/18/92

My opponent's idea about creating jobs is to put people on the public payroll. There are 144,000 government employees in Arkansas, and 235,000 in private industry. That's the kind of ratio we'd expect to see in the old U.S.S.R. -- not the U.S.A. //

I come at things a different way. Long before I came to public service, I built a company ... I met a payroll ... took

Add this line to Woodstock, Ga.

the risks ... made it work. [And I happen to think that's not a bad qualification for being President.] //

We know the world economy is changing -- and America must change with it, if we want to compete. Think of the jobs you'll hold -- think of your friends and families. Right now, 1 in every 6 American manufacturing jobs is tied directly to exports -- and that doesn't count the economic ripple effect created when those workers pay the mortgage, buy a car or feed their kids. Since 1988, three-fifths of all our economic growth has come from people in other countries buying what's Made in America.

We don't need more studies or statistics to prove that free trade is our future. America's real wealth isn't something we dig up from the ground -- it's the sweat and the smarts of the American worker. Yes, the world's coming our way -- but I know: we can play the game. //

As President, I've worked to create the new American markets from Mexico City to Moscow that mean new American jobs from Union ~~Township~~, New Jersey to Ukiah, California. I'm convinced the answer is not to build a wall around our economy, not to put the government in charge -- but to use the government to help you -- literally -- go to work.

It's part of a larger philosophy. Look at every big issue we face. You'll see a choice -- a choice between those who put their faith in everyday Americans, and those who put their faith in government.

Bill Clinton says he's all for free enterprise -- then he proposes the largest tax hike in history, much of it on the back of small business.

Bill Clinton says he wants smaller government -- but of all the thousands of government programs, he can find only one he's willing to cut: The honey bee subsidy.

[[And they could still get stung on that one.]]

Bill Clinton says he's for fiscal responsibility -- and then he comes out against the Balanced Budget Amendment.

That's what Bill Clinton says ... now let me tell you what a former Democratic candidate says about Bill Clinton -- he thinks this year's Democratic ticket is a Trojan Horse: and I quote -- "They're much more liberal underneath -- and ~~they'll~~ Will prove it when they're elected."

That's not me using the "L" word -- that's George McGovern.

So if you ask me how I'd get ready for November 3rd, I have just two pieces of advice to the American voter: Kick the tires. And don't get taken for a ride. //

This year, the choice is clear. It's a choice between two fundamentally different philosophies: Of the government, by the government, for the government" versus "of the people, by the people, for the people."

I trust parents -- not the government -- to make the decisions that matter in life. //

I trust parents -- not the government -- to choose their children's schools: public, private or religious. //

I trust the people -- not the government -- to choose their own health care.

I trust parents -- not the government -- to choose their children's child care. // When the other side says, "government knows best" -- I say: Parents know better. Parents know better than some bureaucrat in Washington, D.C. //

The genius of free enterprise is something the "Government First" folks just won't ever understand. They'd look at Thomas Edison's light bulb -- and see a threat to the candle industry.

What we need now is someone who sees the new horizon -- someone who understands America's place in the world is never to be the patrons of the past -- but the architects of the future.

Consider my approach to the issue that right now concerns you most: job training.

Earlier this year, I announced Job Training 2000 -- a comprehensive program to streamline the crazy quilt of over 100 different federal jobs programs. Now that we've put in place an effective structure for delivering job training, I want to expand our efforts -- for young people trying to get that first job, and for older workers retooling for a new career.

We will do it by almost tripling the funds we devote to job training. Our aim is: Better training for young people first joining the workforce -- better re-training for workers changing careers -- better training and assistance for workers who lose their jobs. //

Start with a new initiative I call Youth Training Corps. The idea here is to take at-risk youth off the mean streets ... and give them a second chance to build the skills they need to succeed. We're going to build on the existing ~~civilian~~ Conservation ~~Corps~~ Centers -- and add 25 new centers, with positions for 43,000 new trainees. //

per Tom Scully 23 Aug 92

We will give hiring priority to former members of our Armed Forces -- people with the proven leadership skills, the drive and discipline that breed success.

I will also urge the Congress to expand my Youth Apprenticeship Program. This program offers today's high school students the best chance to get a start in the workforce without dropping out of school. It's working now in 6 states -- we ought to take it to all 50 states.

Finally, we've got to connect our efforts to get young people off drugs with the job skills that help them get a clean start. To this end, I am going to expand drug treatment to reach an additional 28,000 kids a year -- and we're going to tie successful drug treatment to job training as well. I call it Treat and Train -- and it will guarantee these kids a place in our job training program the moment they finish rehabilitation.

Helping young people is part of the picture. If we want to compete, we've got to help older workers obtain new skills. //

That's why I am announcing today a dramatic new departure in job training -- scrapping the present system, tripling current funding, and putting the focus on greater flexibility for the

worker. The key concept here is Skills Grants -- vouchers worth up to $3000 dollars per person, to be used toward the training program of their choice. And these vouchers can go not simply to the unemployed -- but to those who worry the next pink slip may be their own: to help defense workers retool, to help workers in declining industries sharpen the skills they'll need to stay one step ahead.

What Pell Grants have done to open up opportunities for college kids, Skills Grants will do for young trainees and experienced workers in need of new skills. And it will key in on the needs of dislocated workers. [12] ~~Ten~~ days ago, I announced ~~signed the~~ NAFTA -- the North American Free Trade Agreement, to open new economic opportunities for American products from the Yukon to the Yucatan. In the 1990s, NAFTA will create millions of new American jobs -- but near-term, it may also mean dislocations in some industries.

NAFTA WAS SIGNED ON Aug. 12, '92

I've assured the Congress I'd work with them to ease the transition to NAFTA -- and my plan will make a good beginning.

My plan sets aside up to $660 million per year for the Secretary of Labor to pump into areas that might be negatively effected by NAFTA -- or to other hard-hit areas. This funding is more than enough to ensure that any and every affected worker gets training. More important, it will help them get the kind of training they want -- not simply shoehorn them into existing programs that just happen to have openings.

That's our approach to job training: Meaningful work -- not make-work. Real-world help ... for real jobs. //

That's an approach the other side can't match. The other side sees job training as just another reason to raise taxes. We see it as a way to raise self-esteem -- restore productivity and generate economic growth. //

Right now the federal government spends $1.4 trillion dollars a year. But it seems $1.4 trillion just isn't enough. So the other side wants to tax workers to pay for their own training.

The other side says they'll do more to help defense workers coping with post-Cold War economic realities. What they won't tell you is they plan $60 billion dollars in added defense cuts -- reckless cuts that will damage our national defense and throw one million more defense-industry employees out of work and onto welfare. Then, once these workers have lost their jobs -- high-paid, high-tech jobs -- the other side will step in with government "make-work." Someone ought to ask these workers what they'd rather have: Their jobs -- or job training? //

But I guess my opponents are doing the only thing they know how: Drive the private sector into bankruptcy -- then offer everyone a dead-end job on the public payroll. //

((It reminds me of the guy with a head cold -- and the doctor who wants to amputate his leg. To the patient, it sounds a bit radical. To the doctor, it's logical: "If your cold settles in your lungs -- you'll get pneumonia. If you get

pneumonia, your circulation will go. If your circulation goes, you'll get gangrene." // "So, just to be safe: better take off the leg." ///)

We need a new approach -- one that doesn't cripple the economy and then offer workers a crutch. One that helps people keep the jobs they've got ... and creates new ones. One that helps America retool for the challenges of a new century -- for the challenge of <u>your</u> lifetimes. //

Thank you all for this warm welcome -- and may God bless this great nation, the United States of America.

# # #

August 23, 1992

MEMORANDUM FOR JENNY BUNTON

FROM: David Balloff
Newark, New Jersey

SUBJECT: Newark Remarks

"I understand there is a tough attendance policy here at Lincoln Tech. I certainly hope by your being here will count as an excused absence in the eyes of Mr. Maulbeck."

Mr. Carl Maulbeck is the director of education at Lincoln and a stickler of attendance.

THE WHITE HOUSE

WASHINGTON

SCHEDULE OF THE PRESIDENT

FOR

UNION, NEW JERSEY

AUGUST 24, 1992

EVENTS:

Tour Lincoln Technical Institute
Address Lincoln Technical Institute Students and Faculty
Republican Leadership Photo Opportunity

DRESS:

Men - Business Suit
Women - Day Dress

CONTACTS:

Office of Presidential Advance Ed Murnane	- 202/456-7565
Trip Coordinator Lori Rosso	- 202/456-7565
Union, New Jersey Signal	- 201/596-6999 - * 96-43000

ADVANCE:

David Balloff	- LEAD	Lloyd Owens	- SITE
Robbie Aiken	- PRESS	Doug Rogers	- SITE
Charles Dushane	- USSS	Stacey Silva	- PRESS
John Schorsch	- MIL. AIDE		
Gordon Koch	- WHCA		
John Kirk	- AFI		
Bob Turner	- HMX		

WEATHER:

Mostly Sunny, Low 80's

SCHEDULE OF THE PRESIDENT

FOR

UNION, NEW JERSEY

AUGUST 24, 1992

GUEST AND STAFF INSTRUCTIONS:

7:15 am Vans depart West Basement en route Andrews Air Force Base.

7:35 am Those with own transportation should arrive Andrews Air Force Base, Distinguished Visitor's Lounge, at this time.

8:00 am THE PRESIDENT departs White House en route Andrews Air Force Base.

MARINE ONE:

THE PRESIDENT
P. Brady
M. Fitzwater
D. Valdez
B. Farish
Doctor
Mil. Aide
2 USSS

(Flying Time: 10 Minutes)

8:10 am THE PRESIDENT arrives Andrews Air Force Base and proceeds to board Air Force One.

8:20 am (E.D.T.) THE PRESIDENT departs Andrews Air Force Base en route Newark, New Jersey.

(Flying Time: 50 Minutes)
(Time Change: None)
(Interchange: No)
(Food Service: Continental Breakfast)

9:10 am (E.D.T.) THE PRESIDENT arrives Newark International Airport, Newark, New Jersey and proceeds to Motorcade.

Met by:

The Honorable Matthew J. Rinaldo
U.S. Representative, 7th District

The Honorable Richard A. Zimmer
U.S. Representative, 12th District

The Honorable Dean Gallo
U.S. Representative, 11th District

The Honorable Bob Franks
Assemblyman, New Jersey and
New Jersey Bush-Quayle '92 Chairman

Mr. Joseph "Bo" Sullivan
New Jersey Bush-Quayle '92 Co-Chairman

The Honorable Leanna Brown
State Senator, New Jersey and
New Jersey Bush-Quayle '92 Co-Chairman

The Honorable Garabed "Chuck" Haytaian
Speaker, New Jersey State Assembly and
New Jersey Bush-Quayle '92 Co-Chairman

The Honorable Donald T. DiFrancesco
President, New Jersey Senate and
New Jersey Bush-Quayle '92 Co-Chairman

Mr. Cliff Sobel
New Jersey Victory '92 Chairman

The Honorable Maureen Ogden
State Assemblywoman

The Honorable Jose Sosa
State Assemblyman

The Honorable Rich Bagger
State Assemblyman

Justin Bellotti
Elementary School Student

Daily Point of Light Greeters:

Ms. Barbara DeRidder Cottrell
Volunteer, Community Youth and 165th Daily Point of Light

Ms. Margaret Michel
Friend of Ms. Cottrell

NOTE: The Honorable Lynn Martin, U.S. Secretary of Labor, will accompany THE PRESIDENT throughout visit.

9:20 am THE PRESIDENT boards Motorcade and departs Newark International Airport en route Lincoln Technical Institute, Union, New Jersey.

MOTORCADE ASSIGNMENTS:

Lead	D. Balloff
Spare	B. Farish Doctor
LIMO	THE PRESIDENT
Follow-Up	
Control	P. Brady

	Mil. Aide
Support	M. Fitzwater E. Murnane Official Photographer Medic
WHCA	J. Gaughan
Camera I	J. Herrick
Camera II	
Guest and Staff Mini Bus	All Remaining Guests and Staff
Wire I	
Wire II	
Press Mini Bus	M. Busch

(Drive Time: 20 Minutes)

9:40 am THE PRESIDENT arrives Lincoln Technical Institute, Union, New Jersey and proceeds to Room 221.

Met by:

Mr. T. J. Santangelo
President and Owner, Lincoln Technical Institute

Mr. Lawrence Brown
Executive Vice President, Lincoln Technical Institute

Mr. Robert Gioella
Executive Director, Lincoln Technical Institute of Union, New Jersey

EVENT: TOUR LINCOLN TECHNICAL INSTITUTE

EXPANDED POOL

9:45 am THE PRESIDENT, accompanied by Mr. Santangelo and Mr. Gioella, arrives Room 221 and begins participation in Tour.

NOTE: THE PRESIDENT will observe a Refrigeration Training program and students working on Diesel Truck Engines during the tour.

9:55 am THE PRESIDENT, accompanied by Mr. Santangelo and Mr. Gioella, concludes participation in Tour, departs Shop Area A and proceeds to Off-Stage Area.

10:00 am THE PRESIDENT accompanied by Mr. Santangelo and Mr. Gioella, arrives Off-Stage Area and holds briefly.

NOTE: Mr. Santangelo and Mr. Gioella proceed onto Stage at this time.

10:02 am Mr. Santangelo introduces Secretary Martin onto Stage.

EVENT: ADDRESS LINCOLN TECHNICAL INSTITUTE STUDENTS AND FACULTY

OPEN PRESS

ON-STAGE ANNOUNCEMENT

REMARKS

10:04 am THE PRESIDENT is announced onto Stage by Secretary Martin and proceeds to podium.

10:05 am THE PRESIDENT makes Remarks.

10:30 am — THE PRESIDENT concludes Remarks, departs Stage and proceeds to Room 207.

EVENT: REPUBLICAN LEADERSHIP PHOTO OPPORTUNITY

CLOSED PRESS

10:35 am — THE PRESIDENT arrives Room 207 and begins participation in Republican Leadership Photo Opportunity.

10:55 am — THE PRESIDENT concludes participation in Republican Leadership Photo Opportunity, departs Room 207 and proceeds to Holding Room.

11:00 am — THE PRESIDENT arrives Holding Room for Private Time.

(PRIVATE TIME: 30 MINUTES)

11:30 pm — THE PRESIDENT departs Holding Room and proceeds to Union Landing Zone (walk).

11:35 am — THE PRESIDENT arrives Union Landing Zone and proceeds to board Marine One.

11:40 am (E.D.T.) — THE PRESIDENT departs Union Landing Zone, Union, New Jersey en route Ansonia Landing Zone, Ansonia, Connecticut.

HELICOPTER MANIFEST

Marine One:

THE PRESIDENT
P. Brady
M. Fitzwater
D. Valdez
B. Farish
Doctor
Mil. Aide
2 USSS

Nighthawk II:

J. Gaughan
6 USSS
Col. Hawes
WHCA PCO
Medic

Nighthawk III:

R. Teeter
R. Porter
R. Kaufman
E. Murnane
C. Martin
C. Ott

Nighthawk IV:

J. Herrick
13 Press
Official Photographer
1 USSS

Nighthawk V:

M. Busch
13 Press
WHCA A/V
2 WHTV

(Flying Time: 40 Minutes)

UNION TOWNSHIP

THE WHITE HOUSE

WASHINGTON

August 19, 1992

MEMORANDUM FOR THE

CHIEF OF STAFF	WILLIAM KRISTOL
PAUL BATEMAN	MICHAEL LUCAS
TONY BENEDI	CHRISTINA MARTIN
PHILLIP BRADY	TIM MCBRIDE
ANN BROCK	DAN MCGROARTY
MICHAEL BUSCH	LAURA MELILLO
SANDY BUSHUE	HENSON MOORE
NICK CALIO	JANE MOORE
SUE CORNICK	ROGER PORTER
BILLY DALE	PATTY PRESOCK
DAVID DEMAREST	SUSAN PORTER ROSE
BILL FARISH	STEVEN PROVOST
CAM FINDLAY	BRENT SCOWCROFT
LAURIE FIRESTONE	DORRANCE SMITH
MARLIN FITZWATER	KATHY SUPER
CLAYTON FONG	PEGGY SWIFT
JOHN GAUGHAN	DAVID VALDEZ
BOYDEN GRAY	CLAYTON YEUTTER
EDE HOLIDAY	ROSE ZAMARIA
CONSTANCE HORNER	USSS/PPD OPS
TOM HUFFORD	WHCA OPS
RON KAUFMAN	MEDICAL UNIT
BOBBIE KILBERG	AIRLIFT OPS
CECE KREMER	WHTV

THROUGH: TIMOTHY J. MCBRIDE
ASSISTANT TO THE PRESIDENT FOR
MANAGEMENT AND ADMINISTRATION

FROM: ED MURNANE Ed Murnane (MH)
DEPUTY ASSISTANT TO THE PRESIDENT AND
DIRECTOR OF PRESIDENTIAL ADVANCE

SUBJECT: **TRIP OF THE PRESIDENT TO UNION, NEW JERSEY AND ANSONIA, CONNECTICUT ON AUGUST 24, 1992**

For your use and planning purposes, the attached is a preliminary outline schedule for the Trip of the President to Union, New Jersey and Ansonia, Connecticut on August 24, 1992. Please keep in mind the following information has not been finally approved and is subject to change.

Attachments

PRELIMINARY OUTLINE SCHEDULE

Monday, August 24, 1992

GUEST AND STAFF INSTRUCTIONS:

7:15 am Vans depart West Basement en route Andrews Air Force Base.

7:35 am Those with own transportation should arrive Andrews Air Force Base, Distinguished Visitor's Lounge, at this time.

8:00 am MARINE ONE departs White House en route Andrews Air Force Base.

(Flying Time: 10 Minutes)

8:10 am MARINE ONE arrives Andrews Air Force Base.

8:20 am (E.D.T.) AIR FORCE ONE departs Andrews Air Force Base en route Newark, New Jersey.

(Flying Time: 50 Minutes)
(Time Change: None)
(Interchange: No)

9:10 am (E.D.T.) AIR FORCE ONE arrives Newark International Airport, Newark, New Jersey.

9:20 am MOTORCADE departs Newark International Airport en route Lincoln Technical Institute, Union, New Jersey.

(Drive Time: 20 Minutes)

9:40 am MOTORCADE arrives Lincoln Technical Institute, Union, New Jersey.

* TOUR LINCOLN TECHNICAL INSTITUTE
  - Expanded Pool
  - Walking Tour
  (9:45 am - 9:55 am)

* ADDRESS LINCOLN TECHNICAL INSTITUTE STUDENTS AND FACULTY
  - Open Press
  - Remarks
  - Teleprompter TBD
  - 700 Attendees
  (10:00 am - 10:25 am)

* VICTORY '92 FUNDRAISER
  - Closed Press
  - Talking Points
  - 50-70 Attendees
  (10:30 am - 10:50 am)

10:55 am — MOTORCADE departs Lincoln Institute en route Union Landing Zone.

(Drive Time: 10 Minutes)

11:05 am — MOTORCADE arrives Union Landing Zone.

11:10 am — MARINE ONE departs Union Landing Zone en route Ansonia Landing Zone.

(Flying Time: 35 Minutes)

11:45 am — MARINE ONE arrives Ansonia Landing Zone.

11:50 am — MOTORCADE departs Ansonia Landing Zone en route TBD.

(Drive Time: 5 Minutes)

11:55 am — MOTORCADE arrives TBD.

* VICTORY '92 FUNDRAISER (TBD Site)
  - Closed Press
  - Talking Points
  - 50 - 70 Attendees
  (12:00 pm - 12:20 pm)

* PRIVATE TIME: 20 MINUTES
  (12:25 pm - 12:45 pm)

12:50 pm — MOTORCADE departs TBD en route Warsaw Park.

(Drive Time: 5 Minutes)

12:55 pm — MOTORCADE arrives Warsaw Park.

* ANSONIA COMMUNITY LUNCHEON
- Open Press
- Remarks
(1:00 pm - 1:25 pm)

1:30 pm — MOTORCADE departs Warsaw Park en route Ansonia Landing Zone.

(Drive Time: 10 Minutes)

1:40 pm — MOTORCADE arrives Ansonia Landing Zone.

1:45 pm — MARINE ONE departs Ansonia Landing Zone en route Newark International Airport.

(Flying Time: 40 Minutes)

2:25 pm — MARINE ONE arrives Newark International Airport.

2:35 pm (E.D.T.) — AIR FORCE ONE departs Newark, New Jersey en route Andrews Air Force Base.

(Flying Time: 50 Minutes)
(Time Change: None)
(Interchange: No)

3:25 pm (E.D.T.) — AIR FORCE ONE arrives Andrews Air Force Base.

3:35 pm — MARINE ONE departs Andrews Air Force Base en route White House.

(Flying Time: 10 Minutes)

3:45 pm — MARINE ONE arrives White House.

McGroarty/Bunton
August 17, 1992
6:30 p.m.
[LINCOLN]

PRESIDENTIAL REMARKS: LINCOLN TECHNICAL INSTITUTE
UNION TOWNSHIP, NEW JERSEY
AUGUST 24, 1992
[??:00 A.M.]

Pers intro Ackns.

Thank you, -------, for those kind words.

[Acknowledgements.]

Let me tell you why I've come to Lincoln Tech [this morning to cut into your coffee break.] I'm here today because of what will take place 71 days from now -- because of a decision you'll be making November 3rd, that will set the course of this nation at a critical moment in America's (history) future

This election is about the big issues. About the issues that shape the world -- about the values close to home: I'm talking about family and faith -- about neighborhoods free from crime ... about a world free from fear. //

But we all know the number one worry today is the economy, it's jobs. Just as you can't drive a nail without a hammer, you can't build a dream without a job. You're here at Lincoln Tech because you made the decision to meet the real-world head-on. If anyone tells you what you're doing here doesn't matter -- let me tell you: Don't you believe it. What you're doing here makes all the difference in the world.

If you want to talk to the most productive workers in the world -- you don't have to brush up on your German, or take a crash course in Japanese. You can start right here in the U.S.A.

takes more than just wearing overalls...

saw dust to make it run smooth - turn the odometer back - slick salesman used car

handyman apprentice tools - Governor - taking to high-

-- because the American worker is the most productive worker in the world. //

That simple fact is worth pointing out because it can help us keep our economic problems in perspective. And that's important -- because we're hearing an awful lot these days from folks who are itching to "play mechanic" with the American economy. They've got a vested interest in talking this economy down, feeding fears, treating what's temporary as terminal.

50,000 MILE WARRANTY

You know the kind of mechanic I mean: Ask him to change the oil -- and he wants to pull the engine. //

My point is: When it comes to what happens in this garage: Experience counts. / You can't solve a problem you don't understand. The economy's no different.

The simple fact is, there is only one candidate for President who has lived a life beyond government ... who has known a call above political ambition. Since the day he left law school, every paycheck Bill Clinton has earned has come out of the taxpayer's pocket. He's put plenty of people on the public payroll -- (but he's never created a single job.) //

NOT TRUE PAUL BASKIN RNC

CLINTON

13?

146,000 in Arkansas

Washington Post, 18 Aug. 92

I come at things a different way. Long before I came to public service, I built a company ... I met a payroll ... took the risks ... made it work. And I happen to think that's not a bad qualification for being President. //

We know the world economy is changing -- and America must change with it, if we want to compete. Think of the jobs you'll hold -- think of your friends and families. Right now, 1 in

more than

- DAVID WALTERS USTR 3583

1990-86 more than 1 in 6 US Manufacturing workers depend on exports for jobs [3.3 million

1 in 8 (just +) 2.4 million manufact jobs

5.0 million total trade related jobs

▲ 7.2 million total export related jobs

every 14 Americans ~~works a~~ job tied directly to foreign trade -- and that doesn't count the economic ripple effect created when those workers pay the mortgage, buy a car or feed their kids. In the past [three] years -- [more than half] of all our economic growth has come from people in other countries buying what's Made in America.

We don't need more studies or statistics to prove that free trade is our future. America's real wealth isn't something we dig up from the ground -- it's the sweat and the smarts of the American worker. Yes, the world's coming our way -- but I know: we can play the game. //

As President, I've worked to create the new American markets in Ukraine and [xxxx] that mean new American jobs in Union and [xxxxx]. I'm convinced the answer is not to build a wall around our economy, not to put the government in charge -- but to use the government to help you -- literally -- go to work.

It's part of a larger philosophy. Look at every big issue we face. You'll see a choice -- a choice between those who put their faith in everyday Americans, and those who put their faith in government.

Bill Clinton says he's all for free enterprise -- then he proposes the largest tax hike in history, much of it on the back of small business.

Bill Clinton says he wants smaller government -- but of all the thousands of government programs, he can find only one he's willing to cut: The honey bee subsidy.

You can draw a bee to honey, but you can't make him balance the budget.

[[And they could still get stung on that one.]]

Clinton AUEC Aug. 6, 92

Bill Clinton says he's for fiscal responsibility -- and then he comes out against the Balanced Budget Amendment.

That's what Bill Clinton says ... now let me tell you what a former Democratic candidate ~~says~~ thinks Stet about Bill Clinton -- ~~and I quote:~~ and I quote:

"~~This~~ He thinks This year's Democratic ticket is a Trojan Horse. . . .

"They're much more liberal underneath -- and ~~they'll~~ WILL prove it when they're elected." New York Times July 14, 1992

That's not me using the "L" word -- that's George McGovern.

So if you ask me how I'd get ready for November 3rd, I have just two pieces of advice to the American voter: Kick the tires. And don't get taken for a ride. //

This year, the choice is clear. It's a choice between two fundamentally different philosophies: Of the government, by the government, for the government" versus "of the people, by the people, for the people."

