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FOIA Number:

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

OA/ID Number: 13515
Folder ID Number: 13515-016

Folder Title:
Robert A. Taft High School--Cincinnati Youth Collaborative 1/12/90 [OA 4390]

Stack:	Row:	Section:	Shelf:	Position:
G	25	6	6	7

WHITE HOUSE STAFFING MEMORANDUM

1/11/90

DATE: _____ ACTION/CONCURRENCE/COMMENT DUE BY: _____

PRESIDENTIAL REMARKS: STUDENTS AT ROBERT A. TAFT HIGH SCHOOL
CINCINNATI YOUTH COLLABORATIVE
FRIDAY, JANUARY 12, 1990

SUBJECT: _____
1:35 PM

(1/11 - 4:45 PM draft)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGICH	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BATES	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BENNETT	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

The attached has been forwarded to the President.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

1990 JAN 11 PM 6:59

(Lange/Cawley)
January 11, 1989
4:45 P.M.
[CINCINN.DOC]

PRESIDENTIAL REMARKS: STUDENTS AT ROBERT A. TAFT HIGH SCHOOL
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FRIDAY, JANUARY 12, 1990
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[[Thank you, Mr. Henderson. You know, no matter where I go, or how old I get, it still makes me a little nervous to be talked about by a principal...]]

But thank you, Mr. Principal; Superintendent Powell; and all of the students here today, for such a kind welcome.

[[Most of all, I want to thank the band: I hear they only had a few days to learn how to play that Presidential tune. With talent like that, any day now I expect we'll see them on MTV...]]

It's great to be here. It's not often a President gets to stand in a gymnasium full of success stories.

Taft High School and the city of Cincinnati are showing the rest of the country what's possible, when students and people in a community strive for excellence, together.

[[And I don't just mean the Senators -- though your Senators are racking up a better record than ours are in Washington...]]

You've got students, parents, schools, business and religious groups, all united in a great enterprise: the Cincinnati Youth Collaborative. It's a partnership that builds brighter futures -- every day -- one student at a time.

I'd like to recognize a very special person, who's brought the CYC to life -- a local heroine -- Sister Jean Harrington. And let me offer congratulations and best wishes to the man who's taking over -- Mr. John Bryant.

You know, you've got something truly unique going on here. On January 29, I understand that every television station in Greater Cincinnati -- all six broadcasting companies and two cable channels -- will be launching a two-hour program called a Future-Thon.

It's like a telethon for the schools of Cincinnati -- but Future-Thon is asking for something more precious than money. It's asking people to volunteer their talents and their time to be role models -- to help Cincinnati students get the future they deserve. And the kids of Cincinnati deserve the best.

If you've ever thought school was a waste of time, you ought to think about talking to one of the students in the CYC. They'll tell you better than I can, what this program means.

It means scholarships that add up to more than a quarter of a million dollars. It means skills you can count on, and take to a job the day after you graduate. It means classes for college entrance exams, that have sent scores up by 25 percent. A new child care center, opening next fall. And training in computers, for every student who goes to Taft.

But it offers something even more important. Because with every friendship you build with a CYC mentor -- and with every hour you spend with a tutor -- you're gaining more than skills.

You're gaining power. Purpose. A friendship you can count on. And once you have that, you can never be stopped -- never denied the potential that's yours, and the success that's waiting for you.

Let me offer special thanks to those adults who are serving as CYC mentors. Every adult in America can gain so much, by developing a special relationship with a young person. When you lift the spirits of the young, you raise their horizons to the stars. You give them the promise of a future bright with possibility.

I hope the adults here today are just the first of what will soon be thousands like you, helping the young people of your community.

One young woman here, Loretta Englemon, recently said, "I know what I want out of life. I know where I'm going." Every student here at Taft is at a point in life when there are a lot of choices to be made. Important choices.

And if life is the sum of the choices you make, whatever challenges you're facing, you understand that drugs only make them harder to handle. You already know how drugs destroy lives -- a few of you have seen it happen. Maybe you lost a friend.

Or maybe you see or hear about drug dealers making big money. But in the drug trade there are no benefits. No security. And no retirement plan.

Sure, people have different ideas about success. Some think its measured by what's parked in your driveway, or what's hanging in your closet. But real success is something else.

An educated man or woman gains so much more. With just a pen or a pencil, and a desire to learn, there are no limits to success.

Maybe it has to do with finding your talents. Using them to reach your fullest potential, whatever path you choose. Working to make a difference for yourself -- and those around you.

If you stay in school, you'll find that the key to success is right under your hat. And if you keep struggling to live up to your own expectations, you'll find the strength to succeed deep in your heart.

So let me congratulate every one of you, for what you're doing here. You're proving to yourselves, and those around you, that you have potential. That you can succeed.

That's why I'm pleased to announce today that the Cincinnati Youth Collaborative is the 40th White House daily "Point of Light." On behalf of the nation, thank you for showing that from now on in America, any definition of a successful life must include serving others.

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CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BENNETT	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GRAY	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
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DATE: 1/11/90 ACTION/CONCURRENCE/COMMENT DUE BY: 1/11/90 1:00 PM

SUBJECT: PRESIDENTIAL REMARKS: CINCINNATI YOUTH COLLABORATIVE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BENNETT <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY <i>N/C</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 1:00 PM, TODAY January 11, with a copy to my office. Thank you.

RESPONSE:

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

(Lange/Cawley)
January 10, 1989
7:00 P.M.
[CINCINN.DOC