I trust parents -- not the government -- to make the decisions that matter in life. //

I trust parents -- not the government -- to choose their children's schools: public, private or religious. //

I trust the people -- not the government -- to choose their own health care.

I trust parents -- not the government -- to choose their children's child care. // When the other side says, "government knows best" -- I say: Parents know better. Parents know better than some bureaucrat in Washington, D.C. //

The genius of free enterprise is something the "Government First" folks just won't ever understand. They'd look at Thomas Edison's light bulb -- and see a threat to the candle industry.

What we need now is someone who sees the new horizon -- someone who understands America's place in the world is never to be the patrons of the past -- but the architects of the future. //

Consider my approach to the issue that right now concerns you most: job training.

Earlier this year, I announced Jobs Training 2000 -- a comprehensive program to help American workers of all ages adapt to our evolving world economy. Today, I want to expand that effort -- - for young people trying to get that first-job, and for older workers retooling for a new career.

Start with a new initiative I call Youth Training Corps. The idea here is to take at-risk youth off the mean streets ... and give them a second chance to build the skills they need to succeed. We're going to build on existing Civilian Conservation Corps -- and add 25 new centers, with positions for 23,000 new trainees. //

We will give hiring priority to former members of our Armed Forces -- people with the proven leadership skills, the drive and discipline that breed success. line from VFW speech ... hands from turrets to keyboards of changing economy ...

I will also urge the Congress to expand my Youth Apprenticeship Program. This program offers today's high school students the best chance to get a start in the workforce without

dropping out of school. It's working now in 6 states -- ~~we ought~~ let's ~~to~~ take it to all 50 states.

Finally, we've got to connect our efforts to get young people off drugs with the job skills that help them get a clean start. That's the aim of a new program I call Treat and Train -- to pair intensive drug treatment with an inside track into the new Youth Training Corps I announced just a moment ago.

Helping young people is part of the picture. If we want to compete, we've got to help older workers obtain new skills. //

That's why I am announcing today a new departure in job training -- scrapping the present system, tripling present funding, and putting the focus on greater flexibility for the worker. The key concept here is Skills Grant Vouchers -- vouchers worth up to $3000 dollars per person, to be used toward the training program of their choice. And these vouchers can go not simply to the unemployed -- but to those who worry the next pink slip may be their own: to help defense workers retool, to help workers in declining industries sharpen the skills they'll need to stay one step ahead.

That's our approach to job training: Meaningful work -- not make-work. Real-world help ... for real jobs. //

That's an approach the other side can't match. The other side sees job training as just another reason to raise taxes.

Right now the federal government spends $1.5 trillion dollars a year. But it seems $1.5 trillion just isn't enough. So they want to tax workers to pay for their own training.

Call OMB Barnie Anderson x4630

OR J.D. FOSTER CEA/CHIEF ECONOMIST 5084

(FY '90 appropriated dollars)

The other side says they'll do more to help defense workers coping with post-Cold War economic realities. What they won't tell you is they plan nearly $60 billion dollars in added defense cuts -- reckless cuts that will damage our national defense and throw as many as one million more defense-industry employees out of work and onto welfare. Then, once these workers have lost their jobs -- high-paid, high-tech jobs -- the other side will step in with government "make-work." Someone ought to ask these workers what they'd rather have: Their jobs -- or job training? //

But I guess my opponents are doing the only thing they know how: Drive the private sector into bankruptcy -- then offer everyone a dead-end job on the public payroll. //

((It reminds me of the guy with a head cold -- and the doctor who wants to amputate his leg. To the patient, it sounds a bit radical. To the doctor, it's logical: "If your cold settles in your lungs -- you'll get pneumonia. If you get pneumonia, your circulation will go. If your circulation goes, you'll get gangrene." // "So, just to be safe: better take off the leg." ///))

We need a new approach -- one that doesn't cripple the economy and then offer workers a crutch. One that helps people keep the jobs they've got ... and creates new ones. One that helps America retool for the challenges of a new century -- for the challenge of your lifetimes. //

Thank you all for this warm welcome -- and may God bless this great nation, the United States of America.

Fax

BUSH QUAYLE '92

1030 Fifteenth Street, N. W.
Washington, D. C. 20005
(202) 336-7080

TO: Peg Hazelrig.

OF:

FROM: **GARY FOSTER**
Director, Campaign Events and Scheduling

DATE: Aug. 14

FAX NUMBER: 456-2820

PAGES TO FOLLOW:

SUBJECT: NJ Survey

COMMENTS:

[Rep. Matthew J. Rinaldo [Republican]
7th District
202-225-5361
Marshall in political
[908-687-4235]
Bob - Spec. asst.
Delazaro

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August 14, 1992

MEMORANDUM TO: GARY FOSTER

FROM: DOUG DUVALL

RE: SURVEY REPORT FOR UNION, NEW JERSEY
MONDAY, AUGUST 24, 1992

My hero! Great staff

EVENT SCENARIO:

The President will travel to Newark International Airport and motorcade 15-20 minutes to Union, New Jersey. The President will tour The Lincoln Technical Institute and give an address to the student body on education and job training. After his remarks, the President will motorcade back to Newark International Airport and fly to Hartford, Connecticut. Note: A possible sidebar event for GOP faithful may be considered while in the Newark area.

PURPOSE OF VISIT:

The visit to Lincoln Technical Institute (LTI) will provide the President with a venue to discuss the Administration's accomplishments in education as well as the goals of making America more competitive in the future. With rapid changes in technology, finding and keeping trained and qualified employees has become increasingly difficult.

As one of the nation's largest training companies, LTI takes a pro-active role in meeting this challenge. Lincoln Technical Institute's primary objective is to teach skills to the unskilled, refine skills of the semi-skilled, and help them find gainful employment in their industry. LTI works hand-in-hand with business, industry, labor and government in identifying the skills most needed today and the training programs necessary to develop those skills.

The Lincoln Technical Institute, Inc. School System was established in Newark, New Jersey in 1946. In 1972, LTI moved to Union, New Jersey to provide its students with a larger, more modern training facility. Today it has eleven training centers strategically located around the country. LTI offers programs in automotive and diesel truck technology, air conditioning and refrigeration service, heating systems, and mechanical drafting.

CONTACT:

Bob Gioella, Exec Dir LTI, 908/964-7800

—MIGHT ~~BE~~ UNION TOWNSHIP?

UNION

EVENT SITE:

I propose the President arrive via motorcade to a side entrance of LTI's school in Union, NJ. Upon arrival, the President will be greeted by LTI's Executive Director and proceed on a brief tour of the facility. The first stop will be to the Automotive-Diesel Truck Technology garage. The President will observe students working on diesel truck engines. There will also be an expanded press pool off to the side.

The President will then proceed down the hall and observe a refrigeration training program. Along the walls are a number of training work stations where students learn the mechanics of refrigerator systems and how to repair them. The press pool would again be able to cover this. The President would end his brief tour in LTI's Main Shop which is a large garage area where students learn automotive repair.

The room will be filled with a seated and standing crowd of 700-800 students and faculty. The room itself is approximately 10,000 square feet so there would also be additional room for local Republican officials and party faithful to hear the speech. The President would be escorted to a small dais surrounded by students on three sides. The students are required to wear uniforms. The automotive students wear blue shirts, the Air Conditioning and Heating students wear tan shirts, and the drafting students wear shirt and tie.

uniforms
Blue
Tan
white shirt/
tie

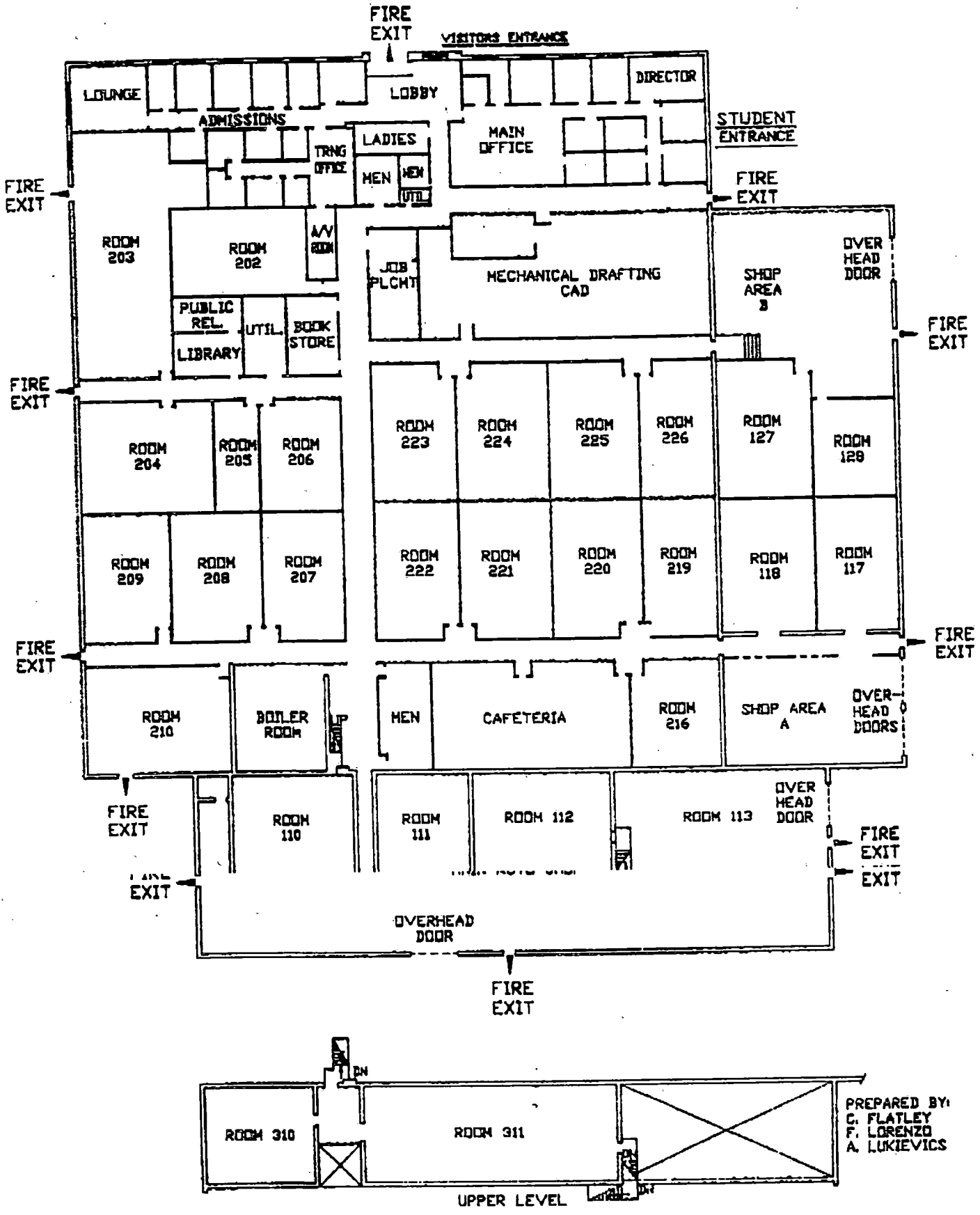
The Main Shop has a number of car jacks. I propose the end jacks be used to elevate two cars (at different levels) as a backdrop. Automotive analysis equipment could be located nearby. A framed banner could also be suspended from the ceiling reading something like "Job Training for the 21st Century" or "Investing in People - Education for a Competitive America." The room has a very tall ceiling and is quite stark, so there is plenty of wall space to hang American flags, etc.

The press platform should be placed at a 45 degree angle to allow for the most possible seating.

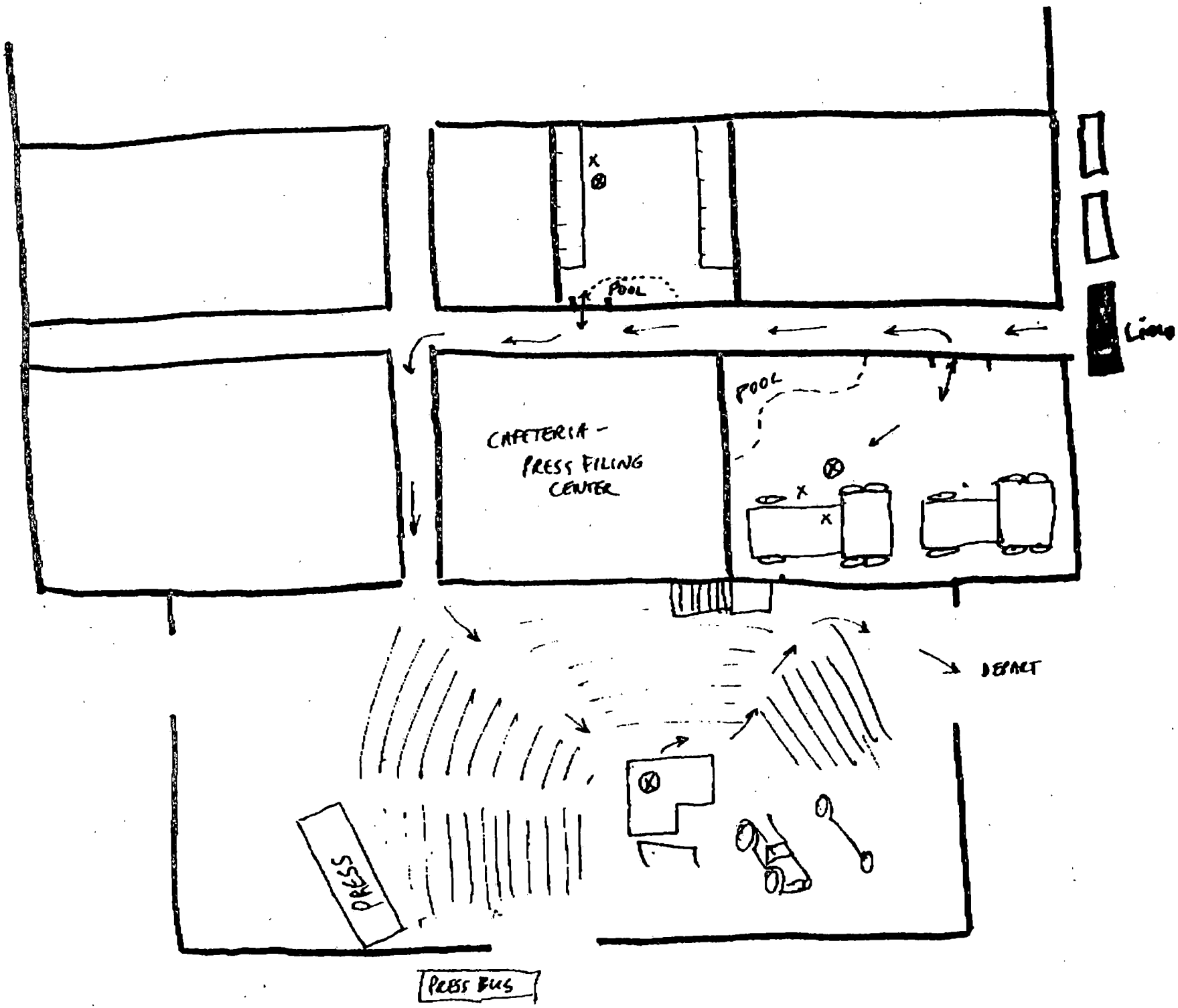
BACKGROUND:

The Twenty-first District includes municipalities in the central part of Union County. Its Italian-German-Irish population, originally one of the largest, has decreased slightly since 1980. It includes a high percentage of persons 65 or over. Most fiscal data are close to state average or median levels. The district has a large number of registered voters and a consistently very high voter turnout. With the exception of the 1984 Senate race, Republican candidates have won all recent elections.

LINCOLN TECHNICAL INSTITUTE 2299 VAUXHALL ROAD UNION, NEW JERSEY, 07083



PREPARED BY:
C. FLATLEY
F. LORENZO
A. LUKIEVICS



TEL:
Aug 14'92 13:42 No.025 P.06

WHITE HOUSE SITUATION ROOM

PRECEDENCE: IMMEDIATE / PRIORITY / ROUTINE

RELEASER: _____

DTG: _____

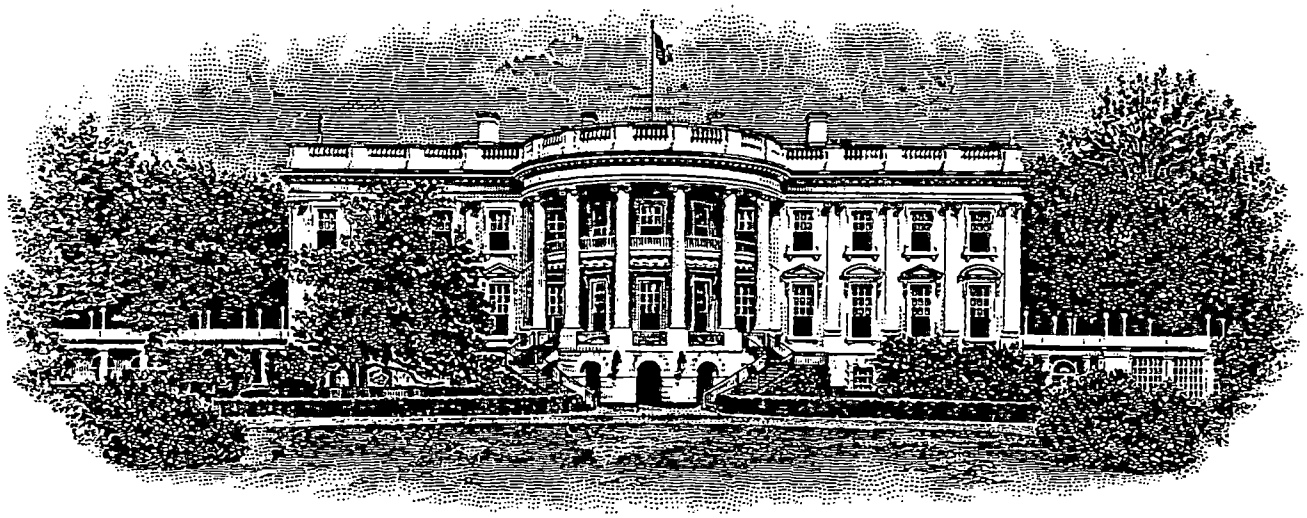
MESSAGE NO. _____ CLASSIFICATION UNCLASS PAGES 10

FROM JBUNTON (Name) 7750 (Phone Number) 111.5 (Room No.)

MESSAGE DESCRIPTION FACT CHANGES AND INSERT FROM SCULLY FOR LINCOLN TECH AND AMERICAN LEGION FROM CURT

LOCATION	DELIVER TO
AF 1	CHRISTINA MARTIN
	STEVE PROVOST

REMARKS: RUMOR HAS IT ELVIS WAS SEEN IN LAKE EDNA! LATER DUDE — HERE'S THE STUFF.



OFFICE OF PRESIDENTIAL SPEECHWRITING

FACSIMILE TRANSMITTAL SHEET

Number of Pages (Including Cover) 2

To DAN MCGROARTY

Fax Number 713-688-0173

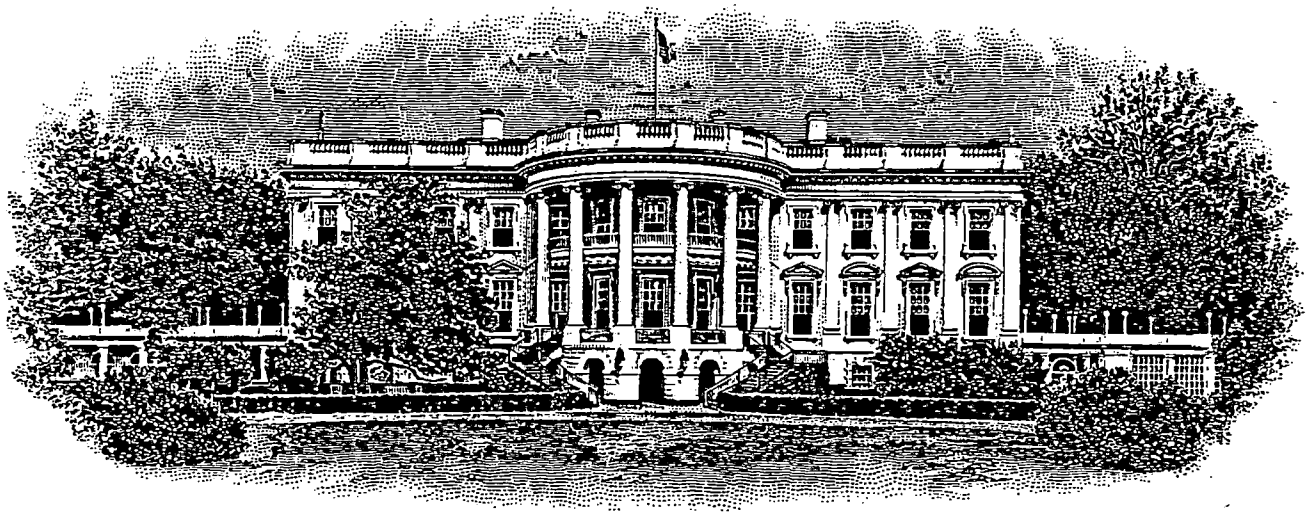
Date 26 AUG. 1992

From J BUNTON

Office Number 7750

****** COMMENTS ******

LINCOLN TECH FACT CHANGES -



OFFICE OF PRESIDENTIAL SPEECHWRITING

FACSIMILE TRANSMITTAL SHEET

Number of Pages (Including Cover) 2

To CHRISTINA MARTIN

Fax Number 713-688-0173

Date 20 AUG. 1992

From J BUNTON

Office Number 7750

****** COMMENTS ******

YOU ARE SO AWESOME - YOU LOOK GREAT ON TV! EVERYONE IS TALKING ABOUT SEEING YOU TODAY! OK - HERE'S A FACT CHANGE MEMO FOR LINCOLN TECH!

JB

OMB → p. 3 [LTI] 1st graph.

Since 1988, 3/5ths of all our economic growth has come from people in other countries buying what's ....

Samarrie 5873

August 18, 1992

MASTER FOR RECONCILIATION By 3:30 PM

JEANNIE:

RE NEW JERSEY SPEECH.

PLEASE PREPARE A MASTER, WITH ALL COMMENTS HANDWRITTEN IN. (LEAVE OUT ANY COMMENTS YOU KNOW I WOULDN'T TAKE. I TRUST YOUR JUDGEMENT.)

I'VE INSTRUCTED CLARE TO CALL AT 1, 2, AND 3 P.M. PLEASE SEND THE MASTER, ALONG WITH A MEMO BY 3:30 IF AT ALL POSSIBLE.

ALSO: I WANT TO MAKE CERTAIN TOM SCULLY SEES THE JOB TRAINING SECTION. HE'S AT x5178.
CALL @ 11 AM.

THANKS!

DMcG

FAX to ME + to Christina Through Sit Room.

22ND STORY of Level 1 printed in FULL format.

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The New York Times

July 14, 1992, Tuesday, Late Edition - Final

SECTION: Section A; Page 9; Column 3; National Desk; The Convention

LENGTH: 855 words

HEADLINE: DEMOCRATS IN NEW YORK -- NEW DIRECTION;
Democratic Platform Shows Shift in Party's Focus

BYLINE: By DAVID E. ROSENBAUM

BODY:

Once organized labor and civil rights groups were the fulcrum of the Democratic Party, and the Democratic candidates, men like Hubert H. Humphrey and Walter F. Mondale, campaigned for poor people and workers and higher taxes to pay for Government programs that could solve the problems of the country.

But the views that dominated the party for so long, what was once proudly called liberal, are hardly in evidence in Madison Square Garden this week. The party platform the delegates plan to adopt tonight has whole sections that would have been hooted down not too many years ago.

For some, the passage is a sad one. "Of course I'm disappointed the spectrum of my party has moved so far to the right," said Joseph L. Rauh Jr., the 81-year-old lawyer who helped found Americans for Democratic Action, the liberal lobby, and who devoted his life to working for civil rights laws and union democracy and against McCarthyism and the war in Vietnam.

A Changed Nation

But Mr. Mondale, who in 1984 was the last down-the-line liberal to win the Democratic Presidential nominationand who lost 49 states to Ronald Reagan in November, said he was resigned to the change. "It's a different nation now with different issues," said the former Vice President, who is here as a delegate but is not scheduled to address the convention.

The reason for the change in direction is no secret. The party was playing a losing hand, routed in five of the last six elections.

"Losing has a way of focusing the attention of politicians," said Al From, executive director of the Democratic Leadership Council, the organization of moderate and conservative Democrats that has seen its stands adopted as party policy.

"Liberalism," Mr. From added, "lost favor when we quit being a party of prosperity and growth."

Gov. Bill Clinton and the man he has chosen to be his Democratic running mate, Senator Al Gore, Leadership Council members and moderates to the core, are trying to distance themselves somewhat from labor unions, blacks and traditional liberal causes.

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Mr. Clinton jumped at the chance last month to criticize a rap performer and take on the Rev. Jesse Jackson, and he was almost ostentatious when he went before the United Automobile Workers last spring and supported a free-trade agreement with Mexico that the union is opposing with all its might.

No one would mistake the Democrats' platform for that of the Republicans. It endorses a legal right to abortion, civil rights for gay men and lesbians, expanded child care programs and higher taxes on the wealthy.

But the party's policy makers of the Roosevelt, Truman and Johnson days, liberals like Senator Paul H. Douglas of Illinois and Walter P. Reuther, who ran the automobile workers' union, would have been stunned by many parts of the platform.

Criticism of 'Big Government'

At one point, the document says Americans are justifiably angry, not just at Republicans but at "government itself."

Another plank criticizes "the big-government theory that says we can hamstring business and tax and spend our way to prosperity." Still another section says labor must join business "in cooperative efforts to increase productivity, flexibility and quality."

Much of the change is the result of demography. The electorate is dominated nowadays by voters from the suburbs and small towns instead of those from cities and farms.

Only 16 percent of workers belong to labor unions, less than half the proportion right after World War II, and many of today's union members are teachers and government employees rather than factory workers.

The unions, "are quite subdued," said George McGovern, the former South Dakota Senator who was the Democratic Presidential nominee in 1972. "They know how much clout they've lost."

But part of the change also arose from something that happened to the Democrats in the 1970's and 1980's, beginning with the McGovern campaign: the party's basic constituencies fragmented.

Before, there had been a few big groups under the Democratic tent: workers, farmers, intellectuals, blacks. But with the Vietnam War and the violent protests accompanied it, many union leaders and academicians turned conservative. At the same time, many farmers became indistinguishable from from small-business people, and blacks split between those favoring integration and those who thought blacks had to fend for themselves.

New groups -- homosexuals, abortion rights advocates, supporters of Israel and countless others -- demanded the ear of the party and refused to be satisfied with compromise.

A Trojan Horse Is Seen

Finally, the main bearers of the liberal message, Jesse Jackson and Senator Edward M. Kennedy of Massachusetts, were disliked by a large segment

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of the population, and that detracted from the liberal cause.

Mr. McGovern thinks the Clinton-Gore approach is a Trojan horse. "I have a hunch," he said, "that they're much more liberal underneath and will prove it when they're elected."

But Mr. Mondale said he was under no illusions that the party had not changed. "We kind of used up the old agenda," he said.

GRAPHIC: Photo: George McGovern at a party in his honor last night at Tatou. (Star Black for The New York Times)

SUBJECT: PRESIDENTIAL ELECTION OF 1992; ELECTION ISSUES; CONVENTIONS, NATIONAL (US)

ORGANIZATION: DEMOCRATIC PARTY

NAME: ROSENBAUM, DAVID E; RAUH, JOSEPH L JR; MONDALE, WALTER F

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4TH STORY of Level 1 printed in FULL format.

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The New York Times

July 26, 1992, Sunday, Late Edition - Final

SECTION: Section 4; Page 16; Column 3; Editorial Desk

LENGTH: 726 words

HEADLINE: Defying Jinx, McGovern Backs the Ticket

BODY:

To the Editor:

"Democratic Platform Shows Shift in Party's Focus" (news article, July 14) contains this paragraph: "Mr. McGovern thinks the Clinton-Gore approach is a Trojan horse. 'I have a hunch,' he said, 'that they're much more liberal underneath and will prove it when they're elected.' "

Picking up on this report of a brief telephone interview I did with your reporter, President Bush has described me as "an incredibly insightful man," who realizes that the Clinton-Gore ticket is guilty of liberalism.

This, of course, is the same crime Mr. Bush attributed to the Dukakis-Bentsen ticket four years ago without benefit of a McGovern insight.

Indeed, I have noted for the last 20 years -- whether I am silent or talkative -- some Republican politicians have found it useful to accuse Democratic candidates of "liberalism" or, in extreme cases, "McGovernism."

What can I do about this as a loyal Democrat who favors a Clinton-Gore victory -- just as I wanted victories by Dukakis-Bentsen in 1988, Mondale-Ferraro in '84, Carter-Mondale in '80 and Humphrey-Muskie in '68? They all lost.

If in some way I have contributed to this Democratic carnage beyond the McGovern-Shriver loss of '72, how can I be as "incredibly insightful" as the President believes me to be?

Considering my record, one might suppose there are three ways in which I could help the Clinton-Gore ticket: endorse the Bush-Quayle ticket, attack Clinton-Gore or refuse to answer reporters' questions.

None of these options seem entirely satisfactory.

Instead, I offer these points:

I did not describe the Clinton-Gore ticket as a "Trojan horse"; I described it as strong, appealing and quite possibly victorious. When asked if I was not troubled by its conservative makeup, I said that I was not and that I believed Bill Clinton and Al Gore would prove more liberal than some of their liberal critics expect.

I had in mind their support for a strong jobs program, their record on civil rights, their support for quality education, welfare reform, decisive

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environmental action, national health care and a woman's right to decide whether or not to have an abortion.

That is the liberal agenda and in my opinion it is a common-sense agenda that should appeal to conservatives and independents as well.

I have never been ashamed of liberalism or conservatism. The creative tension between these two central political traditions is the strength of America's two-party system.

My mother and father were lifelong Republicans, who believed in such onetime conservative doctrines as a balanced budget and loyalty to the Constitution. I absorbed enough of their conservatism to make me appalled at the size of the Federal deficit in the Reagan-Bush era. I blame both Republican Presidents and the Democratic Congress for our scandalous national debt. I'm also sufficiently conservative to be appalled by the scandals of Watergate, the Iran-contra affair and the savings and loan grand larceny -- to say nothing of the bipartisan Vietnam tragedy that so painfully weakened the nation.

I lean toward liberalism in the knowledge that nearly all public programs now generally supported by Republicans and Democrats alike, such as Social Security and Medicare, began as liberal initiatives pushed through over conservative objections. I'm old-fashioned enough to believe that Republicans should be conservatives and Democrats should be liberals. Perhaps that is why my old Senate colleague Barry Goldwater and I admire and respect each other.

Many millions of dollars have been spent by negative campaign specialists to depict me as an unstable radical or extreme liberal. For the record, I regarded myself in 1972 as an American patriot, who loved his country enough to call it home to its constitutional principles.

I see myself as a man of moderate temperament guided by common sense. The somewhat conservative electorate of South Dakota elected me to high office for nearly a quarter of a century. My political heroes are Jefferson, Lincoln and Roosevelt. The "incredible insight" the President generously attributes to me tells me that Bill Clinton and Al Gore may come a little closer to those giants than George Bush and Dan Quayle.

I trust that this mild endorsement will not cause them excessive embarrassment.

GEORGE MCGOVERN
Washington, July 20, 1992

TYPE: Letter

SUBJECT: Terms not available

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Fax

BUSH QUAYLE '92

1030 Fifteenth Street, N. W.
Washington, D. C. 20005
(202) 336-7080

TO: Peg Hazeltine

OF:

FROM: GARY FOSTER
Director, Campaign Events and Scheduling

DATE: Aug. 14

FAX NUMBER: 456-2820

PAGES TO FOLLOW:

SUBJECT: NJ survey

COMMENTS:

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August 14, 1992

MEMORANDUM TO: GARY FOSTER

FROM: DOUG DUVALL

RE: SURVEY REPORT FOR UNION, NEW JERSEY
MONDAY, AUGUST 24, 1992

My hero! Great staff.

EVENT SCENARIO:

The President will travel to Newark International Airport and motorcade 15-20 minutes to Union, New Jersey. The President will tour The Lincoln Technical Institute and give an address to the student body on education and job training. After his remarks, the President will motorcade back to Newark International Airport and fly to Hartford, Connecticut. Note: A possible sidebar event for GOP faithful may be considered while in the Newark area.

PURPOSE OF VISIT:

The visit to Lincoln Technical Institute (LTI) will provide the President with a venue to discuss the Administration's accomplishments in education as well as the goals of making America more competitive in the future. With rapid changes in technology, finding and keeping trained and qualified employees has become increasingly difficult.

As one of the nation's largest training companies, LTI takes a pro-active role in meeting this challenge. Lincoln Technical Institute's primary objective is to teach skills to the unskilled, refine skills of the semi-skilled, and help them find gainful employment in their industry. LTI works hand-in-hand with business, industry, labor and government in identifying the skills most needed today and the training programs necessary to develop those skills.

The Lincoln Technical Institute, Inc. School System was established in Newark, New Jersey in 1946. In 1972, LTI moved to Union, New Jersey to provide its students with a larger, more modern training facility. Today it has eleven training centers strategically located around the country. LTI offers programs in automotive and diesel truck technology, air conditioning and refrigeration service, heating systems, and mechanical drafting.

CONTACT:

Bob Gioella, Exec Dir LTI, 908/964-7800

Electionscout

EVENT SITE:

I propose the President arrive via motorcade to a side entrance of LTI's school in Union, NJ. Upon arrival, the President will be greeted by LTI's Executive Director and proceed on a brief tour of the facility. The first stop will be to the Automotive-Diesel Truck Technology garage. The President will observe students working on diesel truck engines. There will also be an expanded press pool off to the side.

The President will then proceed down the hall and observe a refrigeration training program. Along the walls are a number of training work stations where students learn the mechanics of refrigerator systems and how to repair them. The press pool would again be able to cover this. The President would end his brief tour in LTI's Main Shop which is a large garage area where students learn automotive repair.

The room will be filled with a seated and standing crowd of 700-800 students and faculty. The room itself is approximately 10,000 square feet so there would also be additional room for local Republican officials and party faithful to hear the speech. The President would be escorted to a small dais surrounded by students on three sides. The students are required to wear uniforms. The automotive students wear blue shirts, the Air Conditioning and Heating students wear tan shirts, and the drafting students wear shirt and tie.

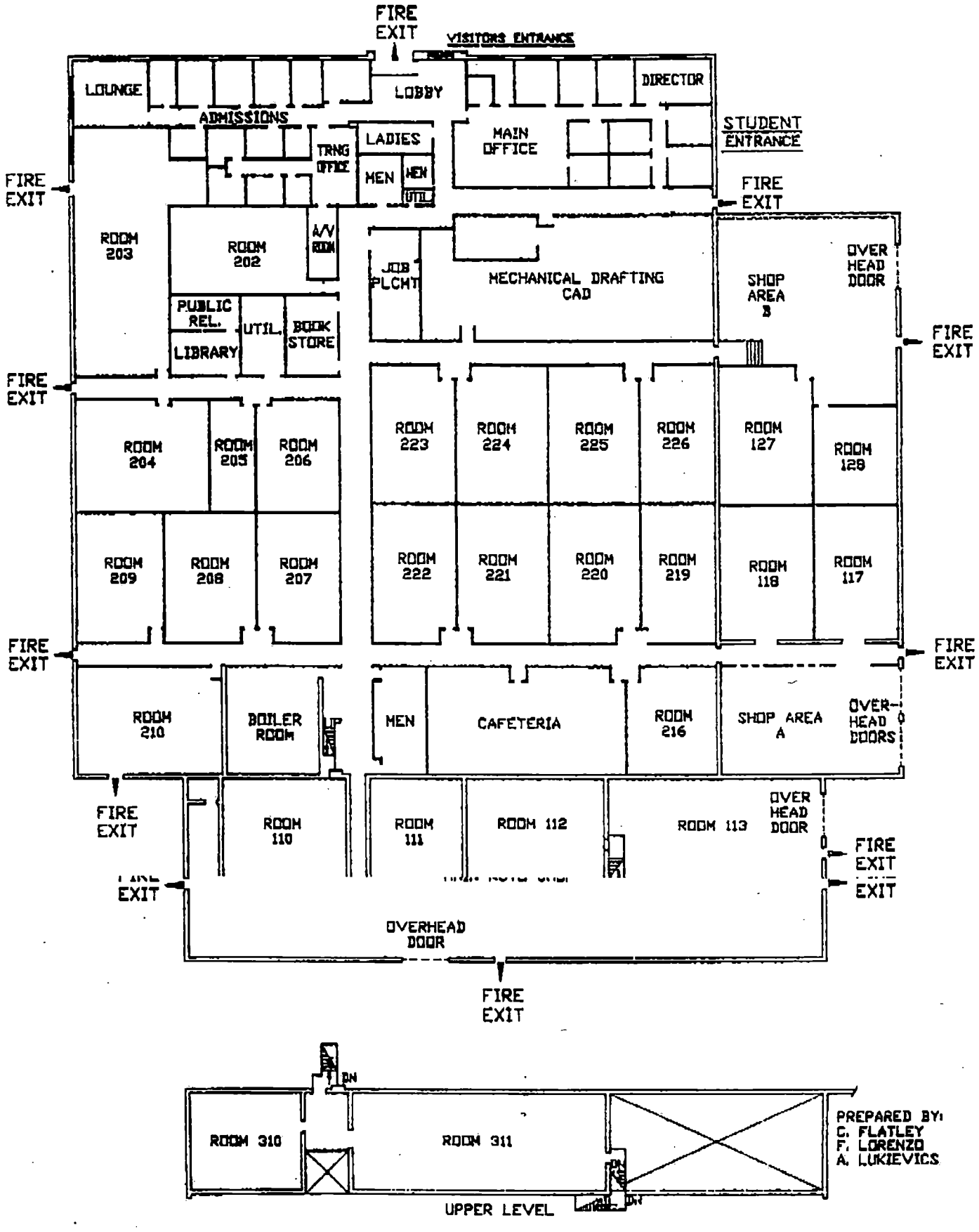
The Main Shop has a number of car jacks. I propose the end jacks be used to elevate two cars (at different levels) as a backdrop. Automotive analysis equipment could be located nearby. A framed banner could also be suspended from the ceiling reading something like "Job Training for the 21st Century" or "Investing in People - Education for a Competitive America." The room has a very tall ceiling and is quite stark, so there is plenty of wall space to hang American flags, etc.

The press platform should be placed at a 45 degree angle to allow for the most possible seating.

BACKGROUND:

The Twenty-first District includes municipalities in the central part of Union County. Its Italian-German-Irish population, originally one of the largest, has decreased slightly since 1980. It includes a high percentage of persons 65 or over. Most fiscal data are close to state average or median levels. The district has a large number of registered voters and a consistently very high voter turnout. With the exception of the 1984 Senate race, Republican candidates have won all recent elections.

LINCOLN TECHNICAL INSTITUTE 2299 VAUXHALL ROAD UNION, NEW JERSEY, 07083



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United States of America the two hundred and sixteenth.

George Bush

[*Filed with the Office of the Federal Register, 10:15 a.m., January 21, 1992*]

Note: This proclamation will be published in the Federal Register on January 22.

Remarks Announcing Job Training 2000 in Atlanta

January 17, 1992

Let me say it's been a joy to be back in Atlanta. I was privileged to be over at the Martin Luther King Center, pay fitting and appropriate tribute to that great leader, and now have an opportunity to be here.

And I want to single out again, to those who weren't over there, Secretary Sullivan. Dr. Sullivan is the Secretary of HHS, the largest Department in the Federal Government, and doing a superb job. And for you kids, he's from Morehouse Medical right here and went to Morehouse. So, we've got an Atlanta man running this enormous part of the Federal Government and doing a superb job at it.

I was so pleased to have been greeted by the mayor, who I don't think is here right now, and the Governor, both of whom gave me a warm welcome, one to Georgia and one to Atlanta.

I want to salute the Private Industry Council of Atlanta members who have taken the time to be with us. Pleased to be joined by Alvin Darden, members of this effective CATALYST team now on their coffee break. [*Laughter*] And I've come here to Morris Brown College in the center, the Atlanta University center, to see this wonderful work in progress and to announce a pioneering new approach to job training, a program that I call Job Training 2000.

Programs like the CATALYST project highlight just how critical job training is to the American economy, to American competitiveness, and yes, to the American dream.

As a Nation, America's ability to prosper in the century coming up rests on our collective capacity to learn new skills and test the limits of our potential. On an individual level, what we learn defines who we are. No one, young, old, or in between, can hope to reach their dreams without sharpening their skills and mastering the tools of thought.

And that's the idea behind our overall national education strategy, America 2000. And it's the impulse behind the initiative that I'm announcing today, Job Training 2000.

Job training must be more than merely make-work. It's got to suit the needs of the workplace and the marketplace. And the private sector will always bear primary responsibility for training the workers it needs to get the jobs done, the unions here taking a very active and critical role in all of this. But government, at all levels, can and must play a role, to use a word that's well-known, as catalysts in this process.

And we are. Right now, the Federal Government's commitment to worker training spans more than 60 programs, 7 Federal agencies, resources totaling some $18 billion a year.

Well, we've got to make certain that these funds are spent to maximum effect, and that's where Job Training 2000 comes in. It's the product of hard work, of our Vice President and of Secretary of Labor Lynn Martin, of our Education Secretary, all these working together trying to express a commitment to this country's future.

Job Training 2000 rests on four cornerstones. First, the creation of a 21st-century training system. Job Training 2000 creates a one-stop shopping center for job training, coordinated by private industry councils all across the country. It will move us away from the heavy hand of a bureaucratic overkill to a system that allows greater freedom for the private sector and local governments to shape programs that work. I've been asking that question, "Does this work?" And each person I've asked said, "This one works. It's effective."

Second, this program will help ease the transition from welfare to work, from dependence to independence. Under Job Training 2000, we'll dedicate more than $20 million to demonstration projects to place welfare recipients in permanent jobs. And then we'll enlist market forces to break the

welfare dependency. A substantial portion of the money government saves as each new worker leaves welfare behind will be shared with the company that helped that person get a job.

And thirdly, this program will ease the transition from school to work. Job Training 2000 will encourage voluntary apprentice programs for high school students, combining quality education, on-the-job training, and mentoring. This approach will help these apprentices keep their options open to pursue their education or, alternatively, to enter the work force as they wish.

Fourth and finally, Job Training 2000 promotes lifelong learning. Job Training 2000 establishes lifetime training in education that counts, enabling the Federal Government to provide the average American tens of thousands of dollars' worth of education and training over the course of his lifetime. Job Training 2000 will create a kind of passport to continuing education, making it easier for people of all ages to receive grants and loans that they need to keep pace with the challenges of the 21st-century workplace. This program is our plan to capture the spirit of programs like the ones that I've been privileged to see today, and bring that innovative Atlanta approach, if you will, to every American community.

Let me say to the young men and women that I've met today: Not long from now, these four walls will house the new Project CATALYST Center. But what you're building here is far more than a work of bricks and mortar or plaster or paint. This renovation is a symbol of the larger commitment of this community to generate opportunity for the people who call it home.

So once again, my congratulations on the future that you're building here, on the opportunity you're giving the young people here. And my thanks to the CATALYST team for showing me around this site. And thanks to all of you, whether you're in city government, State government, marketplace, business, labor unions, whatever, for the fine work you are doing, the example you're setting.

And now, back to work. [*Laughter*] Hammer time. Thank you all very, very much.

Note: The President spoke at 11:52 a.m. at the Ventures in Community Improvement classroom on the campus of Morris Brown College. In his remarks, he referred to Alvin Darden, coordinator of Project CATALYST. A tape was not available for verification of the content of these remarks.

Nomination of William O. Studeman To Be Deputy Director of Central Intelligence

January 17, 1992

The President today announced his intention to nominate Vice Adm. William O. Studeman, USN, to be Deputy Director of Central Intelligence. He would succeed Richard J. Kerr.

Currently Vice Admiral Studeman serves as Director of the National Security Agency in Fort Meade, MD. Prior to this, he served as Director of Naval Intelligence, 1985–1988, and as Director of the Long Range Planning Group at the Department of the Navy, 1984–1985. In addition, Vice Admiral Studeman served as commanding officer of the Navy Operational Intelligence Center, 1982–1984, and executive assistant to the Vice Chief Naval Operations, 1981–1982.

Vice Admiral Studeman graduated from the University of the South (B.A., 1962); George Washington University (M.S., 1973); Naval War College (1973); and National War College (1981). He was born January 16, 1940, in Brownsville, TX. Since 1962, Vice Admiral Studeman has served in the U.S. Navy. He is married, has three children, and resides in Fort Meade, MD.

Points of Light Recognition Program

The President named the following individuals and institutions as exemplars of his commitment to making community service central to the life and work of every American.

January 11
Sun Sounds Rad
AZ

January 13
The Community

January 14
Hugh Larkins, J

January 15
Pinellas County
of Pinellas Cou

January 16
Community Ho
Wayne, IN

January 17
El Centro de la F

Digest of Oth White House

The following public schedule interest announ Secretary and n issue.

January 12
In the aftern Bush returned Camp David, M

January 13
In the mornir Kansas City, M ception hosted the American F met with the F Kansas City.
In the aftern to Washington, I

January 14
The Presiden with the Vice Pr Chief of Staff to croft, Assistant t Security Affairs; briefing staff.

THE WHITE HOUSE

WASHINGTON

Bob for Molly

Number of pages (excluding cover sheet): 18 Date: 8/14/92

TO:

Steve Provost

Fax Number: 2983

Telephone:

FROM:

Bob Grady

Fax Number:

Telephone:

Time: 5:45pm

SPECIAL INSTRUCTIONS:

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1030 Fifteenth Street, N. W.
Washington, D. C. 20005
(202) 336-7080

TO: Bob Grady

OF:

FROM: GARY FOSTER
Director, Campaign Events and Scheduling

DATE:

FAX NUMBER:

PAGES TO FOLLOW:

SUBJECT:

Provost
FYI

COMMENTS: Bob -
This is the place we have found in N.S. for the job training event. It works great for the picture and for a good event. The president of Lincoln is a supporter. Labor has checked it out and says it is O.K. Can you make sure that there are no problems with making the announcement (whatever it is) at Lincoln.

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FAX

BUSH

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LINCOLN TECHNICAL INSTITUTE

MISSION STATEMENT

LINCOLN TECHNICAL INSTITUTE
is dedicated to educating and training students to a state of proficiency that will qualify them for technical positions in which they can achieve career goals and realize self-esteem.

LINCOLN TECHNICAL INSTITUTE
accomplishes these objectives by maintaining a high degree of quality, service and commitment to the student. ❦ The quality of the programs is ensured by providing state-of-the-art equipment, updating the curriculum to reflect changes in technology and utilizing skilled and knowledgeable instructors. ❦ As a result, students achieve a level of knowledge and experience commensurate with their future working environment.

LINCOLN TECHNICAL INSTITUTE
is committed to providing skilled professionals to meet the needs of the technologically changing world. ❦ This commitment is realized by conducting programs in specialized technology with the highest level of professionalism, integrity and responsibility to each student's future.

P.J. Santangelo
President

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History of the School

The Lincoln Technical Institute, Inc. School System was established in Newark, New Jersey under the corporate laws of that state in November, 1946.

During the intervening years, the School has expanded to the point where it now has locations in Pennsauken, New Jersey; Allentown, Pennsylvania; Washington, D.C. Area; Baltimore, Maryland; Union, New Jersey; Philadelphia, Pennsylvania; Indianapolis, Indiana; Grand Prairie, Texas; Norridge, Illinois; West Des Moines, Iowa; and Oak Lawn, Illinois.

Lincoln Technical Institute, Pennsauken, New Jersey was established in 1957. For more than three decades, the School has offered specialized Career Training in Electronics/Computers, Drafting Technology and Air Conditioning, Refrigeration and Heating Systems Technology.

In order to keep pace with rapid development in the industry, the Drafting curriculum has undergone continuing change to include the latest technology. To this end, in 1982, the Drafting Technology Program was upgraded to include CAC (Computer Aided Drafting) with hands-on computer experience. The Electronics curriculum has been constantly broadened to include applications of electronics in such areas as miniaturization, transistorized circuits, integrated circuitry, microcomputers, microprocessors, Robotics and Lasers. By the same token, the curriculum in Air Conditioning, Refrigeration, Heating Systems Technology has likewise undergone continuing changes to meet the rapidly developing requirements of the industry.

The total student body ranges between 500-600 students. Although the majority of students come from Southern New Jersey and Philadelphia, Pennsylvania, the student body and the alumni include representatives from adjacent states and many foreign countries.

Lincoln Technical Institute is proud of its many graduates who have taken their place in the industry for which they were trained, and will continue to exercise its leadership role in training persons for marketable skills by constantly revising and updating programs as technological change occurs in the industry.

This Catalog Certified as true and correct in content and policy.

D.M. Ramaldi
School Director

General Objectives

Lincoln Technical Institute is committed to the advancement of career education, and dedicated to individuals who desire to improve themselves and their opportunity for career success. During recent years, "Career" training has finally achieved proper recognition in the educational spectrum. The importance of acquiring a specific skill in order to be employable has been dramatized by the vast number of unfilled job openings for persons with a specialized skill.

Teaching skills to the unskilled, refining the skills of the semi-skilled and helping them find gainful employment in the industry is the overall objective of Lincoln Technical Institute.

To this end, every effort is made to provide the finest training possible... that is realistically attuned to the needs of industry and the rapid technological changes of our day. Training programs are designed to provide students with the marketable skills today and with the basics that will allow them to grow in their maximum career potential in the future.

An effective placement assistance program makes it possible for Lincoln to fulfill its objective to provide a needed employable service to the industry, the community, the nation, and most importantly the student.



Pictures throughout this document represent the kinds and types of equipment found in industry.

2025 RELEASE UNDER E.O. 14176

TEL:

Aug 14'92 6:40 No.001 P.03

Customized Training... It Works!

1. Employee efficiency and productivity can improve.

Your greatest business assets are your employees. Employees can get more done in less time if they are well-trained and familiar with the latest equipment and current industry procedures.

2. Changing technology requires the latest in training.

With advances in technology, methods learned even a year ago may be outdated. To keep ahead of the competition, you and your employees must be up-to-date on all the recent developments in your field.

3. LTT's flexible programs meet your needs.

Lincoln Tech can schedule around your workday to minimize disruptions. Our seminar can be held at any of our schools or at your worksite. You choose the time, place, and program to keep your business operating smoothly during training!

4. Training is a sound investment.

Well-trained employees can achieve a higher level of success. Improve your productivity and profitability in a very short time – while paying dividends in the long run, too!

Tech is an industry leader in quality training. Our programs are done professionally and affordably. Perhaps most importantly, they're always results-oriented!

Some Customized Programs From Lincoln Tech!

PROGRAM: The main goal was to update electronics technicians on the latest developments in the industry. The curriculum was determined by Lincoln Tech and AT&T.

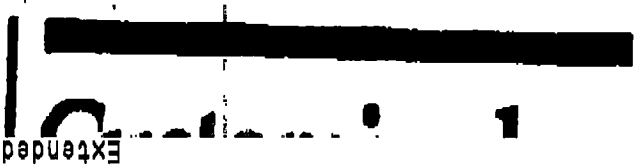
RESULTS: "The training met our needs to stay ahead in this industry – we have to be on the leading edge! Lincoln Tech was willing to tailor the program to our needs. From the technicians who have attended, the feedback has been very good. I am very satisfied."

– Ben Koppenhaver
AT&T

PROGRAM: Automotive technicians needed additional training in Electronic Control Programs at Cummins. Lincoln Tech developed a program to meet their objectives!

RESULTS: "I got what I asked for. Lincoln Tech was the only program that was interested in custom training – the way we wanted to do it. And the technicians learned on our equipment – not

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5. Lincoln Tech does it best!

With over 40 years of experience, Lincoln Tech is an industry leader in quality.

Cummins Engine, Inc.

PROGRAM: A select class was trained in heating and air conditioning maintenance. The program included five weeks of paid field experience with heating and air conditioning contractors!

RESULTS: "The program worked out great. Lincoln Tech has the right stuff, with the facilities and instructors that make a great program. We're going to do it again this year!"

– John Conforti
New Jersey Air Conditioning Contractors Association

PROGRAM: Sponsored by Lincoln Tech, N.J.A.D.A., and the New Jersey Department of Labor, this program focused on training service technicians specifically for car dealerships.

RESULTS: "The program itself was highly successful. The dealerships who hired our trainees were entirely satisfied. We matched what the industry needed with what Lincoln Tech had to offer."

– Robert May
New Jersey Automobile Dealers Association

PROGRAM: Heating servicemen needed additional training, but the commute to Lincoln Tech proved difficult. Lincoln Tech sent an instructor with a specialized program twice a week!

RESULTS: "Lincoln Tech focused in on what I wanted. We met and designed a curriculum to fit our needs. Lincoln Tech also has the flexibility to add subjects as we go along. We can tailor it to our needs. I'm very happy with the program."

Mark Frederick
Keil Oil

To get more information, call Lincoln Tech's Manager of Market Development at

201-736-9340.

Or simply fill out and return the attached reply card.

Call us today!

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someone else's. I'm very pleased with the results."

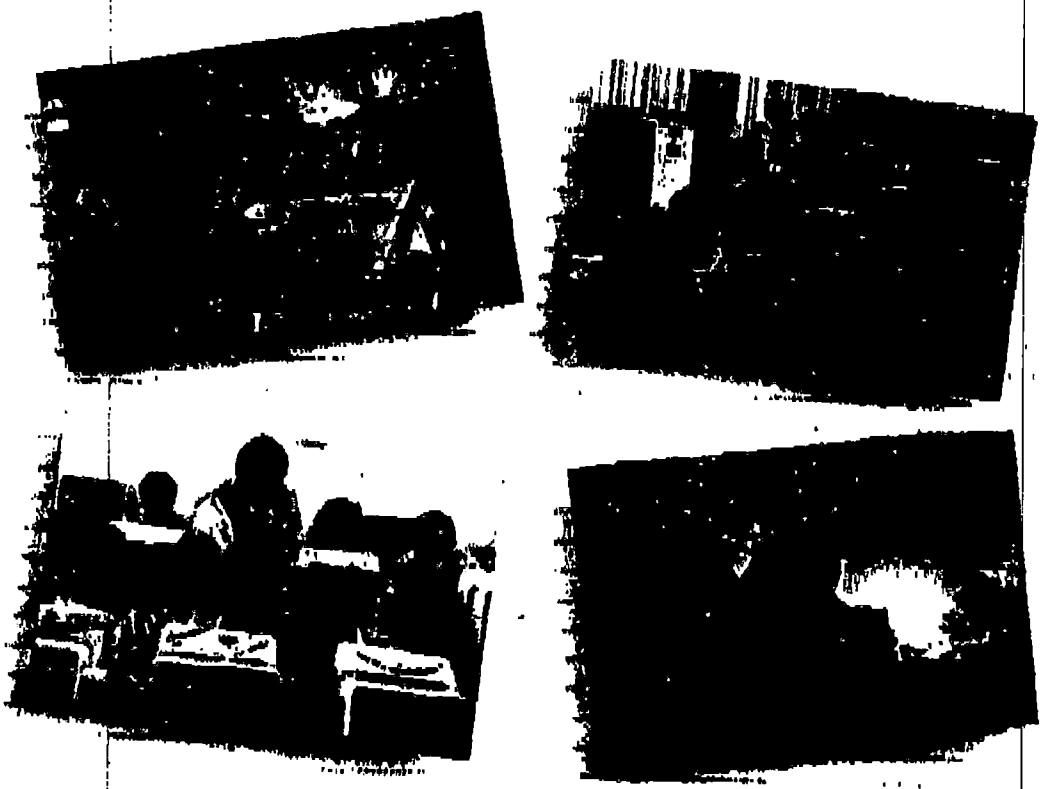
– Ray Browning

[redacted]

To get more information ...

Lincoln Technical Institute

Training for business, industry, government and labor worldwide.



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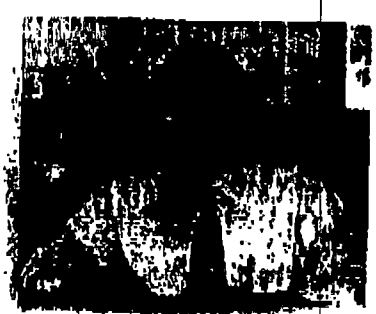
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J. Warren Tamies
Founder and
Chairman of the Board

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Moving into the future with a successful tradition of innovation and excellence in training.

Hiring properly trained employees and keeping their skills current has traditionally been a top priority for any employer. With rapid changes in technology, finding and keeping trained and qualified employees has become increasingly difficult. This challenge will continue to be a major one for business, industry, government and labor well into the 1990s and beyond.

As one of the nation's largest and most respected training companies, Lincoln Technical Institute is taking a pro-active role in helping to meet this challenge head on. From classroom training in LTI schools . . . to on-site, customized training at an employer's facility . . . to going out into the field with technical demonstration vans, LTI is solving the training problems of today while developing programs to meet the needs of tomorrow.

A history of proven success.

Lincoln Technical Institute was founded in 1946 in response to the need for providing much needed job skills to returning veterans. Lincoln's first school offered training in the then new and burgeoning industry of heating and air conditioning installation and service.

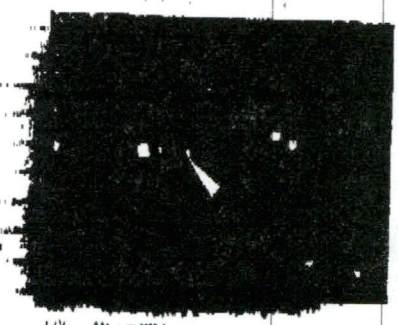
Shortly thereafter, Lincoln recognized the need to provide training to new auto mechanics and to retrain existing mechanics in the servicing of an entirely new technology . . . automatic transmissions. This course was so well received, it was offered nationally as a "Traveling School" co-sponsored by auto parts jobbers. In just ten years, the Traveling School trained over 11,000 auto mechanics and had become a widely recognized and respected teaching force.

LTI has established a reputation for being responsive to the training needs of the working world. Since its early years, Lincoln Tech has trained tens of thousands of men and women who have gone on to have profitable and contributing careers in their chosen fields.

A promising future.

Today, Lincoln Tech has eleven training centers strategically located around the country, a growing fleet of technical demonstration vans, a customized training division to meet training needs anywhere in the world, and a "custom" training aid division. All are part of Lincoln's continuing effort to provide the very best training for the work place.

LTI is proud of its record. This booklet will provide you with an overview of what LTI is doing today and planning for tomorrow. After you've had an opportunity to review it, you're invited to call LTI or return the reply card at the end of the booklet to find out how LTI can help turn your training challenge into another success story.



Hal J. Santangelo
President and
Chief Operating Officer

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Preparing people for the challenges of today and the technology of tomorrow.

Identifying the training needs for the work place is a dynamic process. Constant changes as a result of new technologies, new industries, and the growing trend towards a more global economy have created an unprecedented demand for skilled employees, not only in the United States, but throughout the world.

Lincoln Technical Institute works hand-in-hand with business, industry, labor and government in identifying the skills most needed today and the training programs necessary to develop those skills. These programs include:

- the core curriculum of training programs offered at our eleven individual campus locations around the country,
- the customized programs developed to solve a specific training problem for a company or an entire industry group . . . both in the United States and abroad,
- the technical demonstration vans, a Lincoln innovation, which brings the latest training aids and instruction directly to high schools or an employer's place of business,
- and, the training aids division, which designs and manufactures custom training aids to be used in the classroom or in the field.



An outstanding faculty is critical for success.

Lincoln Tech recognizes that a school is only as good as its faculty. In order to ensure that students are provided with state-of-the-art training and that the demands established by business and industry are met, LTI sets extremely high standards for its teaching staff.

In addition to stringent hiring criteria, LTI continually supports the teaching staff and refines

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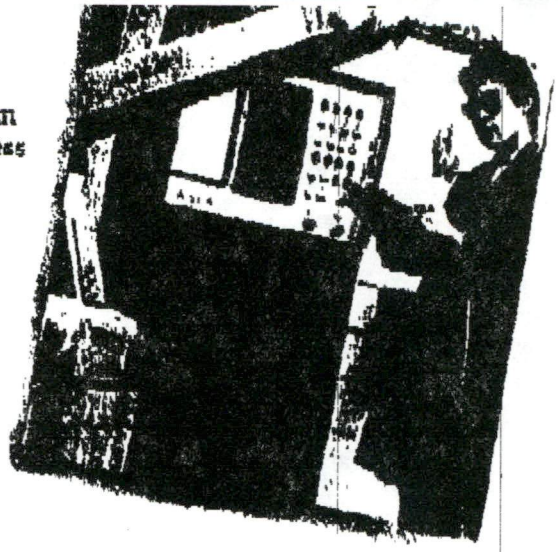
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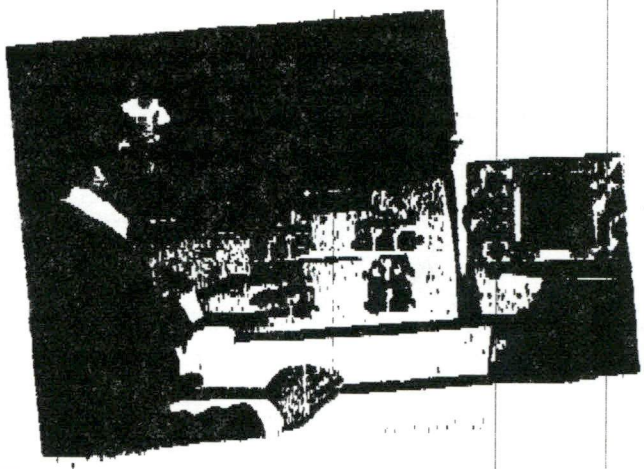
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their capabilities through an on-going Employee Training Program. Staffed by personnel with many years of training experience, the Program includes:

- Instructor handbooks and standardized curriculum is provided so that nothing in the training process is left to chance.
- Updating instructors on industry technological changes and teaching techniques.
- Constant review and updating of the curriculum.
- Supervision, development, and production of Instructor Guides, Student Lab Manuals, and other curriculum aids.
- Continual monitoring and providing assistance when needed.
- Recommending equipment acquisition and maintenance programs.

All of these factors add up to an assurance that students will get the absolute best and most up-to-date instruction available today. The resulting benefits to business and industry are tremendous since they are assured a reliable source of skilled personnel . . . trained by the very best.

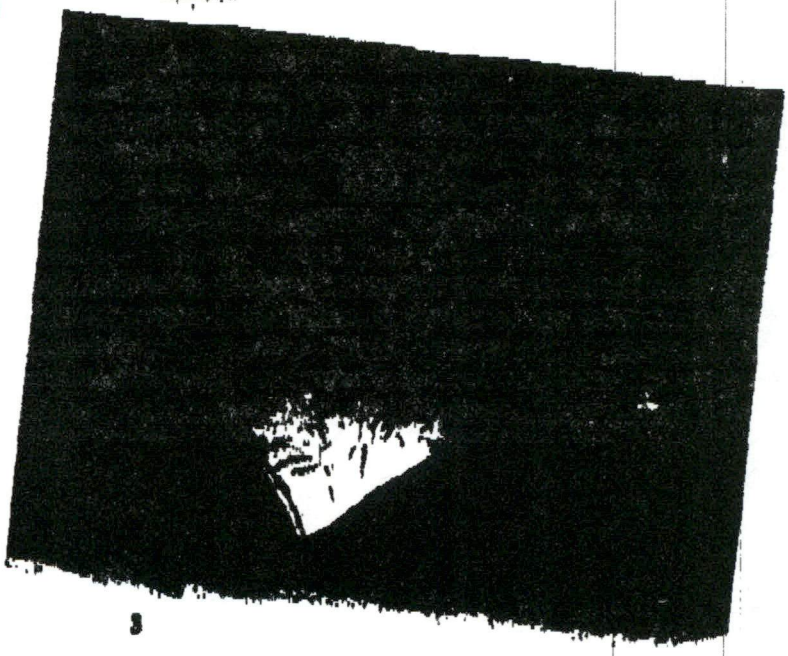




Lincoln Technical Institute . . . business' and industry's source for skilled and productive employees.

LTI is particularly proud of the fact that well over 90% of its available graduates are employed in the industry for which they were trained. Over the years, major corporations such as AT&T, General Motors, Ford, Honeywell, General Electric, Toyota, Ryder, IBM, Grumman, The Associated Press and scores of others have welcomed the skill, training and enthusiasm Lincoln Tech graduates bring to their careers.

The record speaks for itself. When business and industry are seeking new skilled and contributing employees or looking to update their own employee training . . . Lincoln Technical Institute is their source.



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their capabilities through an on-going Emplovee

Extended Page 11.1

Hands on training for some of today's most important industries.

The curriculum offered at Lincoln Tech is firmly rooted in "real world training". Students readily understand how this training translates into a rewarding future.

Lincoln places a strong emphasis on "hands on" training, utilizing the most up-to-date technologies, equipment and tools. Combined with the close personal attention necessary for the student to master his or her chosen vocation, Lincoln Tech graduates are able to step from the classroom right into being a productive employee.

The curriculum includes special concentration on the following industries.

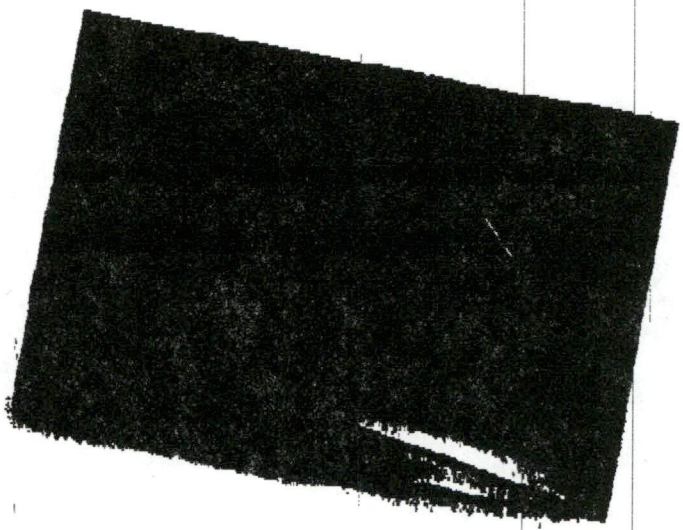
Automotive, Diesel, and Truck Service Industries. Students work with the latest diagnostic computers, fuel injection, transmissions, turbochargers, and electrical systems. From the latest electronic computer technologies which are increasingly used in automobiles and trucks, to a detailed study of gasoline and diesel engines, students are offered one of the most comprehensive and advanced courses of study available in this field today.

Electronics and Computer Industry. Courses in this rapidly expanding field prepare students for careers as computer service technicians, electronic and telecommunication technicians, and more. Students study major topic areas such as electronics, fiber optics, computers, and robotics technology and have the opportunity to work with a variety of advanced equipment, including microcomputers, microprocessors, oscilloscopes and circuit boards.

Climate Control: Air Conditioning, Heating and Refrigeration Service Industry. Courses are designed to train students for positions as equipment technicians, installers, and service or sales persons. Among the subjects taught are air conditioning and heating fundamentals, heat pumps, electric, hermetic, and solar heating systems. Students work with the most modern tools and diagnostic equipment, giving them the practical knowledge to install, troubleshoot and repair systems with confidence.

"I wanted to thank you and the rest of the staff at Lincoln Tech for the excellent job you do training and supplying skilled technicians for the auto and truck repair field. We have been impressed with the level of ambition, and the technical knowledge base these individuals have acquired through your program."

Ed McDonnell
Ryder Truck Rental, Inc.



Mechanical and Architectural Drafting/CAD. Courses in this area prepare students for a broad range of careers in mechanical drafting, architectural drafting and design. With CAD, students are prepared to deal with the modern world's most difficult drafting situations. Blending computer and electronic technology with traditional drafting techniques, the computer becomes the tool of the draftsperson. Every student in the drafting program is trained in CAD skills.

Information Processing and Management. Word processing and data entry are of critical importance to today's office world. Word processing skills are taught on the most sophisticated word processing equipment. In data entry courses, students master the skills necessary for working with smaller personal computer systems, mini computers and large mainframes. And in secretarial sciences, students develop the skills to be productive in executive, legal or medical secretarial environments.

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"I would like to take this opportunity to thank you for your help in finding potential employees for our company. As you know, we employ a large number of your graduates and we are pleased with the quality of the training you provide."

John Palo
Xerox Corporation



Financial aid . . . helping to make an education available to everyone.

LTI firmly believes in doing everything possible to help students finance their education. The following are just a few of the financing opportunities that are available to qualified applicants:

- Stafford Student Loan (formerly GSL)
- Parent Loan For Undergraduate Students (PLUS)
- Supplemental Loan For Students (SLS)
- Perkins Loan (formerly NDSL)
- PELL Grants
- Supplemental Education Opportunity Grants
- College Work Study
- Lincoln Tech Scholarship Awards Program
- Various State Education Assistance Programs
- Industry and Community Scholarships
- Affordable budget planning

Job placement . . . a track record of success.

Lincoln Tech's job placement assistance begins from the moment a student registers, and continues for as long as it's needed after graduation.

Through close business, labor, government and trade organization contacts and continual monitoring of the employment scene, graduates are given an excellent opportunity to obtain a job in their chosen field. In fact, as stated earlier, over 90% of available Lincoln graduates are employed in the field for which they were trained.

Sponsor A Student Program . . . a unique solution to training and placement.

To help industry solve its labor shortage problem without having to pirate from competitors, LTI has developed the Sponsor-A-Student Program.

Employers recruit employees from the LTI student body. These students are trained by LTI at the employer's expense. In return, the student will alternate between sessions at LTI and a similar time period on the job. After graduation, the student is obligated to remain with the employer for at least two years.

This is of great benefit to everyone involved . . . the students' education is paid for while being trained in their chosen field and the employer is guaranteed a skilled and productive employee.

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Financial aid holidays to make an

Lincoln leads the way with customized training programs for business, industry, government and labor worldwide.

In recent years, Lincoln has found the demand for customized training programs increasing dramatically. All forms of business, industry, government and labor recognize the importance of maintaining up-to-date training in order to compete and get ahead in today's economy and to prepare for tomorrow's.

While LTI's core curriculum provides a broad range of training programs, often, there is a need for industry or company specific training that must be totally custom.

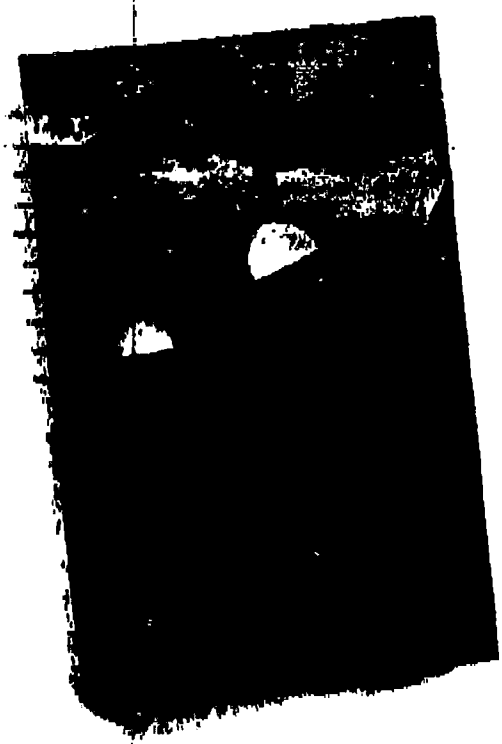
Lincoln has been responding to this need since the 1950s when it started with customized field training for auto mechanics in the servicing of automatic transmissions.

Today, Lincoln has developed customized training programs for a broad range of clients from smaller regional businesses, to government entities, to business and trade groups, to multi-national companies, including:

- AT&T
- United Auto Workers
- Ford
- Safelite Glass Co.
- New Jersey Automobile Dealers Association
- American Automobile Association
- Cummins Engine, Inc.
- The Maryland State Police
- New Jersey Air Conditioning Contractors Association
- Indiana Department of Highways
- Ryder Truck Rental
- And many more.

"The training met our needs to stay ahead in this industry — we have to be on the leading edge! Lincoln Tech was willing to tailor the program to our needs. From the technicians who have attended, the feedback has been very good. I am very satisfied."

Ben Koppenhaver
AT&T



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I Review of the Research

A. America's Choice: High Skills or Low Wages!

June 1990 U.S. Department of Labor
Ira Magaziner, chairman
William E. Brock, co-chairman
Ray Marshall, co-chairman

"80% of American employers are concerned with finding workers with a good work ethic and appropriate social skills: 'reliable', 'a good attitude', 'a pleasant appearance', 'a good personality'."

B. Investing in People: A Strategy to Address America's Workforce Crisis

September 1989 U.S. Department of Labor Commission on Workforce Quality and Labor Market Efficiency.

"The Federal Government should encourage the provision of basic skills education. America must develope a system of lifetime education and training." A Large number of experienced workers have skills that are now obsolete....
At least 20 million, and possibly as many as 40 million, adults today experience substantial literary problems.

C. Literacy and the Marketplace: Improving the Literacy of Low-Income single mothers.

1989 The Rockefeller Foundation

"Literacy must be taught in a functional context"...

"Good Case Management is particularly important for a population such as Low-income single mothers, who often face an array of problems and require coordinated, individualised services."

D. Training America: Strategies for the Nation

1989 America Society for Training and Development and the National Center on Education and the Economy.

"Students need to learn two kinds of skills as they prepare for work: Basic skills that prepare them for working life and specific skills that allow them to perform in particular occupations."

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LINCOLN 2000

PREVENTION, QUALITY MITIGATION, AND DEFAULT PREVENTION PROGRAM

more specifically:

"Learning and performance evaluation should be focused on groups as well as individuals"

"Pure reasoning should be deemphasized in favor of learning experience that imitate real-world situations and involve physically manipulating objects and tools."

E. Workplace Basics: The Skills Employers Want

U.S. Department of Labor and American Society for Training and Development 1989. Workplace Basics: A check list of required skills:

1. Know how to learn
2. Reading, Writing, computation
3. Communication: Listening & Oral Communication
4. Creative Thinking/Problem Solving
5. Goal Setting/Self Esteem/career Development
6. Interpersonal Skills/Teamwork
7. Organizational effectiveness

F. Workforce 2000

U.S. Department of Labor, 1988

Identified dramatic demographic changes occuring in the workplace.....

"The Workforce 2000 report, which has become the basic reference guides for government and industry, predicted that by the end of the decade 85 percent of the net new jobs created in the U.S. would be filled by women and minorities." (A substantial percentage of this group will be recent emigrees)

G. What Work Requires of Schools...A SCANS Report for America 2000

The Secretary's commission on Achieving Necessary Skills U.S. Department of Labor June 1991. (The Commission Staff spent 12 months talking to business owners, to public employers, to union officials, and to workers.)

"Education should be delivered in an applied context.

The report identified five competencies:

Resources: The ability to organize, plan and allocate resources.

Interpersonal: Work with others

Informational: Acquire and use information

System: Understand complex inter-relationships

Technology: Work with a variety of technologies

The "Foundation":

"Employers request schools provide students with a three-part foundation of intellectual skills and personal qualifications that are part of the five competencies."

Basic Skills: Reading, writing, computation, listening and speaking.

Thinking Skills: Creative thinking, making decisions, solving problems, knowing how to learn and reasoning.

Personal Qualities: Individual responsibility as well as self-esteem, sociability, self management and integrity.

H. Serving At-Risk Students: Keys to Success: projected 1992

The Career Training Foundation Washington, D.C. prepared by JBL Associates.

CTF provided funding for research to determine how to improve career training for at risk students. (retention and default management)

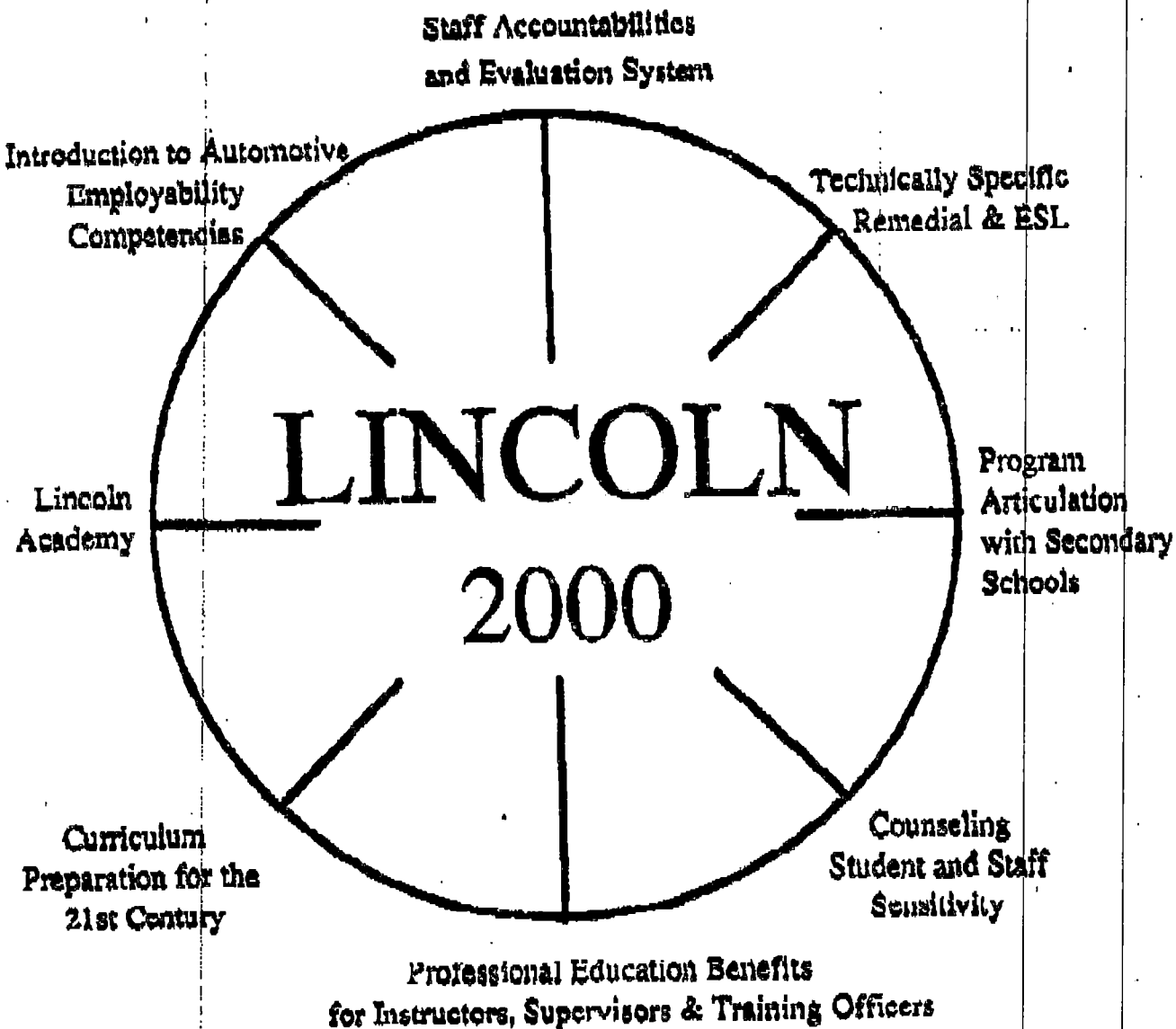
"The question on the research agenda was: How can schools improve their programs to meet the needs of at-risk students? The answer to their question arose from a survey of 178 private career school administrators and a comprehensive review of existing research.

The product of this project is a series of Student Retention Workshops sponsored by Career Training Foundation. The workshops will present the "key" principles of successful retention.

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The report identified Five Competencies:

QUALITY = SUCCESS = PROFITS



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Tech prep bridges school-to-work gap

Star-Ledger
8-12-92

By Thomas V. Di
Clifton

Former Secretary of Health, Education and Welfare John W. Gardner said, "The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

If only 50 percent of high school students go on to college and only 50 percent of those students actually receive a college degree, what becomes of the remaining population? This question has sparked the interest of federal and state governments and many post-secondary institutions. Yet it has been observed by those who are most instrumental in moving students into the world of work:

The illusion of college as a general panacea for guidance is becoming dispelled as more and more college graduates find themselves without jobs and lacking the skills to survive in a technologically advanced society.

The "tech-prep" initiative has been growing rapidly but until the perception of vocational education is changed and advanced, excellent programs such as these will be relegated only to the chosen few who have received grants from their state department of education. Even with a grant, one major obstacle to success will be informing the students and their parents of these programs.

This responsibility to educate students about all options patently falls on the guidance counselor. Counselors investigate, assess and recommend career paths to students. However, many guidance counselors labor under the false premise that college is the answer, and, in fact, measure their degree of success based on the number of students enrolled in college.

Is college for everyone? Although few would argue the increasing return to education from post-secondary education, the critical issue is the type of education the high school student should pursue after graduation.

The rapidly changing national economy dictates the skills and knowledge necessary to succeed in the labor market. The U.S. Department of Labor, Employment and Training Administration reports, "The advance of technology in the new economy does not necessarily represent a growing dominance of machines at work. Substantial evidence to the contrary shows a growing preponderance of high-skill jobs in the economy as a whole, as well as increasing skill requirements in existing jobs."

What are these skills the Department of Labor is referring to? Technical specialists, manufacturing engineers, health specialists, computer-aided drafters, computer-aided manufacturers and communications technologists are among the most rapidly growing skills-oriented careers.

While a degree in the liberal arts is an asset, it may not be the deciding factor in employability. Many of these new growth areas do not require a four-year college degree, but can be obtained with specific training in a technical specialty area.

For those who choose not to pursue any type of post-secondary education, the outlook is grim. The majority of unskilled factory work is now overseas. Lacking specific marketable skills, a high school graduate has less and less to look forward to.

Identifying students who will not go on to college is part of the tech-prep strategy. Designed to move students smoothly from high school to post-secondary training and associate degree programs and ultimately to work, tech-prep offers the "neglected majority" the chance to gain basic skill mastery in any one of a number of targeted career growth areas. But the success of tech-prep and other school-to-work transition programs depends on the success of the high school guidance counselor in shattering antiquated views on career paths and guiding students toward practical career goals.

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Tech prep, bridges
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Most Assembly people are R-

Lesnick - State Sen is a Democrat

Linden Rahway Russell

Pres. of State Senate from Union Co-

leader in repealing our tax spending program

Robert Franks State Chm.

- weak heavy industry
lost Singer Co -
by Regan
Phelps Dodge - copper

- Telecom
- Transportation
- Pharmaceuticals

Frank McDermott
Co - chrm.

Gov. Flori $2-$ bill tax increases

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9 Mbrs. (R) Board of Freeholders
over past 3 elections

Union Township

50,000 pop.

50/50 R/D

3-2 Dem edge on town council

actually his hometown

State Sen Bassano

- 908-687-4127

State Pres.

Don DiFrancesco

908-322-5500

Assem Bob Franks

State Rep Chair

908-665-7777

Cuban base support

→ Union City is in Hudson Co.

districts are packaged

Linden - strong

Elmora - big issue around here - Unions are rebelling - hazardous waste and disposal center need unions want them

"Agathe" is really popular

Co. lost its newspaper the Daily Journal based in Elizabeth - no local paper

housing starts are slightly up -

5 1/2 couple were taken over -

Ads pub. in Elizabeth

Health ins. is a big issue - lg. pop. of Senior citizens

3,000 state employees thought NJ state govt facing layoffs over next 3 months

Elizabeth lg. 107,000 growing Hispanic pop 4th most costly in regards

Co. Rep. Chm. - NJ -
Frank McDermott
908-580-1776

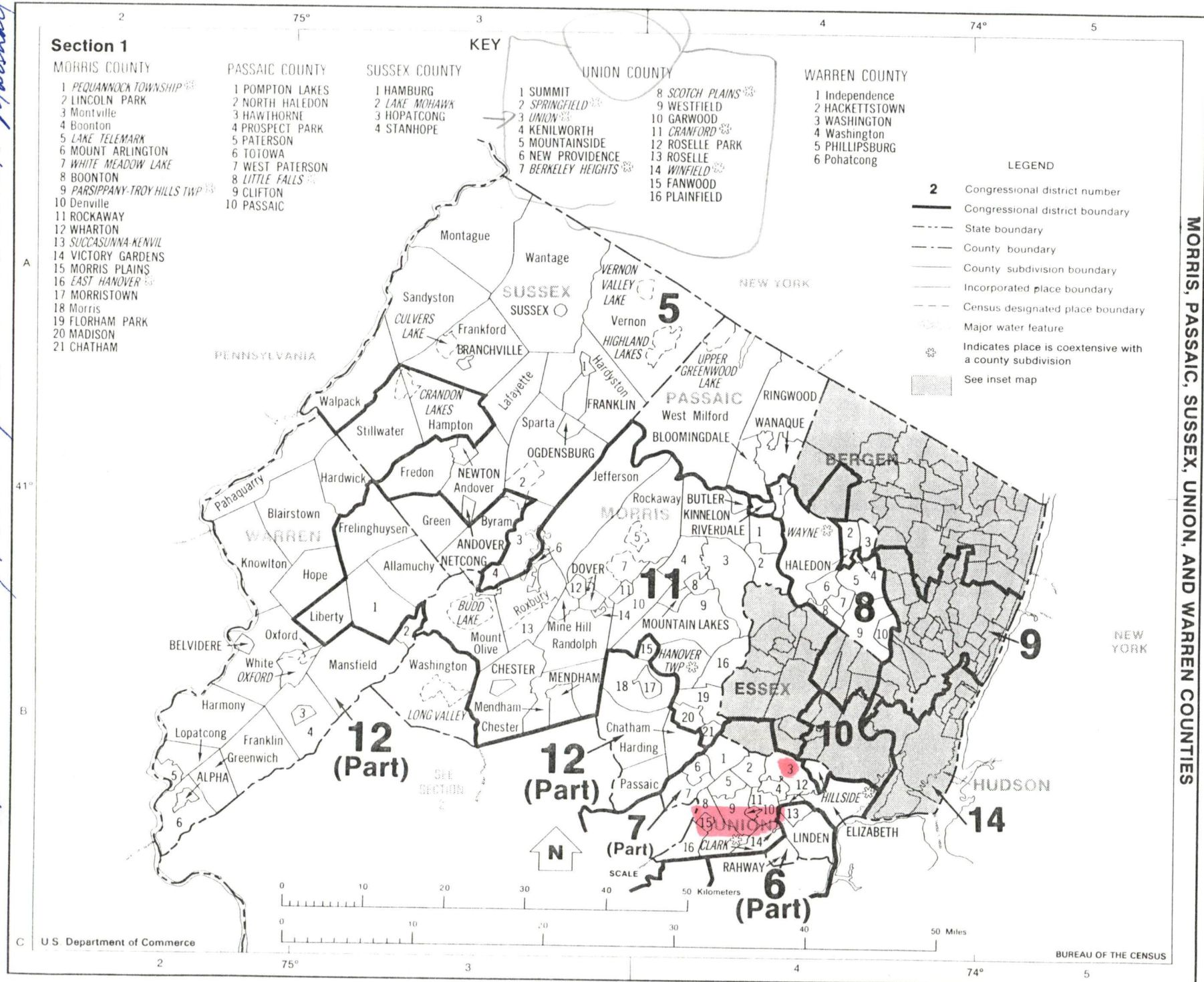
Crime - prob. drugs
No prob. w/ gangs

best thing about Plainfield
is its school education
Frank Meeks
908-753-7031

Jeanne, It seems like Union is entirely in district 7. I am not sure if redistricting had any effect on that. It made a few phone calls up to New Jersey, but everyone is in Houston, Marshall

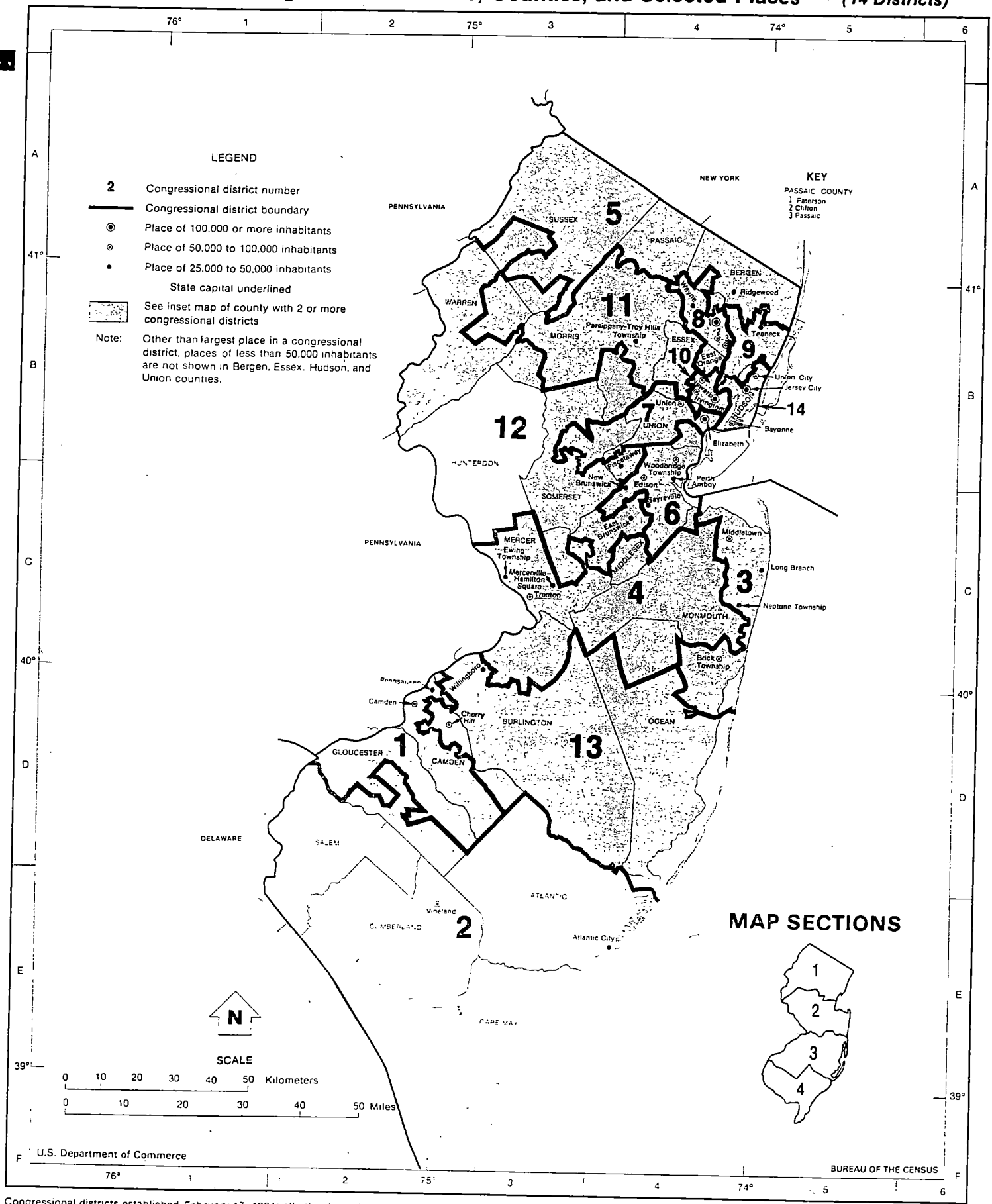
NEW JERSEY — Congressional Districts, Counties, County Subdivisions (Townships), and Places

MORRIS, PASSAIC, SUSSEX, UNION, AND WARREN COUNTIES



Congressional districts established February 17, 1984; all other boundaries are as of January 1, 1980

NEW JERSEY — Congressional Districts, Counties, and Selected Places — *(14 Districts)*



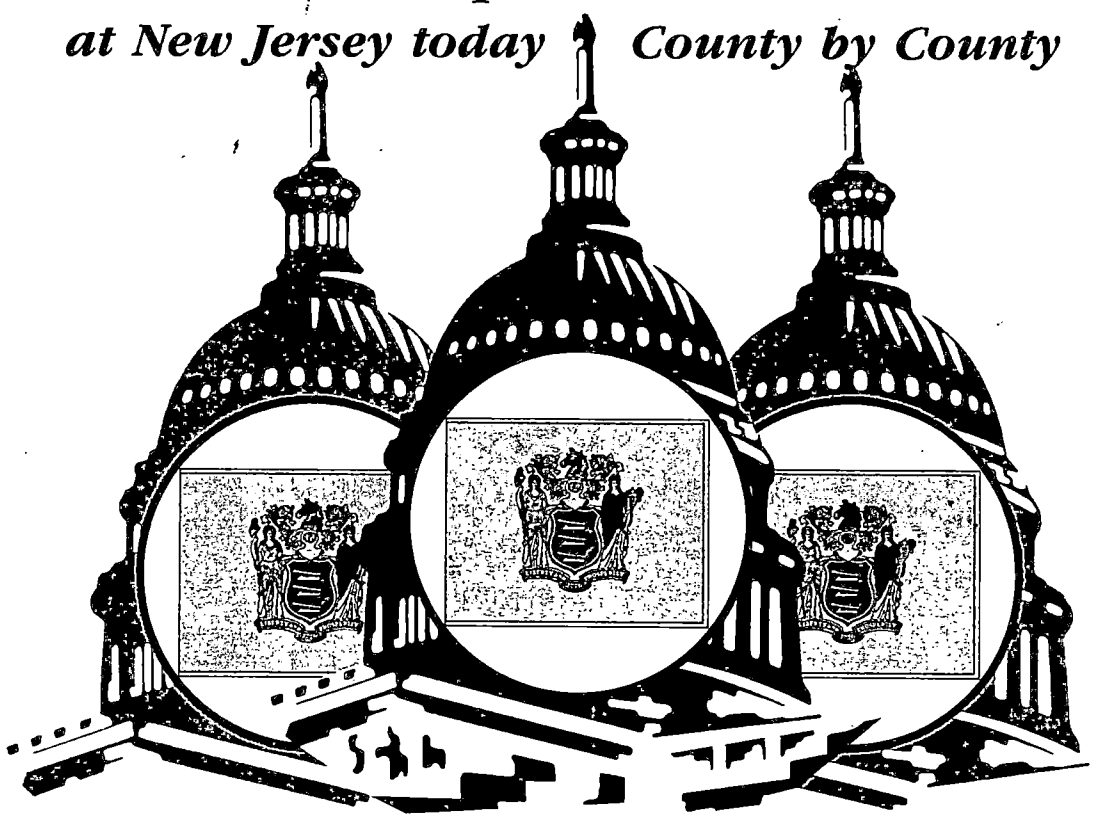
Congressional districts established February 17 1984; all other boundaries are as of January 1, 1980.

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More Than An Almanac

NEW JERSEY FACTS

A Comprehensive look at New Jersey today County by County



Flying the Colors

November 7 through December 5, for pheasant from November 7 through December 5, and for red and gray squirrel from November 7 through February 27. Special bird season for crow is limited to certain days between August 17 and March 26 and for quail between November 7 and December 5 and between December 14 and February 6. Deer hunting season with bow is from November 8 to December 6, with shotgun from December 16 to December 18 and with muzzleloader from December 15 to December 30. Furbearer seasons for mink and muskrat are from November 15 to March 15. **MUSEUMS** Beemerville: Space Farms Zoological Museum. Franklin: Franklin Mineral Museum. **THEATERS** Andover: Perona Farms Theatre. **ORCHESTRAS** Branchville: Sussex County Community Orchestra. **CHORAL GROUPS** Branchville: Sussex County Oratorio Society. **ZOOS** Sussex: Space Farms Zoological Park. **SPECIAL EVENTS** January: Ski Festival (McAfee, Vernon, Vernon Valley); March: Winter Carnival (Vernon); June: Ethnic Festivals (McAfee), Kool Jazz Festival (Stanhope), Peters Valley Craft Fair (Layton); June-August: Waterloo Village Music Festival (Stanhope); August: Sussex County Farm and Horse Show (Augusta), Bluegrass Festival (Stanhope), Sussex Air Show, Waterloo Jazz Festival (Stanhope); September: Fall Antiques Festival (Stanhope), Waterloo Folk Festival (Stanhope); October: Autumn Arts and Crafts Fair (Stanhope), Harvest Festival and Oktoberfest (Stanhope); December: Craft Fair (Layton).

COMMUNITIES

COUNTY SEAT Newton 07860; County Clerk's Office, (201) 383-1023. **INCORPORATED COMMUNITIES** (1986 population and ZIP code) Andover (borough, 863) 07821, Andover (township, 4,952) 07860, Branchville (854) 07826, Byram (7,814) 07821, Frankford (5,101) 07826, Franklin (4,457) 07416, Fredon (2,448) 07860, Green (2,597) 07821, Hamburg (1,836) 07419, Hampton (4,287) 07860, Hardyston (4,724) 07460, Hopatcong (15,088) 07843, Lafayette (1,902) 07848, Montague (2,332) 07827, Newton—1957 All America Cities Honorable Mention (7,535) 07860, Ogdensburg (2,659) 07439, Sandyston (1,536) 07851, Sparta (14,319) 07871, Stanhope (3,704) 07874, Stillwater (4,212) 07875, Sussex (2,457) 07461, Vernon (19,007) 07462, Walpack (119) 07881, Wantage (8,009) 07461. **UNINCORPORATED COMMUNITIES** (and ZIP code) Augusta 07822, Baleville 07860, Beaver Lake 07416, Beemerville 07461, Byram Cove 07843, Cliffwood Lake 07460, Colesville 07461, Cranberry Lake 07821, Crandon Lakes 07860, Culvers Lake 07826, Deer Trail Lake 07460, Delaware National Scenic River 18324, Delaware Water Gap National Recreation Area 18324, Five Points 07860, Flatbrookville 07832, Glasser 07837, Glenwood 07418, Greendell 07839, Hainesville 07826, Halsey 07860, Hardistonville 07419, Highland Lakes 07422, Hopatcong Heights 07843, Hopatcong Hills 07843, Huntsburg 07860, Independence Corner 07461, Kittatinny Lake 07826, Lafayette 07848, Lake Grinnell 07434, Lake Iliff 07860, Lake Lackawanna 07874, Lake Lenape 07821, Lake Owassa 07860, Lake Tamarack 07460, Layton 07851, Libertyville 07461, McAfee 07428, McCoys Corner 07461, Middleville 07855, Monroe 07434, Mount Salem 07461, Myrtle Grove 07860, North Church 07416, North Church Estates 07419, Owens 07461, Panther Lake 07821, Paulins Kill 07860, Pellettown 07822, Plumbsock 07461, Quarryville 07461, Roseville 07821, Ross Corner 07822, Rudeville 07419, South Ogdensburg 07439, Sparta 07871, Sparta Lake 07871, Sperry Springs 07843, Springdale 07860, Stillwater 07875, Stockholm 07460, Swartswood 07877, Swartswood Lake 07860, Tranquility 07879, Tuttles Corner 07826, Upper Mohawk 07871, Vernon 07462, Wallkill Lake 07461, Wallpack Center 07881, Waterloo 07874, Yellow Frame 07860. **FOR ADDITIONAL LOCAL INFORMATION** Sussex County Chamber of Commerce, P.O. Box 616, Branchville, 07826, (201) 579-1811. Sussex County Chamber of Commerce, P.O. Box 157, Newton, 07860, (201) 579-1811. Sparta Area Chamber of Commerce, P.O. Box 444, Sparta, 07871, (201) 729-7700.

UNION (N10)

County Location Chart p.72

THE LAND

Union County is in the northeastern part of New Jersey, with its eastern border along southern Newark Bay and the Arthur Kill. The county contains the city of Elizabeth, with Newark and Jersey City a short distance to the north. Union is crossed by the New Jersey Turnpike, the Garden State Parkway and interstates 78, 95 and 278. The county has elevations ranging from about 20 to 553 feet and a land area of 103 square miles. Lying in the New England and Eastern New York Upland major land resource area, the county has a rolling, hilly landscape. A highly urbanized area in the eastern half, the county has gravelly loam soils here, with tidal marshes along Newark Bay. To the west, soils are a mixture of stony silt loams, silty loams and clayey silt loams. Natural vegetation includes mixed oak, beech, red maple, sugar maple and northern hardwoods. The county was settled by Englishmen in the 1660s, and agriculture was the dominant occupation, although whaling and leathermaking were also common industries. In the early 1800s, a number of industries were introduced to the county, following the progression of the railroads. Early factories produced clothes, hats, carriages and paper. Perhaps the single most important industrial event took place in 1873, when the Singer Manufacturing Company of New York City established a huge manufacturing plant in Elizabethtown, spending $3 million on a 32-acre facility that employed 3,000 workers. By 1900, the eastern half of Union County was firmly established as a major urban and industrial center, with much of the remainder of the county being home to wealthy commuters from New York. Today, Union has evolved into one of the most important industrial areas of New Jersey, with a wide variety of industries, including a number of important research and development facilities. Open areas still exist in the county, despite declining farm acreage, and may be found in numerous county parks. **CLIMATE** Union County has a continental climate with four distinct seasons. The county is influenced by the frequent storms which cross the Great Lakes region and move across the St. Lawrence Valley. The average annual temperature is 54 °F, with an average January high of 38 °F and a low of 24 °F. In July, the high averages 86 °F, with an average low of 68 °F. The average annual precipitation is 47 inches, with average relative humidity of 73% at 7 AM and 61% at 7 PM. Average annual snowfall accumulates to 30 inches. The freeze-free season averages 180 days per year, with the last freeze in late April and the first freeze in late October. The sun shines during the year on an average of 60% of the daylight hours.

COUNTIES

UNION (continued)

Prevailing winds are from the northwest during the winter and from the southwest during summer.

THE PEOPLE

The 1986 estimated county population was 504,000, a decrease of less than 1% from the 1980 Census. Within the state, the county ranks sixth. The population has fluctuated, with an increase of 8% between 1960 and 1970 and a decrease of 7% between 1970 and 1980. Between 1970 and 1980, the urban population declined by 7%. In 1986, 22% of the population were under age 18 and 14% were over age 64. Between 1970 and 1980, the age group with the greatest increase was ages 30 to 34, and the age group with the greatest decrease was ages five to nine. In 1970, the median age in the county was 33.3. In 1980, the median age was 34.6, somewhat higher than the state average of 32.2. The population is 81% White, 16% Black, 8% Hispanic and 1% Asian/Pacific Islander. The major ancestry groups are Italian (11%), Polish (6%) and German (5%). **REGISTERED VOTERS** As of May 27, 1987, there were 242,488 registered voters, or 6.7% of the state total. There was a 47% voter turnout for the 1986 general election as compared to an 83% turnout in 1984. In the 1987 state primary, 66% voted Democrat and 34% voted Republican.

THE ECONOMY

AGRICULTURE Nursery and greenhouse production area. In 1982, 1% of the land was in farms. Of this farmland, 75% was in harvested cropland, and 15% was irrigated. Union County ranked 16th within the state in agricultural receipts. Current conservation concerns include soil erosion; the management of residential, commercial and industrial waste; and the control of insect pests harmful to crops and agricultural products. **BUSINESS** In 1986, the number of business establishments in the county was 12,464. Retail sales during fiscal year 1986 increased 29.5% from fiscal year 1982. In 1986, the county ranked eighth within the state in volume of sales. In 1986, 26% of the employed labor force were in professional or related services, 29% in manufacturing, 24% in wholesale and retail trade, and 7% in transportation. In 1980, 4% of the employed labor force were self-employed, and 39% were employed in other counties. The businesses and industries with the most employment are contract construction, lithographic commercial printing and publishing, trucking and warehousing, deep sea and coastal transportation, food stores, automotive dealers and service stations, restaurants, banks, business services, amusement and recreation services, health services and hospitals, personal services, mailing and reproduction and stenographic services, credit reporting and collection services, general merchandise stores, auto repair, insurance companies, real estate, telephone communications, and the wholesale trade of electrical goods, groceries, chemicals and drugs, machinery and equipment; as well as the manufacture of cookies and crackers and other food products, apparel, furniture and fixtures, paper products, chemicals, miscellaneous plastics products, drugs, toilet preparations, fabricated metal products, machinery other than electrical, ball and roller bearings, electric and electronic equipment, motor vehicles and car bodies, and petroleum products. Nonfarm earnings in 1984 totaled $8,830,024,000. In 1980, there were 50,159 retired workers who received an average monthly Social Security payment of $386. **FINANCE** On June 30, 1986, there were 18 commercial banks with 119 branches and total deposits of $3,404,555,000. There also were seven mutual savings banks with 23 branches and total deposits of $1,071,747,000. On June 30, 1986, there were 16 FSLIC-insured savings and loan associations with 67 branches and total savings of $6,011,095,000. In 1986, there were 71 credit unions with total assets of $545,979,405. **HOUSING** The median value of homes occupied by owners in 1980 in the county was $66,900. The number of new, privately owned housing units authorized decreased 47% from 1985 to 1986. There were 589 housing units authorized, with a total construction cost of $37,279,000. Of these units, 325 were single-family dwellings. Between 1970 and 1980, the number of housing units increased 5%. In 1980, 71% of all housing units in the county were air conditioned, 47% were heated by gas, 3% heated by electricity and 49% heated by fuel oil or kerosene. Housing units authorized decreased in Union (city) from 432 in 1985 to 117 in 1986 with 58 of the permits issued for single-family dwellings. Housing units authorized decreased in Linden from 190 in 1985 to 109 in 1986 with 51 of the permits issued for duplexes and fourplexes. **NATURAL RESOURCES** Current production of minerals and products includes recovered sulfur and oil and gas extraction. **TOURISM** In 1985, there were 41 hotels, motels and tourist courts in the county. In addition, there were 10 hotels with facilities for large gatherings. **ALCOHOLIC BEVERAGES** The county is totally wet. **MILITARY INSTALLATIONS** State—Army National Guard: Plainfield, 92 authorized personnel, two acres; Westfield, 803 authorized personnel, 13 acres. **FEDERAL EXPENDITURES** The federal government had direct expenditures or obligations of $1,272,569,000 in the county during fiscal year 1986, including $163,719,000 by the U.S. Department of Defense. The federal government provided $100,614,000 in grant awards, paid $90,473,000 in salaries and wages, made direct payments to individuals totaling $831,990,000 including $597,156,000 in retirement and disability payments, awarded $193,460,000 in procurement contracts and spent $56,032,000 in other expenditures or obligations. The federal government also provided $60,000 in direct loans and $287,574,000 in guaranteed loans and insurance.

COMMUNICATION

Newspapers: Daily—The Daily Journal (Elizabeth), avg. eve. circ. 38,387. Weekly—Berkeley Heights/New Providence Press (Berkeley Heights); Clark Patriot (Clark); Cranford Chronicle (Cranford-Kenilworth); The Citizen, The Hillside Times (Hillside); Kenilworth Leader (Kenilworth); Linden Leader (Linden); Mountainside Echo (Mountainside); Dispatch, Independent Press (New Providence); The Atom Tabloid, Rahway News Record (Rahway); Spectator (Roselle-Roselle Park); Jewish Horizon (Scotch Plains); The Times (Scotch Plains-Fanwood); Springfield Leader (Springfield); Summit Independent, The Summit Herald (Summit); Union Leader (Union); The Press Box, Suburban News, The Westfield Leader (Westfield). Radio: WJDM-AM (Elizabeth), WERA-AM (Plainfield), WKNJ-AM (Union). Television: WNJU-CH. 47 (Linden). Cable TV: Companies providing cable television service within the county are Storer, Suburban and TKR Cable. Telephone company: New Jersey Bell.

TRANSPORTATION

Total public road mileage: 1,416. Interstate mil
highway mileage: 65. County road mileage: 1
road mileage: 1,164. Other mileage: 10. In 19
351,860 registered passenger vehicles and 44,
commercial vehicles. Reported traffic accidents
in 1985, including 34 accidents with fatalities. T
is available. New Jersey Transit provides interco
rural and small urban bus transit service th
county. There are eight bus routes to Newark.
are 17 routes to hospitals, 10 to colleges and tw
centers. Bus service to New York City is availa
Cranford, Elizabeth, Fanwood, Garwood, Hill
Mountainside, Plainfield, Rahway, Roselle,
Scotch Plains, Springfield, Union and Westfiel
mass urban transit systems include Elizabeth. T
other carriers in the county providing intercity
transit. Motor freight: 276 local and long dist
companies are based in the county. Passenger
the county is provided by Amtrak and New J
North Jersey Coast, Raritan Valley, Northeast
Morris and Essex lines. Freight rail: New Jers
Consolidated Rail Corporation (Conrail), a Cl
provide freight service to the county. Aircraft: 23
in the county. Airports: Newark Internationa
Essex County). Linden Airport in Linden is
airport. Services include air instruction, aircraft
flying club, charter air taxi, aircraft rental-leasi
and car rental. Fuel is available. In addition,
licensed heliports in the county. Waterborne c
Elizabeth-Port Authority Marine Terminal
Newark Bay at Elizabeth, south of Port Newark
side of the new Elizabeth Channel. It offers 24
berths and 793 acres of transit, an open sto
distribution building space. The Elizabeth-P
Marine Terminal handled 6,371,283 long tons of
In 1985, freight traffic in Newark Bay totaled 18
tons, with 8,653,033 short tons of foreign
3,644,830 short tons of foreign exports. The te
of Foreign Trade Zone No. 49, which encompass
The deepwater and barge port at Linden lies
Kill CutOff Channel.

COMMUNITY SERVICES

PUBLIC EDUCATION There are 23 school
91 elementary, 18 middle, five junior high, thr
high, 12 four-year high and two other high s
are four special education and two vocational
In September 1986, there were 66,131 students e
county's public schools, including 4,500 in kind
1,082 in preschool programs. In 1985-86, the
attendance in the county was 61,245, with average
per pupil of $5,428. Of the 5,025 high school
1986, a total of 3,089 planned to attend college.
1986, approximately 55% of the students were
Black, 14% Hispanic and 3% Asian/Pacific Is
were 3,584 classroom teachers, with an average
of $28,762. State high school sports champion
Section II, Group IV 1986 Football. Da
(Kenilworth), Section II, Group I 1986 Footba
Group IV 1986 Boys' Soccer, 1987 Boys' Indoo

FLYING THE COLORS: NEW JERSEY FACTS ©JOHN CLEMENTS 1988

FLYING THE COLORS: NEW JERSEY FACTS ©JOHN

there were 50,159 retired workers who received an monthly Social Security payment of $386. E On June 30, 1986, there were 18 commercial h 119 branches and total deposits of $3,404,555,000. o were seven mutual savings banks with 23 branches deposits of $1,071,747,000. On June 30, 1986, there FSLIC-insured savings and loan associations with hes and total savings of $6,011,095,000. In 1986, there credit unions with total assets of $545,979,405. G The median value of homes occupied by owners in the county was $66,900. The number of new, owned housing units authorized decreased 47% from)86. There were 589 housing units authorized, with nstruction cost of $37,279,000. Of these units, 325 gle-family dwellings. Between 1970 and 1980, the of housing units increased 5%. In 1980, 71% of all nits in the county were air conditioned, 47% were gas, 3% heated by electricity and 49% heated by r kerosene. Housing units authorized decreased in ty) from 432 in 1985 to 117 in 1986 with 58 of the ssued for single-family dwellings. Housing units d decreased in Linden from 190 in 1985 to 109 in 51 of the permits issued for duplexes and fourplexes. L RESOURCES Current production of minerals ucts includes recovered sulfur and oil and gas **TOURISM** In 1985, there were 41 hotels, motels t courts in the county. In addition, there were 10 h facilities for large gatherings. **ALCOHOLIC GES** The county is totally wet. **MILITARY ATIONS** State—Army National Guard: Plainfield, zed personnel, two acres; Westfield, 803 authorized . 13 acres. **FEDERAL EXPENDITURES** The vernment had direct expenditures or obligations of .000 in the county during fiscal year 1986, including)0 by the U.S. Department of Defense. The federal it provided $100,614,000 in grant awards, paid)0 in salaries and wages, made direct payments to s totaling $831,990,000 including $597,156,000 in and disability payments, awarded $193,460,000 in nt contracts and spent $56,032,000 in other es or obligations. The federal government also $60,000 in direct loans and $287,574,000 in d loans and insurance.

COMMUNICATION

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TRANSPORTATION

Total public road mileage: 1,416. Interstate mileage: 21. State highway mileage: 65. County road mileage: 156. Municipal road mileage: 1,164. Other mileage: 10. In 1984, there were 351,860 registered passenger vehicles and 44,539 registered commercial vehicles. Reported traffic accidents totaled 17,269 in 1985, including 34 accidents with fatalities. Taxicab service is available. New Jersey Transit provides intercounty, intercity, rural and small urban bus transit service throughout the county. There are eight bus routes to Newark. Locally, there are 17 routes to hospitals, 10 to colleges and two to shopping centers. Bus service to New York City is available in Clark, Cranford, Elizabeth, Fanwood, Garwood, Hillside, Linden, Mountainside, Plainfield, Rahway, Roselle, Roselle Park, Scotch Plains, Springfield, Union and Westfield. Cities with mass urban transit systems include Elizabeth. There are eight other carriers in the county providing intercity or small urban transit. Motor freight: 276 local and long distance trucking companies are based in the county. Passenger rail: service to the county is provided by Amtrak and New Jersey Transit's North Jersey Coast, Raritan Valley, Northeast Corridor, and Morris and Essex lines. Freight rail: New Jersey Transit and Consolidated Rail Corporation (Conrail), a Class I railroad, provide freight service to the county. Aircraft: 238 are registered in the county. Airports: Newark International Airport (see Essex County). Linden Airport in Linden is a public use airport. Services include air instruction, aircraft maintenance, flying club, charter air taxi, aircraft rental-leasing, taxi service and car rental. Fuel is available. In addition, there are 15 licensed heliports in the county. Waterborne commerce: the Elizabeth-Port Authority Marine Terminal is located on Newark Bay at Elizabeth, south of Port Newark, on the south side of the new Elizabeth Channel. It offers 24 deep-sea vessel berths and 793 acres of transit, an open storage area and distribution building space. The Elizabeth-Port Authority Marine Terminal handled 6,371,283 long tons of cargo in 1982. In 1985, freight traffic in Newark Bay totaled 18,231,907 short tons, with 8,653,033 short tons of foreign imports and 3,644,830 short tons of foreign exports. The terminal is part of Foreign Trade Zone No. 49, which encompasses 2,100 acres. The deepwater and barge port at Linden lies on the Arthur Kill CutOff Channel.

COMMUNITY SERVICES

PUBLIC EDUCATION There are 23 school districts, with 91 elementary, 18 middle, five junior high, three three-year high, 12 four-year high and two other high schools. There are four special education and two vocational high schools. In September 1986, there were 66,131 students enrolled in the county's public schools, including 4,500 in kindergarten and 1,082 in preschool programs. In 1985-86, the average daily attendance in the county was 61,245, with average expenditures per pupil of $5,428. Of the 5,025 high school graduates in 1986, a total of 3,089 planned to attend college. In September 1986, approximately 55% of the students were White, 28% Black, 14% Hispanic and 3% Asian/Pacific Islander. There were 3,584 classroom teachers, with an average annual salary of $28,762. State high school sports championships: Union, Section II, Group IV 1986 Football. David Brearly (Kenilworth), Section II, Group I 1986 Football. Westfield, Group IV 1986 Boys' Soccer, 1987 Boys' Indoor Track, 1987 Boys' Tennis and 1987 Division A Girls' Swimming. Roselle Park, Group I Baseball and 1986 Group I Girls' Tennis. Summit, 1987 Boys' Golf. **NONPUBLIC EDUCATION** In 1987-88, there were 58 nonpublic schools, including 43 elementary, 10 secondary and five combined schools. **HIGHER EDUCATION** Kean College of New Jersey is located in Union. Established in 1855, it is a state institution. Enrollment in fall 1986 was 12,629, with annual in-state undergraduate tuition and required fees of $1,600. The highest degree offered is Master. Sports championships: NCAA Women's Basketball 1987 Division III Tournament Fourth Place; NCAA Men's Soccer 1984 Division III Tournament Third Place. Union County College is located in Cranford. Established in 1933, it is a state and local institution. Enrollment in fall 1986 was 8,380, with annual in-state undergraduate tuition and required fees of $875. The highest degree offered is Associate. **VOCATIONAL/TECHNICAL INSTITUTES** Armat School for the Graphic Arts (Plainfield), Barbizon School of Modeling of Union (Union), Bartender's Academy (Linden), Business Science Center (Elizabeth), Sawyer Business School (Plainfield), Drake College of Business (Elizabeth), DuCret School of the Arts (Plainfield), Engine City Technical Institute (Union), General Technical Institute, Inc. (Linden), The Horizon Institute of Paralegal Studies (Linden), Jefferson Business School (Elizabeth), Lincoln Technical Institute (Union), Lyons Institute (Clark), Roberts-Walsh Business School (Union), Sawyer School of Elizabeth (Elizabeth), School of Data Programming (Union), Stafford Hall School of Business (Summit) and Ultrasound Diagnostic School (Union). **PUBLIC LIBRARIES** Berkeley Heights Free Public Library: 76,946 volumes. Clark Public Library: 47,515 volumes. Cranford Public Library: 94,627 volumes. Elizabeth Free Public Library: 350,290 volumes. Fanwood Memorial Library: 32,200 volumes. Garwood Free Public Library: 16,545 volumes. Hillside Free Public Library: 103,270 volumes. Kenilworth Free Public Library: 30,860 volumes. Linden Free Public Library: 156,945 volumes, four branches. Mountainside Free Public Library: 50,162 volumes. New Providence Memorial Library: 65,516 volumes. Plainfield Free Public Library: 189,454 volumes. Rahway Public Library: 90,745 volumes. Roselle Free Public Library: 43,526 volumes. Scotch Plains Public Library: 85,576 volumes. Springfield Free Public Library: 75,405 volumes. Summit Free Public Library: 120,520 volumes. Union Free Public Library: 240,751 volumes, one branch. Veterans Memorial Library (Roselle Park): 46,151 volumes. Westfield Memorial Library: 100,266 volumes. **CHILD CARE** 119 licensed child care centers in 1987 with a combined capacity for 7,208 children. There also were four employer-sponsored child care centers. **HEALTH CARE** 1,197 physicians and 442 dentists. General hospitals: seven with a combined capacity of 2,485 beds. Specialized hospitals: one hospital for physically handicapped children with 60 beds and one long term care hospital with 309 beds. Mental health: one psychiatric hospital with a capacity of 144 beds. Specialized treatment: one residential drug treatment facility with a capacity of 30 beds. Nursing homes: 15 long term care facilities with a combined capacity of 1,900 beds and three homes for the aged with a combined capacity of 167 beds. **CHURCHES** 235 churches and synagogues have an estimated combined membership of 345,919. The largest denominations are Catholic, United Presbyterian Church in

COUNTIES

UNION (continued)

the U.S.A. and Episcopal. **SOCIAL SERVICES** In 1986, a total of $12,281,374 in food stamps was distributed within the county, with an average of 21,745 persons receiving food stamps each month. Aid to Families with Dependent Children (AFDC) payments totaled $27,925,792 in 1986, with an average of 18,941 persons receiving AFDC each month. In addition, Medicaid payments totaled $70,386,251 during fiscal year 1987, with an average of 15,499 recipients per month. **FIRE PROTECTION** As of February 1988, there were 20 paid fire departments and one volunteer fire company serving the county. **LAW ENFORCEMENT** The number of county law enforcement officers in 1986 included 113 in the sheriff's department, 178 in the county police department and 105 in the county prosecutor's office. In addition, 21 municipal police departments had a combined force of 1,267 officers. One university police department had a force of 13 officers. **CRIME** A total of 2,988 violent crimes (murder, forcible rape, robbery and aggravated assault), 25,831 nonviolent crimes (burglary, larceny-theft and motor vehicle theft) and 159 arsons were reported in 1986. **JUDICIAL SYSTEM** There are 21 Superior Court Judges and 25 Municipal Court Judges serving the county. During fiscal year 1987, for the Superior Court, there were 2,597 criminal cases added to those left pending on the docket and 2,282 cases disposed of, with 742 active criminal cases left pending. There were 33,965 civil cases added to those left pending on the docket and 34,419 disposed of, with 8,437 active civil cases left pending. In addition, there were 16,977 family cases added to those left pending on the docket and 16,940 disposed of, with 2,458 active family cases left pending. **JAILS** The Union County Jail has a capacity of 259. As of March 1, 1988, the facility had an inmate population of 589. In addition, there are 22 municipal lockups in the county. **PRISONS** The East Jersey State Prison (formerly Rahway State Prison) was built in 1896 and was a reformatory until 1947. It has since expanded and, as of 1986, housed 1,539 inmates. Included are units at Rahway Camp and Marlboro Camp. The prison provides maximum, medium and minimum security programs for male adult offenders. Adult education, as well as vocational training and counseling, are provided. College classes are offered to those inmates who qualify. **ATTORNEYS AT LAW** 1,771. **UTILITIES** Nearly 100% of the permanent residences are connected to a public or privately-owned water system, and 99% are connected to a public sewer system. Natural gas is distributed to the county by Elizabethtown Gas Company and Public Service Electric and Gas Company. In January 1987, an average gas bill for residential heating was $128, down from $155 in January 1986. Electricity is distributed to the county by Public Service Electric and Gas Company and Jersey Central Power and Light Company and is generated primarily by coal and nuclear power. In January 1986, an average residential electric bill for 1,000 kWh was $106.30, up from $101.98 in January 1985. **TAXES** The county has 45 units with taxing authority: one county, 21 municipalities and 23 school districts. In 1987, the average real estate tax in the county was $2,565 for residential houses, $7,705 for commercial sites, $38,848 for industrial sites and $6,765 for farms.

RECREATION/ENTERTAINMENT

NATIONAL REGISTER OF HISTORIC PLACES Berkeley Heights: Littel-Lord Farmstead. Cranford: Droeschers Mill. Elizabeth: Belcher-Ogden Mansion-Price—Benjamin-Price-Brittan Houses District, Belcher-Ogden House, Boxwood Hall, Elizabeth Station, First Presbyterian Church of Elizabeth, Charles N. Fowler House, Liberty Hall, St. John's Parsonage, Union County Park Commission Administration Buildings, Whyman House. Fanwood: Central Railroad of New Jersey. Hillside: Woodruff House. Mountainside: Badgley House and Site. Murray Hill: Murray Hill Station. New Providence: Feltville Historic District. Plainfield: Crescent Area Historic District, Nathaniel Drake House, Hillside Avenue Historic District, Netherwood Station, North Avenue Commercial District, North Avenue Commercial Historic District, Plainfield Station, Saint Mary's Catholic Church Complex, Van Wyck Brooks Historic District, Orville T. Waring House. Rahway: Merchants' and Drovers' Tavern, Rahway Theatre, 17th-Century Clark House. Scotch Plain: Stage House Inn. Scotch Plains: John De Camp House, Old Baptist Parsonage, Scotch Plains School. Springfield: Sayre Homestead, Hutchings Homestead. Union: Caldwell Parsonage, First Presbyterian Congregation of Connecticut Farms, James Townley House. Westfield: Miller-Cory House, Westfield Fire Headquarters. **STATE RECREATION AREAS** Boxwood Hall State Historic Site was the home of Elias Boudinot, president of the U.S. Continental Congress and director of the U.S. Mint. **COUNTY/MUNICIPAL PARKS** There are 5,644 acres in 25 county recreation areas and 1,181 acres in 170 municipal recreation areas. Total outdoor recreation facilities in the county include 60 public swimming pools, public fishing areas, 400 acres of public hunting grounds, 723 campsites, 230 tennis courts, 239 basketball courts, 265 baseball/softball fields, 244 other athletic fields, 14 golf courses, 531 picnic tables, 18 picnic pavilions, one artificial ice-skating rink, 182 natural ice-skating rinks, and 193 amphitheaters and stadiums. In addition, there are 15 miles of bicycle, 99 miles of hiking/nature, 30 miles of equestrian, 32 miles of canoe, four miles of exercise, 11 miles of cross-country ski and 42 miles of sledding trails. **SCENIC DRIVES** During the fall, travelers are provided with the opportunity to witness the annual fall foliage spectacle. The New Jersey Division of Travel and Tourism has information regarding the best times to see the changing of the leaves and has designated the most appropriate routes to take. For more information, contact the division at CN-826, Trenton, 08625, (609) 292-2470. **BOATING/FISHING** Lakes/reservoirs: Briant Park Pond (six acres), Cedar Brook Park Pond (five acres), Lower Echo Park Pond (six acres), Upper Echo Park Pond (10 acres), Green Brook Pond (one acre), McGiluory's Pond (three acres), Milton Lake (10 acres), Mindowaskin (two acres), Nomahegan (12 acres), Rahway River Park Pond (eight acres), Surprise Lake (25 acres), Warinanco Park Pond (nine acres), Blackbrook Pond (four acres), Brightwood Pond (four acres), Jackson Pond (five acres), Kenilworth Lake (two acres), Lenape Lane (one acre) and Seeleys Pond (four acres). Major rivers: Passaic, Rahway, Arthur Kill, Elizabeth and Raritan. Primary streams: Green, Morses and Robinsons. **HUNTING** Small game season for rabbit is from November 7 through December 5, for pheasant from November 7 through December 5, and for red and gray squirrel from November 7 through February 27. Special bird season for crow is limited to certain days between August 17 and March 26 and for quail between November 7 and December 5 and between December 14 and February 6. Deer hunting season with bow is from November 8 to December 6 and with shotgun fr 16 to December 18. Furbearer seasons for mink are from November 15 to March 15. **MUSEUM** Elizabeth Revolutionary War Homes. Plainfield: Museum. Westfield: Miller-Cory House Museum. Cranford: Cranford Dramatic Club Theatre, C Community Center. Elizabeth: Ritz Theatre. U Theatre at Kean College. **REPERTORY GROUP** Cranford Dramatic Club. Hillside: Hillside Players. Springfield: Springfield Commur. **ORCHESTRAS** Cranford: Suburban Sympho New Jersey. Plainfield: Plainfield Symphon Springfield: Kiwannis Club Chamber Orchestra Springfield. Summit: New Jersey Youth Orches Symphony of New Jersey, Summit Symphor Union: Elizabeth Civic Orchestra. Union Tow Symphony Orchestra. Westfield: Mostly Mu Symphony Orchestra. **CHORAL GROUPS** F Jersey Pro Musica Chorale. Plainfield: Ors Mu New Jersey Schola Cantorum, Ric Charles Cho Summit: Summit Chorale. **DANCE** Berkeley H land Girl Pipers and Dancers. Cranford: Fusion I Westfield: New Jersey Dance Theatre Guild. C **FINE ARTS** Programs and events sponsored b and Union College. **ZOOS** Scotch Plains: T **PLANETARIUMS** Mountainside: Trailside N Center. **OTHER** Summit: Summit Art Cente National Conservatory for the Fine and Per **SPECIAL EVENTS** May: Memorial Day Para June: International Seaport Festival (Elizabeth). Festival (Union); July: Union County 4-H Fa side); September: Annual Union County Skeet (Cranford); October: 18th-Century Fall Festiv Harvest Festival and Oktoberfest (Westfield Parade (Linden), Harvest Festival (Mountain Union County Championship Trap Shoo December: Victorian Christmas (Plainfield).

COMMUNITIES

COUNTY SEAT Elizabeth, County Administ 07207; County Clerk's Office, (201)527-4000. **ATED COMMUNITIES** (1986 populati code) Berkeley Heights (12,787) 07922, Clark Cranford (24,079) 07016, Elizabeth (106,656) 07 (7,639) 07023, Garwood (4,612) 07027, Hillside Kenilworth (8,119) 07033, Linden (37,706) 0703 side (7,051) 07092, New Providence (12,228) field—1975-76 All America Cities Award Rahway (26,686) 07065, Roselle (20,485) 07203 (13,056) 07204, Scotch Plains (21,634) 0707 (14,088) 07081, Summit (21,043) 07901, Union America Cities Award (50,875) 07083, West 07090, Winfield (1,729) 07036. **UNINCO COMMUNITIES** (and ZIP code) Aldene 07 07081, Bayway 07202, Berkeley Heights 079 07201, Chestnut 07083, Clark 07066, Cra Cranford Junction 07016, Elizabethport 07206, Free Acres 07922, Grasselli 07036, Hillside 072 Hillside 07205, Linden Junction 07036, L Milltown 07081, Morses Creek 07036, Muhl Murray Hill 07974, Netherwood 07062, N 07208, Oakwood Park 07974, Park Village

FLYING THE COLORS: NEW JERSEY FACTS ©JOHN CLEMENTS 1988

FLYING THE COLORS: NEW JERSEY FACTS ©JOH

November 8 to December 6 and with shotgun from December 16 to December 18. Furbearer seasons for mink and muskrat are from November 15 to March 15. **MUSEUMS** Elizabeth: Elizabeth Revolutionary War Homes. Plainfield: Drake House Museum. Westfield: Miller-Cory House Museum. **THEATERS** Cranford: Cranford Dramatic Club Theatre, Grant Avenue Community Center. Elizabeth: Ritz Theatre. Union: Wilkins Theatre at Kean College. **REPERTORY GROUPS** Cranford: Cranford Dramatic Club. Hillside: Hillside Community Players. Springfield: Springfield Community Players. **ORCHESTRAS** Cranford: Suburban Symphony Society of New Jersey. Plainfield: Plainfield Symphony Orchestra. Springfield: Kiwannis Club Chamber Orchestra of Millburn-Springfield. Summit: New Jersey Youth Orchestra, Chamber Symphony of New Jersey, Summit Symphony Orchestra. Union: Elizabeth Civic Orchestra. Union Township: Union Symphony Orchestra. Westfield: Mostly Music, Westfield Symphony Orchestra. **CHORAL GROUPS** Fanwood: New Jersey Pro Musica Chorale. Plainfield: Ors Musica Antiqua, New Jersey Schola Cantorum, Ric Charles Choral Ensemble. Summit: Summit Chorale. **DANCE** Berkeley Heights: Highland Girl Pipers and Dancers. Cranford: Fusion Dance Theatre. Westfield: New Jersey Dance Theatre Guild. **COLLEGIATE FINE ARTS** Programs and events sponsored by Kean College and Union College. **ZOOS** Scotch Plains: Terry Lou Zoo. **PLANETARIUMS** Mountainside: Trailside Nature Science Center. **OTHER** Summit: Summit Art Center. Union City: National Conservatory for the Fine and Performing Arts. **SPECIAL EVENTS** May: Memorial Day Parade (Cranford); June: International Seaport Festival (Elizabeth), Heritage Day Festival (Union); July: Union County 4-H Fair (Mountainside); September: Annual Union County Skeet Championship (Cranford); October: 18th-Century Fall Festival (Westfield), Harvest Festival and Oktoberfest (Westfield), Halloween Parade (Linden), Harvest Festival (Mountainside), Annual Union County Championship Trap Shoot (Cranford); December: Victorian Christmas (Plainfield).

COMMUNITIES

COUNTY SEAT Elizabeth, County Administration Building 07207; County Clerk's Office, (201)527-4000. **INCORPORATED COMMUNITIES** (1986 population and ZIP code) Berkeley Heights (12,787) 07922, Clark (16,321) 07066, Cranford (24,079) 07016, Elizabeth (106,656) 07201, Fanwood (7,639) 07023, Garwood (4,612) 07027, Hillside (21,384) 07205, Kenilworth (8,119) 07033, Linden (37,706) 07036, Mountainside (7,051) 07092, New Providence (12,228) 07974, Plainfield—1975-76 All America Cities Award (46,095) 07060, Rahway (26,686) 07065, Roselle (20,485) 07203, Roselle Park (13,056) 07204, Scotch Plains (21,634) 07076, Springfield (14,088) 07081, Summit (21,043) 07901, Union—1976-77 All America Cities Award (50,875) 07083, Westfield (30,385) 07090, Winfield (1,729) 07036. **UNINCORPORATED COMMUNITIES** (and ZIP code) Aldene 07203, Baltusrol 07081, Bayway 07202, Berkeley Heights 07922, Betsytown 07201, Chestnut 07083, Clark 07066, Cranford 07016, Cranford Junction 07016, Elizabethport 07206, Elmora 07202, Free Acres 07922, Grasselli 07036, Hillside 07205, Industrial-Hillside 07205, Linden Junction 07036, Lorraine 07204, Milltown 07081, Morses Creek 07036, Muhlenberg 07060, Murray Hill 07974, Netherwood 07062, North Elizabeth 07208, Oakwood Park 07974, Park Village 07016, Scotch Plains 07076, Springfield 07081, Staten Island Junction 07016, Stony Hill 07922, Townley 07083, Tremley 07036, Tremley Point 07036, Union 07083, Union Center 07083, Union Square 07201, Vauxhall 07088, Warners 07036, Winfield 07036. **FOR ADDITIONAL LOCAL INFORMATION** Cranford Chamber of Commerce, P.O. Box 165, Cranford, 07016, (201) 272-6114. Union County Chamber of Commerce, P.O. Box 300, Elizabeth, 07207, (201) 352-0900. Linden Chamber of Commerce, P.O. Box 601, Linden, 07036-0601. Borough of Mountainside Chamber of Commerce, 1385 Route 22, Mountainside, 07092, (201) 232-2400. Central Jersey Chamber of Commerce, 120 West Seventh Street, Plainfield, 07060, (201) 754-7250. Rahway Chamber of Commerce, P.O. Box 595, Rahway, 07065, (201) 499-0210. Suburban Chamber of Commerce, P.O. Box 824, Summit, 07901, (201) 522-1700. Union Township Chamber of Commerce, 2165 Morris Avenue, Union, 07083, (201) 688-2777. Westfield Area Chamber of Commerce, P.O. Box 81 Westfield, 07090, (201) 233-3021.

WARREN (N4)

County Location Chart p.72

THE LAND

Lying in the northeastern area of the state, with Pennsylvania lying to the west across the Delaware River, Warren County contains the town of Phillipsburg. Major highways crossing the county include interstates 78 and 80 and U.S. Highway 46. With elevations ranging from under 180 feet to 1,635 feet in the Kittatinny Mountains, the county has a land area of 362 square miles. Warren lies mainly within the Northern Piedmont and the New England and Eastern New York Upland, Southern Part major land resource areas. In addition, the extreme northwestern corner of the county falls within the Glaciated Allegheny Plateau and Catskill Mountains major land resource area. The county has a hilly terrain, mountainous in parts, with many thickly wooded areas. Immense water resources are found here, including the Pohatcong, Pequest, Musconetcong and Paulins Kill rivers. Soils are varied, generally consisting of gravelly loams, interspersed with small pockets of shale loams. Natural vegetation consists of mixed oak, sugar maple and northern hardwoods. In the 1650s, Dutch settlers began mining copper out of the Kittatinny Mountains, but soon abandoned this pursuit and started farming. By the mid 1700s, iron production was the dominant county industry, and Oxford became an iron center, a trend which continued until the 1920s. Today, most of Warren can still be considered rural, with the majority of its land lying in thick forests and farmlands, with dairy production a major agricultural industry. Although scattered industry presently exists, especially in Phillipsburg, the county continues to be centered around its wealth of natural resources and its small, quaint villages. **CLIMATE** Warren County has a continental climate with four distinct seasons, varying from sunny summers with warm and humid weather to winters with crisp temperatures and moderate snowfalls. The average annual temperature is 51 °F, with an average January high of 36 °F and a low of 27 °F. In July, the high averages 84 °F, with an average low of 60 °F. The average annual precipitation is 46 inches, with average relative humidity of 75% at 7 AM and 65% at 7 PM. Average annual snowfall accumulates to 27 inches. The freeze-free season averages 171 days per year,

-Ogden Mansion-Price—Benjamin-Price-
trict, Belcher-Ogden House, Boxwood Hall,
First Presbyterian Church of Elizabeth,
House, Liberty Hall, St. John's Parsonage,
rk Commission Administration Buildings,
Fanwood: Central Railroad of New Jersey.
House. Mountainside: Badgley House and
Murray Hill Station. New Providence:
District. Plainfield: Crescent Area Historic
l Drake House, Hillside Avenue Historic
ood Station, North Avenue Commercial
Avenue Commercial Historic District,
Saint Mary's Catholic Church Complex,
Historic District, Orville T. Waring House.
ts' and Drovers' Tavern, Rahway Theatre,
k House. Scotch Plain: Stage House Inn.
n De Camp House, Old Baptist Parsonage,
hool. Springfield: Sayre Homestead,
tead. Union: Caldwell Parsonage, First
regation of Connecticut Farms, James
stfield: Miller-Cory House, Westfield Fire
ATE RECREATION AREAS Boxwood
Site was the home of Elias Boudinot,
.S. Continental Congress and director of
UNTY/MUNICIPAL PARKS There are
ounty recreation areas and 1,181 acres in
reation areas. Total outdoor recreation
unty include 60 public swimming pools,
, 400 acres of public hunting grounds, 723
nnis courts, 239 basketball courts, 265
ields, 244 other athletic fields, 14 golf
tables, 18 picnic pavilions, one artificial
182 natural ice-skating rinks, and 193
stadiums. In addition, there are 15 miles
of hiking/nature, 30 miles of equestrian,
four miles of exercise, 11 miles of cross-
42 miles of sledding trails. **SCENIC**
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most appropriate routes to take. For more
ct the division at CN-826, Trenton, 08625,
BOATING/FISHING Lakes/reservoirs:
(six acres), Cedar Brook Park Pond (five
Park Pond (six acres), Upper Echo Park
reen Brook Pond (one acre), McGiluory's
Milton Lake (10 acres), Mindowaskin (two
(12 acres), Rahway River Park Pond (eight
ke (25 acres), Warinanco Park Pond (nine
Pond (four acres), Brightwood Pond (four
d (five acres), Kenilworth Lake (two acres),
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pheasant from November 7 through
or red and gray squirrel from November
27. Special bird season for crow is limited
een August 17 and March 26 and for quail
7 and December 5 and between December
Deer hunting season with bow is from

Van Deventer, David E. *The Emergence of Provincial New Hampshire, 1623–1741* (1976)

Van Diver, Bradford B. *Roadside Geology of Vermont and New Hampshire* (1987)

Vose, Arthur W. *The White Mountains: Heroes and Hamlets* (1968)

Wight, D. B. *The Androscoggin River Valley: Gateway to the White Mountains* (1968)

Wilson, Harold F. *The Hill Country of Northern New England* (1936)

Winslow, Ola E. *Portsmouth: The Life of a Town* (1966)

Winslow, Richard E., III *Portsmouth-built: Submarines of the Portsmouth Naval Shipyard* (1985)

Wright, James *The Progressive Yankees: Republican Reformers in New Hampshire, 1906–1916* (1987)

NEW JERSEY





New Jersey is a Middle Atlantic state bounded on the north by New York; on the east by the Hudson River, New York, and the Atlantic Ocean; on the south by the Atlantic Ocean and Delaware Bay; and on the west by the Delaware River and Pennsylvania.

FULL NAME State of New Jersey
POSTAL ABBREVIATION NJ
INHABITANT New Jerseyite; New Jerseyan
ADMITTED TO THE UNION Dec. 18, 1787.
3d state
POPULATION (est. 1987) 7,672,000.
Percent of US total: 3.15%. Rank: 9th

CAPITAL CITY Trenton, located on the Delaware River in west central New Jersey; population 92,052 (est. 1984). A settlement known as The Falls was founded there by an English Quaker family in 1679; the town was laid out in 1714, renamed in 1721, and incorporated in 1745. It became the state capital in 1790.

STATE NAME AND NICKNAMES Named by Sir John Berkeley and Sir George Carteret after Carteret's native island of Jersey, in the English Channel. Also known as the Garden State, the Clam State, the Camden and Amboy State, the Jersey Blue State, and the Pathway of the Revolution.

STATE SEAL A heraldic shield containing three plows, supported by the Goddess of Liberty, holding the Phyrgian cap, and the Goddess Ceres, holding a cornucopia; above the shield is a visored helmet and a horse's head, below it a streamer with the state motto and the date 1776. Encircling the coat of arms is the legend "The Great Seal of the State of New Jersey."

MOTTO Liberty and Prosperity

SONG None.

SYMBOLS
Flower common meadow violet
Tree northern red oak
Bird eastern goldfinch
Animal horse
Insect honeybee

LICENSE PLATES (1) Yellow on green-blue, with an outline of the state and the legend "Garden State." (2) Blue on yellow, with the legend "Garden State."

FLAG The state coat of arms on a field of buff.

GEOGRAPHY AND CLIMATE

One of the most densely urbanized states, New Jersey also contains areas of wilderness. North of the "waistline" that divides New Jersey into northern and southern portions, meadowlands and marshes mix with forested hills. New Jersey's coast is well known for its long, sandy beaches. The foothills of the Appalachians cut across the northwestern part of New Jersey. In South Jersey, a more thinly settled agricultural area, are the Pine Barrens, a wilderness area that has so far escaped the development rapidly changing the rest of the state.

AREA 7,787 square miles. Rank: 46th
INLAND WATER 319 square miles
GEOGRAPHIC CENTER Mercer, 5 miles SE of Trenton
ELEVATIONS *Highest point:* High Point, Sussex County, 1,803 feet. *Lowest point:* Atlantic Ocean, sea level. *Mean elevation:* 250 feet

MAJOR RIVERS Raritan, Delaware, Hudson, Passaic

MAJOR LAKES AND RESERVOIRS Hopatcong, Budd, Culvers, Wanaque

TIDAL SHORELINE 1,792 miles, Atlantic coast

LAND USE

	Thousands of acres
Urban (1982)	1,163
Rural (1982)	3,342
Cropland (1982)	809
Pastureland (1982)	240
Rangeland (1982)	0
Forestland (1982)	1,848
State parks and recreation areas (1983)	290
National park system (1984)	35
National forest system (1984)	0
Tribal lands (1984)	0

TEMPERATURES The highest recorded temperature was 110°F on July 10, 1936, at Runyon. The lowest was -34°F on January 5, 1904, at River Vale.

NATIONAL SITES

NATIONAL HISTORIC SITES Edison, Pinelands National Reserve
NATIONAL HISTORICAL PARK Morristown
NATIONAL RECREATION AREA Delaware Water Gap Gateway
NATIONAL SCENIC RIVERS AND RIVERWAYS Delaware, Upper Delaware
NATIONAL SCENIC TRAIL Appalachian
NATIONAL WILDLIFE REFUGES Brigantine–Barnegat/Supawna Meadows, Cape May (proposed), Great Swamp

HISTORY

1524 Giovanni de Verrazano sails along the shore of New Jersey.
1609 Henry Hudson lands at Sandy Hook on the northern coast of New Jersey and explores the Hudson River.
1614 Dutch explorer, Cornelius Mey, explores Delaware River. Cape May is named for him.
1618 A Dutch trading post is established at Bergen (now Jersey City).
1623 The Dutch build Fort Nassau on the Delaware River near what is now Gloucester.
1629 Michael Pauw, burgomaster of Amsterdam, is granted site of present-day Jersey City. This is the first recorded land transfer.
1640 Swedish settlers purchase lands from Cape May to Raccoon Creek from the Lenni-Lenape Indians.
1642 First brewery is built at Hoboken.
1655 Under Dutch leader, Peter Stuyvesant, forces overthrow Swedish rule on the Delaware River.
1662 The first church and school are opened at Bergen.
1664 England takes New Jersey and other Dutch possessions in North America after a war between the two nations.
1672 The first Quaker meeting house is built at Shrewsbury.
1676 Earliest recorded iron foundry is established at Shrewsbury.
1682 William Penn and associates buy East Jersey.

1702 East and West Jersey are merged as a royal English colony.
1739 Weekly mail route is established and operated by post boys.
1740 Caspar Wistor builds the first glass factory in New Jersey near Salem.
1753 *September 25.* The first steam engine is imported by England to a copper mine near present-day Arlington.
1758 *October 18.* In a conference between governors and Indian chiefs, Indians, for £1,000, release all titles to New Jersey lands. The first Indian reservation in America is established. It consists of 3,000 acres in Burlington County.
1763 Sandy Hook lighthouse (now the oldest in America) is erected.
1774 *November 22.* Cargo of tea is burned at Greenwich in a protest against the British tax.
1776 *August 2.* New Jersey delegates to the Continental Congress sign the national Declaration of Independence.
November. General George Washington retreats across New Jersey from Fort Lee.
December 26. Washington crosses the Delaware River and leads a suprise attack on British soldiers in the Battle of Trenton.
1777 *January 4.* Washington again defeats British in the strategically successful Battle of Princeton.
1779 American forces surprise British at Paulus Hook.
1781 Washington's swift march across New Jersey leads to defeat of British at Yorktown, Virginia. The Americans and British fought nearly 100 engagements in New Jersey.
1783 *June 30.* Princeton becomes national capital until November 20.
Washington writes farewell address to army at Rocky Hill.
1787 *December 18.* New Jersey is the third state to ratify the US Constitution.
1804 *July 11.* Aaron Burr kills Alexander Hamilton in a duel at Weehawken.
1811 First steam ferry operates between Hoboken and New York.
1824 On a circular track at Hoboken, John Stevens runs the first steam locomotive in the US.
1838 Samuel F. B. Morse, with the help of Alfred Vail, demonstrates his magnetic telegraph at Morristown.
1844 Reformer Dorothea Dix lobbies state legislature to build asylums and to reform the prison system.
1858 The first transatlantic cable message from Queen Victoria to President James Buchanan is received by John Wright at Trenton.
The first dinosaur skeleton found in North America is unearthed at Haddonfield.
1861–1865 Civil War. State legislature appropriates $2 million for war purposes. State records show that New Jersey supplied over 88,000 men to armed forces.
1870 First boardwalk is completed in Atlantic City.
1871 Free public school system is established throughout state.
1874 Compulsory school attendance act is passed.
1876 The Standard Oil Company builds refinery at Bayonne.
1879 Thomas Alva Edison invents the incandescent electric lamp at Menlo Park.
1884 Grover Cleveland is elected president.
1898 Spanish American War. New Jersey supplies three regiments of infantry to the US Army.
1910 Woodrow Wilson is elected governor.
1912 *November 5.* Woodrow Wilson is elected President of the United States.
1917–1918 World War I. Hoboken becomes embarkation port; Camps Dix and Merritt are established as training centers.
1921 WJZ, world's second radio station, begins broadcasting in Newark.
1924 The first dirigible flight across the continent is made by the *Shenandoah* from Lakehurst to San Diego, California in four days.
1927 Holland Tunnel from Jersey City to New York is opened.
1929 The dirigible, *Graf Zeppelin,* starts and completes a 21-day around-the-world trip at Lakehurst.
1931 George Washington Bridge between Fort Lee and Manhattan is opened.
1932 Charles A. Lindbergh, Jr. is kidnapped at Hopewell.

	Amelia Earhart makes first transcontinental non-stop flight by a woman from Los Angeles to Newark.
1934	The steamship, *Morro Castle,* burns off Asbury Park; 134 die.
1936	Bruno Richard Hauptmann is executed at Trenton for murder of Lindbergh baby. Unemployed marchers occupy state capitol for nine days..
1937	German dirigible, *Hindenberg,* is destroyed by fire at Lakehurst; 36 die.
1941–1945	World War II. The state contributes important war supplies and serves as a training and embarkation center.
1947	New Jersey voters ratify a new state constitution which increases the governor's term to four years.
1952	The 118-mile New Jersey Turnpike linking Wilmington, Delaware, and New York City is opened.
1957	*May.* The Walt Whitman Bridge, spanning the Delaware River between Gloucester City and Philadelphia, Pa., is opened. It stimulates industrial growth on the New Jersey side of the river.
1963	*October 21.* All woodlands are closed and hunting season is postponed due to severe drought.
1967	*July.* Property damage of $10 million and 23 deaths result from four days of rioting in Newark.
1970	*July 22.* Ex-mayor of Newark, Hugh Addonizio, is found guilty of 64 counts of conspiracy to commit extortion.
1972	In gubernatorial election, Brendan Byrne, Democratic candidate, receives 68 percent of the votes—the greatest landslide in the state's history.
1978	*May.* Casino gambling begins in Atlantic City on Memorial Day weekend. Monthly gross for June is over $16 million.

DEMOGRAPHY

Population (est. 1987)	7,672,000
Population (1980)	7,365,011
Population density in persons per square mile (1980)	945.8

POPULATION BY RACE (1980)

American Indian/Aleut/ Eskimo	8,394
Asian/Pacific Islander	103,842
Black	924,786
Hispanic	491,867
White	6,127,090
Other	200,046

POPULATION CHARACTERISTICS (1980)

	Percent of state population
Urban	69.3
Rural	30.7
Under 18	27.0
65 or older	11.7
College-educated	18.6
Families below poverty line	7.6
Public-assistance recipients	7.4

Per capita personal income (1986)	$18,284
Millionaires per 100,000 residents (1982)	111.7
Average life expectancy in years (1980)	74.0
Marriage rate per 1,000 residents (1986)	8.0
Divorce rate per 1,000 residents (1986)	3.7
Birth rate per 1,000 residents (1985)	13.7
Infant mortality rate per 1,000 births (1985)	10.8
Abortion rate per 1,000 live births (1985)	672
Crime rate per 100,000 residents (1985)	
Violent	572.5
Property	4,668.8
Federal and state prisoners per 100,000 residents (1984)	135
Alcohol consumption in gallons per capita (1985)	38.3
Deaths from motor vehicle accidents per 100,000 residents (1985)	12.7

MAJOR CITIES

	1984 population (est.)
Camden	82,537
Elizabeth	107,455
Jersey City	223,004
Newark	314,387
Paterson	138,818
Trenton	92,052
Vineland	53,151

GOVERNMENT AND POLITICS

Number of US Representatives	14
Electoral votes	16

POLITICAL PARTY NOMINEES FROM STATE
• winner

Richard Stockton (Whig faction)	1820	VP
Theodore Frelinghuysen (Whig)	1844	VP
Winfield Scott (Whig)	1852	P
William Lewis Dayton (R)	1856	VP
Clinton Bowen Fisk (Prohibition)	1888	P
Garret Augustus Hobart• (R)	1896	VP
Matthew Maguire (Socialist Labor)	1896	VP
Woodrow Wilson• (D)	1912	P
Woodrow Wilson• (D)	1916	P
George Ross Kirkpatrick (Socialist)	1916	VP
William J. Wallace (Commonwealth Land)	1924	P
Henry B. Krajewski (Poor Man's)	1952	P
Frank Jenkins (Poor Man's)	1952	VP
Henry B. Krajewski (American Third)	1956	P
Ann Marie Yezo (American Third)	1956	VP
Paul Benjamin Boutelle (Socialist Workers)	1968	VP
Christian Larson (American Independent-NJ)	1976	P
Edmund Otto Matzal (American Independent-NJ)	1976	VP
Jules Levin (Socialist Labor)	1976	P
Carroll Driscoll (independent)	1980	VP
Deirdre Griswold (Workers World)	1980	P
Larry Holmes (Workers World)	1980	VP
Andrea Gonzalez (Socialist Workers)	1984	VP
Dennis L. Serrette (Independent Alliance)	1984	P

PRESIDENTIAL PRIMARY ELECTION In 1988, New Jersey sent 118 Democratic delegates and 64 Republican delegates to the national conventions.

CONSTITUTION New Jersey has had three constitutions: 1776, 1844, and the present one, adopted in 1947.

LEGISLATURE The Legislature is divided into the Senate (40 members serving staggered terms of four and two years, minimum age 30) and the General Assembly (80 members, 2-year term, minimum age 21). In 1987, the annual salary was $25,000.

JUDICIARY The highest court is the Supreme Court, with 7 judges serving initial 7-year terms (if reappointed, they serve until they reach the age of 70). In 1987, the annual salary was $93,000.

EXECUTIVE The governor serves a 4-year term; the minimum age for holding office is 30. In 1987, the annual salary was $85,000. There are no other statewide elected officials.

PRESIDENTIAL VOTE 1848-1988 *(in percents)*

Year	*State Winner*	*Democratic*	*Republican*
1948	Dewey (R)	45.9	50.3
1952	Eisenhower (R)	42.0	56.8
1956	Eisenhower (R)	34.2	64.7
1960	Kennedy (D)	50.0	49.2
1964	Johnson (D)	65.6	33.9
1968	Nixon (R)	44.0	46.1
1972	Nixon (R)	36.8	61.6
1976	Ford (R)	47.9	50.1
1980	Reagan (R)	38.6	52.0
1984	Reagan (R)	39.2	60.1
1988	Bush (R)	43.0	57.0

GOVERNORS

(For the governors of New Netherland, 1624–1664, see the directors of the West India Company under New York. For the governors of New Sweden, 1640–1655, see Pennsylvania.)

Proprietary Governors of East New Jersey

Philip Carteret	1665-1673
temporary Dutch rule	1673-1674
Philip Carteret	1674-1682
Robert Barclay	1682-1688

Proprietary Governors of West New Jersey

Edward Byllinge	1680-1685
John Skene (deputy)	1685-1687
Daniel Coxe	1687-1688

Dominion of New England

Sir Edmund Andros (governor-general)	1688-1692

Proprietary Governors

Andrew Hamilton	1692-1698
Jeremiah Basse	1698-1699
Andrew Hamilton	1699-1703

Royal Government

Edward Hyde, Viscount Cornbury	1703-1708
John Lovelace, 4th Baron Lovelace	1708-1709
Richard Ingoldsby (lieutenant governor)	1709-1710
William Pinhorne (council president)	1710
Robert Hunter	1710-1719
Lewis Morris (council president)	1719-1720
William Burnet	1720-1728
John Montgomerie	1728-1730
Lewis Morris (council president)	1730-1732
William Cosby	1732-1736
John Anderson (council president)	1736
John Hamilton (council president)	1736-1738
Lewis Morris	1738-1746
John Hamilton (council president)	1746-1747
John Reading (council president)	1747
Jonathan Belcher	1747-1757
John Reading (council president)	1757
Thomas Pownall (lieutenant governor)	1757
John Reading (acting governor)	1757-1758
Francis Bernard	1758-1760
Thomas Boone	1760-1761
Josiah Hardy	1761-1763
William Franklin	1763-1776

State Governors

William Livingston (Federalist)	1776-1790
William Paterson (Federalist)	1790-1792
Richard Howell (Federalist)	1792-1801
Joseph Bloomfield (Democratic-Republican)	1801-1802
John Lambert (D-R/acting)	1802-1803
John Bloomfield (D-R)	1803-1812
Aaron Ogden (Federalist)	1812-1813
William S. Pennington (D-R)	1813-1815
Mahlon Dickerson (D-R)	1815-1817
Isaac H. Williamson (Federalist)	1817-1829
Garret D. Wall (D)	1829
Peter D. Vroom (D)	1829-1832
Samuel L. Southard (Whig)	1832-1833
Elias P. Seeley (Whig)	1833
Peter D. Vroom (D)	1833-1836
Philemon Dickerson (D)	1836-1837
William Pennington (Whig)	1837-1843
Daniel Haines (D)	1843-1844
Charles C. Stratton (Whig)	1845-1848
Danile Haines (D)	1848-1851
George F. Fort (D)	1851-1854
Rodman M. Price (D)	1854-1857
William A. Newell (R)	1857-1860
Charles S. Olden (R)	1860-1863
Joel Parker (D)	1863-1866
Marcus L. Ward (R)	1866-1869
Theodore F. Randolph (D)	1869-1872
Joel Parker (D)	1872-1875
Joseph D. Bedle (D)	1875-1878
George B. McClellan (D)	1878-1881
George C. Ludlow (D)	1881-1884
Leon Abbett (D)	1884-1887
Robert S. Green (D)	1887-1890
Leon Abbett (D)	1890-1893
George T. Werts (D)	1893-1896
John W. Griggs (R)	1896-1898
Foster M. Voorhees (R/acting)	1898
David O. Watkins (R/acting)	1898-1899
Foster M. Voorhees (R)	1899-1902
Franklin Murphy (R)	1902-1905
Edward C. Stokes (R)	1905-1908
John Franklin Fort (R)	1908-1911
Woodrow Wilson (D)	1911-1913
James F. Fielder (D/acting)	1913
Leon R. Taylor (D/acting)	1913-1914
James F. Fielder (D)	1914-1917
Walter E. Edge (R)	1917-1919
William N. Runyon (R/acting)	1919-1920
Clarence E. Case (R/acting)	1920
Edward I. Edwards (D)	1920-1923
George S. Silzer (D)	1923-1926
A. Harry Moore (D)	1926-1929
Morgan F. Larson (R)	1929-1932
A. Harry Moore (D)	1932-1935
Clifford R. Powell (R/acting)	1935
Horace G. Prall (R/acting)	1935
Harold G. Hoffman (R)	1935-1938
A. Harry Moore (D)	1938-1941
Charles Edison (D)	1941-1944
Walter E. Edge (R)	1944-1947
Alfred E. Driscoll (R)	1947-1954
Robert B. Meyner (D)	1954-1962
Richard J. Hughes (D)	1962-1970
William T. Cahill (R)	1970-1974
Brendan T. Byrne (D)	1974-1982
Thomas H. Kean (R)	1982-

MINIMUM AGES

Majority	18
Marriage with parental consent (younger with judicial consent)	16
Marriage without parental consent	18
Making a will	18
Buying alcohol	21
Jury duty	18
Leaving school	16
Driver's license	17

CAPITAL PUNISHMENT

Number executed 1976-88: 0
On death row Aug. 1, 1988: 28

MILITARY INSTALLATIONS

Total number: 15
Major bases:
Army: 3
Air Force: 1

FINANCES

Thousands of dollars

GENERAL REVENUE (1985)

Total general revenue	13,244,732
Total tax revenue	7,718,790
Sales and gross receipts	4,056,410
Individual income taxes	1,937,007
Corporate net income taxes	923,166

GENERAL EXPENDITURE (1985)

Total general expenditure	11,858,056
Education	3,472,447
Public welfare	2,127,951
Health	267,762
Hospitals	517,713
Natural resources	107,716
Highways	952,203
Police	156,954
Corrections	265,095
FEDERAL AID (1985)	2,945,210

ECONOMY

Service industries, including finance, insurance, construction, real estate, retailing, utilities, and government, are more important to New Jersey's economy than manufacturing or agriculture, employing nearly half the labor force and growing rapidly in size as the state population increases. In agriculture, Garden State crops include truck vegetables (especially tomatoes and lettuce), orchard fruits, berries, potatoes, ornamentals, hay, and nearly every other edible plant. Dairy products are also important to the state economy. Farm cash receipts were $543 million in 1983, but the number and size of farms is rapidly declining because of development. Mining products include basalt, granite, limestone, iron, zinc, greensand marl, sand, gravel, and clay. Manufactured products are petrochemicals and plastics, computers, electronic and high-tech equipment, bioengineered products, pharmaceuticals, large and small machinery, paper products, printing and publishing, and ceramics, among many others.

EMPLOYMENT (1984)

	Thousands of persons
Total number of employed workers	3,592
Construction	132.6
Finance, insurance, and real estate	182.8
Government	525.3
Mining	2.2
Manufacturing	729.4
Services	754.7
Transportation, communications, and utilities	215.9
Wholesale and retail trade	795.9
Percent of civilian labor force unemployed (1984)	6.2

DEPARTMENT OF DEFENSE (1985)

Civilian workers employed	28,961
Military personnel	18,974
Contract awards	$3.862 billion

ENERGY SOURCES FOR ELECTRIC UTILITIES (1983)

	Percent
Coal	28.7
Gas	31.7
Hydroelectric*	-0.8
Nuclear	23.2
Petroleum	17.3

* Energy expended for storage exceeded energy produced.

TRANSPORTATION

Motor vehicles registered in state (1986) 5,267,489
Miles of roads, streets, and highways (1986) 34,040
Miles of Class I railway operated (1986) 1,194
Airports (1983) 291
Major aviation hubs (1983) 2
Largest hub: Newark
Major ports, with gross tonnage in thousands (1985):
Paulsboro 16,101

CULTURE AND EDUCATION

Native American tribes

New Jersey was formerly the home of the Brotherton and Delaware tribes.

Religions, ethnicities, and languages

New Jersey's first settlers were Dutch and Swedish farmers and religious refugees (including Quakers, Baptists, and Puritans) from the New England states. Since then the state has taken in successive waves of immigrants, first from northern Europe and the British Isles, then from central, eastern, and southern Europe, Puerto Rico, the black communities of the American South, Latin America, and most recently from Southeast Asia. Italians are presently the largest ethnic group. In 1980, 15.9 percent of New Jersey's population spoke a language other than English at home. The state is religiously heterogeneous as well, with most Christian denominations represented, and many Jewish congregations in the urban and suburban areas.

Major museums and libraries

Montclair Art Museum
Museum of Art, Princeton University, Princeton
New Jersey State Museum, Princeton

Major arts organizations

McCarter Theatre Company, Princeton
New Jersey Ballet Company, West Orange
New Jersey State Opera, Newark
New Jersey Symphony Orchestra, Newark
Paper Mill Playhouse, Millburn

Colleges and universities

Number public (1986-87) 31
Number private (1986-87) 30
Total enrollment, in full-time equivalent students (1985) 201,300

Public elementary and secondary schools

Expenditure per pupil in average daily attendance (1986-87) $6,177
Pupil-teacher ratio (1987) 14.7
Average teacher salary (1986-87) $30,770

Major league sports teams

Basketball: New Jersey Nets
Football: New Jersey Giants
Hockey: New Jersey Devils

Holidays

State Fair. September

NEW JERSEY IN LITERATURE

Henry Charlton Beck *A New Jersey Reader* (1961)
An anthology of stories, both fictional and historical, relating to the history and folklore of the state. Beck, a journalist, has also published *Fare to Midlands: Forgotten Towns of Central New Jersey* (1939), *The Roads of Home: Lanes and Legends of New Jersey* (1956), and *The Jersey Midlands* (1962, rpt. 1984).

David S. Cohen *The Folklore and Folklife of New Jersey* (1983)

Jessie Redmon Fauset *Chinaberry Tree* (1931)
Novel about black community life in a small village.

Federal Writers' Project *Stories of New Jersey* (1938, rpt. 1972)

Thomas Fleming *Liberty Tavern* (1976)
Historical novel of the Revolution centering on a New Jersey tavern.

Amelia M. Gummere (ed.) *The Journal and Essays of John Woolman* (1922)
The collected writings of Woolman (1720–1772), a Mount Holly tailor who became a Quaker and abolitionist preacher in 1743, constitute a detailed record of the social conditions of his time.

Herbert Halpert *Folktales and Legends from the New Jersey Pines* 2 vols. (Ph.D. diss., Indiana Univ. 1947)

Bret Harte *Thankful Blossom* (1877)
Romantic tale of a Morristown woman and her suitor.

Nathan C. Heard *Howard Street* (1968)
Life in the Newark ghetto.

Albert Edward Idell *Rogers' Folly* (1957)
Historical novel set in 1844 concerning the adventures of an exiled family of European aristocrats.

Bruce Lancaster *Trumpet to Arms* (1944)
Novel of the Revolution, with accounts of the battles of Trenton and Princeton.

Josephine Lawrence *If I Have Four Apples* (1935)
Realistic novel of lower-middle-class life in Newark, the author's birthplace.

Mark E. Lender and James K. Martin (eds.) *Citizen Soldier: The Revolutionary War Journal of Joseph Bloomfield* (New Jersey Historical Society) (1982)

James F. McCloy and Ray Miller, Jr. *The Jersey Devil* (1976)
An account of a legend of the Pine Barrens from the 1730s to its last reported sighting in 1966.

John A. McPhee *The Pine Barrens* (1968)
An account of the land, people, and folklore of the region.

Andrew D. Mellick *The Story of an Old Farm* (1889, rpt. 1948 as *Lesser Crossroads*)
Historical account of the Raritan area.

Rita Zorn Moonsammy, David Steven Cohen, and Lorraine E. Williams (eds.) *Pinelands Folklife* (1987)

Prentice Mulford *The Swamp Angel* (1888)
A California journalist's Thoreau-like retirement to a woodland region in the 1880s.

Lawrence Perry *Old First* (1931)
Romantic novel set in Brookfield in the 1870s.

Charles D. Platt *Ballads of New Jersey in the Revolution* (1972)
The state's participation in the Revolution traced through ballads.

Philip Roth *Goodbye, Columbus, and Five Short Stories* (1959)
The title novella concerns an illicit liaison between a Newark boy, closely modelled on Roth himself, and a Radcliffe student.

Francis Hopkinson Smith *The Tides of Barnegat* (1906)
Story of a fishing community.

Samuel Smith *The History of the Colony of Nova-Caesaria, or New Jersey . . . to the Year 1721* (1765)
History of the state by a public official, particularly valuable for its account of the seventeenth century.

Frank R. Stockton *Stories of New Jersey* (1987)

A. M. Sullivan *Songs of the Musconetcong and Other Poems of New Jersey* (1968)
A collection of ballads and poems of historical interest, mostly written along the Musconetcong River.

Horace Traubel *With Walt Whitman in Camden* 3 vols. (1906–1914)
Conversations with the poet 1888–1889.

Cornelius Weygandt *Down Jersey* (1940)
Essays on the folklore and traditions of southern Jersey.

William Carlos Williams *Life along the Passaic River* (1938)
Sketches of life in Paterson, where the poet spent much of his life practicing medicine in a working-class immigrant community.

———. *The Build Up* (1952)
The third volume in a trilogy also comprising *White Mule* (1937) and *In the Money* (1940) that relates the life of a German immigrant printer 1900–1914.

GUIDES TO RESOURCES

Barker, Bette (comp.) *Guide to Family History Sources in the New Jersey State Archives* (1988)

Bassett, William B. *Historic American Buildings Survey of New Jersey* (1977)

Bergman, Edward F. and Thomas Pohl *A Geography of the New York Metropolitan Region* (1975)

Brush, John E. *The Population of New Jersey* (2d ed. 1958)

Burr, Nelson R. *A Narrative and Descriptive Bibliography of New Jersey* (1964)

Center for the Analysis of Public Issues *New Jersey Political Almanac* (annual, 1980–)

Cohen, David *Folklife in New Jersey: An Annotated Bibliography* (1982)
———. *New Jersey Ethnic History: A Bibliography* (1986)

Federal Writers' Project *New Jersey: A Guide to Its Present and Past* (1939, rpt. 1977)

Garwood, Alfred N. *New Jersey Economic Almanac* (1983)

Grele, Ronald (comp.) *Oral History in New Jersey: A Directory* (New Jersey Historical Commission) (1979)

Kehoe, Helen A. *New Jersey and the Writing of the U. S. Constitution: The Signers. A Bibliography* (1987)

Murrin, Mary R. (comp.) *New Jersey Historical Manuscripts: A Guide to Collections in the State* (1987)

New Jersey Department of Transportation *New Jersey Local Names: Municipalities and Counties* (rev. ed. 1982)

Skemer, Don C. and Robert C. Morris *Guide to the Manuscript Collections of the New Jersey Historical Society* (1979)

Starr, Dennis J. *The Italians of New Jersey: A Historical Introduction and Bibliography* (1985)

Statistical Almanac—New Jersey: A Compilation of Key New Jersey Facts and Figures (1981)

Waldron, Richard (comp.) *Historical Organizations in New Jersey: A Directory* (1977)

SELECTED NONFICTION SOURCES

Archdeacon, Thomas J. *New Jersey Society in the Revolutionary Era* (New Jersey Historical Commission) (1975)

Ashby, William M. *Tales without Hate* (1980)

Bebout, John E. and Ronald G. Grele *Where Cities Meet: The Urbanization of New Jersey* (1964)

Beck, Henry C. *Jersey Genesis: The Story of the Mullica River* (1963)

Blum, John M. *Joe Tumulty and the Wilson Era* (1951)

Carey, George W. *New York–New Jersey: A Vignette of the Metropolitan Region* (1975)

Conners, Richard J. *The Constitution of 1776* (New Jersey Historical Commission) (1975)

Cooley, Henry S. *A Study of Slavery in New Jersey* (1896)

Cranmer, H. Jerome *New Jersey in the Automobile Age: A History of Transportation* (1964)

Craven, Wesley F. *New Jersey and the English Colonization of North America* (New Jersey Historical series) (1964)

Cudahy, Brian J. *Rails under the Mighty Hudson: The Story of the Hudson Tubes, the Pennsy Tunnels and Manhattan Transfer* (1975)

Cunningham, Barbara (ed.) *The New Jersey Ethnic Experience* (1977)

Cunningham, John T. *Made in New Jersey: The Industrial Story of a State* (1954)
———. *Garden State: The Story of Agriculture in New Jersey* (1955)
———. *The New Jersey Shore* (1958)
———. *New Jersey: America's Main Road* (1976)
———. *Newark* (1966)
———. *New Jersey's Five Who Signed* (New Jersey Historical Commission) (1975)
———. *This Is New Jersey, from High Point to Cape May* (3 ed. 1978)

Duke, Harry *Neutral Territory* (1977)

Dwyer, William M. *The Day Is Ours: November 1776–January 1777: An Inside View of the Battles of Trenton and Princeton* (1983)

Edge, Walter E. *A Jerseyman's Journal; Fifty Years of American Business and Politics* (1948, rpt. 1972)

Federal Writers' Project *Entertaining a Nation: The Career of Long Branch* (1940)

Houston 713-646-5590 Mr. behind

Jeremy Shane @ Campaign

re: JJ stuff

need pt./cpt. ours 2 their

3 ways were better

if neither stay away

fall back Dem. plan past—

make work programs

(INFO GATH— 6p draft)

3/4 pts

4/5 JT

6 Conclusion

Tom Scully

X5178

5:15 pm

5:25 pm

McGroarty/Bunton
August 20, 1992
11:30 a.m.
[LINCOLN]

PRESIDENTIAL REMARKS: LINCOLN TECHNICAL INSTITUTE
UNION, NEW JERSEY
AUGUST 24, 1992
10:00 A.M.

Thank you, Secretary Martin for those kind words. Former Governor Tom Kean. Rep. Matty Renaldo -- it's good to be in your hometown. Pat Santangelo thank you for the tour. Students and faculty.

Let me tell you why I've come to Lincoln Tech this morning to cut into your coffee break. I'm here today because of what will take place 71 days from now -- because of a decision you'll be making November 3rd, that will set the course of this nation.

The defining challenge of the 1990's is to win the economic competition -- win the peace.

America must be a military superpower, an economic superpower, and an export superpower.

In this election -- you'll hear two visions of how to do this. Theirs is to look inward, and protect what we already have. Ours is to look forward -- to open new markets, create incentives, restore our social fabric -- and prepare our people to compete -- so that we can win.

This morning, I want to talk about the last of those challenges -- new ways to prepare our American workers to compete.

We know the <u>world economy</u> is changing -- and America must change with it. As President, I've worked to create new markets

from Mexico City to Moscow -- that mean new American jobs from Union, New Jersey to Ukiah, California. Right now, 1 in every 6 American manufacturing jobs is tied directly to exports -- and that doesn't count the economic ripple effect created when those workers pay the mortgage, buy a car or feed their kids. Since 1988, three-fifths of all our economic growth has come from people in other countries buying what's Made in America.

Jobs in these new export industries demand workers with higher skills than the jobs of the old economy. And workers must realize what you know here at Lincoln. During the course of a career -- you may develop as many as five or six skills or proficiencies -- putting a premium on flexibility and life-long learning.

These principles are reflected in a new commitment to job training I am unveiling today -- a program that is bold, innovative and loyal only to the future -- and the needs of the American worker.

Earlier this year, I announced Job Training 2000 -- a comprehensive program to streamline the crazy quilt of over 100 different federal jobs programs. Now that we've designed an effective structure for delivering job training, I want to expand our efforts.

We will do it by almost tripling the funds we devote to training workers who've lost their jobs. If our nation is to succeed in the world economy, we can't afford to waste the talents of any worker. That means we need better training for

young people first joining the workforce -- better re-training for workers changing careers -- and better training and assistance for workers who lose their jobs. //

Start with a new initiative I call Youth Training Corps. This program is aimed at young people, primarily in our inner cities. Kids with talent, kids with ambition -- but with no outlets for their abilities other than a life of drugs and crime.

Right now, we have a great program -- called the Conservation Centers -- which takes these kids to job training centers, often in rural areas, and puts them to work -- for example, helping rebuild parks or recreation and community facilities. At the same time, these kids learn a skill, find out how to manage their finances, and get counseling about how to break away from the temptations of the mean streets they once hung out on.

We're going to build on the Civilian Conservation Corps -- and add 25 new centers, with positions for 43,000 new trainees. //

To staff these centers, we will give hiring priority to former members of our Armed Forces -- people with the proven leadership skills, the drive and discipline that breed success.

And we need to expand our existing efforts to teach high school kids about their opportunities in life, provide them strong role models and encourage a sense of personal responsibility and discipline. So, I am also to day doubling the size of our Jr. ROTC program. The program is in almost 1,500

schools today -- I'll expand it to 2,900 schools. With $50,000 a year in new funding another 150,000 kids will get the benefit of what has been a great program that boosts high school completion rates, reduces drug use, raises self-esteem and gets these kids firmly on the right track.

I will also urge the Congress to expand my Youth Apprenticeship Program. This program is aimed at high school juniors and seniors who may be in danger of dropping out. The program combines classroom instruction with structured work programs. When students finish, they not only have a diploma, they have a certificate saying they have developed a skill -- and can get a job. Right now, this program is working as a demonstration project in 6 states -- it ought to be expand to all 50 states.

We'll also do more for troubled kids and we'll connect our efforts to connect our efforts to get young people off drugs with the skills that help them get a clean start. To this end, I am going to expand drug treatment to reach an additional 28,000 kids a year -- and we're going to tie it to successful drug treatment to job training. I call it Treat and Train -- and it will guarantee these kids a place in our job training program the moment they finish rehabilitation.

Helping young people is part of the picture. But if we want to compete, we've got to help older workers obtain new skills. These are people caught in the transition of our economy --eager

to earn new skills -- so they can get new jobs, and protect their standard of living.

That's why I am announcing today a dramatic new departure in job training for Americans in the middle of their career. We will scrap the present system, tripling current funding, and putting the focus on greater flexibility for the worker.

The key concept here is something I call Skill Grants. These are vouchers -- worth up to $3000 dollars per person -- that can be used toward the training program of their choice. And these vouchers can go not simply to the unemployed -- but to those who worry the next pink slip may be their own: to help defense workers retool, to help workers in declining industries sharpen the skills they'll need to stay one step ahead.

What Pell Grants have done to open up opportunities for our younger kids, Skill Grants will do for experienced workers in need of new skills. And the program will focus on the needs of what we call "dislocated workers" -- people in industries that are changing because of global competition.

Twleve days ago, I announced the NAFTA -- the North American Free Trade Agreement, to open new economic opportunities for American products from the Yukon to the Yucatan. In the 1990s, NAFTA will create millions of new American jobs -- but near-term, it may also mean dislocations in some industries.

I've assured the Congress I'd work with them to ease the transition to NAFTA -- and today's plan will meet that commitment.

My plan sets aside up to $670 million per year for the Secretary of Labor to pump into areas that might be negatively effected by NAFTA. This funding is more than enough to ensure that any and every affected worker gets training. More important, it will help them get the kind of training they want -- not simply shoehorn them into training programs that just happen to have openings.

That's our approach to job training: It rests on the proposition that we should empower people with skills -- instead of empowering bureaucracies with people. //

My opponent agrees with this -- in principle. But when you get to the details, you see a vast difference between our two philosophies. I believe we can pay for this new job training offensive without raising taxes or increasing overall government spending -- by making the tough calls and setting budget priorities. My entire proposal will be funded within the budget caps on spending.

My opponent is different -- he sees job training as just another excuse to raise taxes. // He wants to tax workers to pay for their own training. He wants to tax small businesses around the country 1.5 percent -- that's 1.5 percent that will come out of every worker's paycheck, and it's on top of new income and other payroll taxes he's proposing.

Think of what this will do to small business, which has created over two-thirds of the new jobs in the past decade. Let

me say this to Governor Clinton -- there is no point in training people for jobs -- if your plan is going to destroy them.

There is another difference between our two approaches. My opponent says he'll do more to help defense workers coping with post-Cold War economic realities. What he won't tell you is he plans $60 billion dollars in added defense cuts beyond what the experts say is responsible -- reckless cuts that will damage our national defense and throw one million more defense-industry employees out of work and onto the unemployment rolls.

Then, once these workers have lost their jobs -- high-paid, high-tech jobs -- the other side will step in with government "make-work program." Someone ought to ask these workers what they'd rather have: Their high-tech jobs and good job training for another high-tech industry or short-term government "make work" jobs. //

Don't kid yourself. My opponents prescription of higher spending and higher taxes will not do any favors for the American worker. According to one Congressional analysis, it could cost America almost 3 million jobs in the short-term.//

My opponents whole approach reminds me of the guy with a head cold -- and the doctor who wants to amputate his leg. To the patient, it sounds a bit radical. To the doctor, it's logical: "If your cold settles in your lungs -- you'll get pneumonia. If you get pneumonia, your circulation will go. If your circulation goes, you'll get gangrene." // "So, just to be safe: better take off the leg." ///)

We need a new approach -- one that doesn't cripple the economy and then offer workers a crutch. One that helps people keep the jobs they have ... and creates the new jobs they demand. One that helps America retool for the challenges of a new century -- for the challenge of <u>your</u> lifetimes. //

I believe I have put forward that approach -- and I will fight for it in this campaign -- and with a new Congress.

Thank you all for allowing me to come here to talk about this subject this morning -- and may God bless this great nation, the United States of America.

# # #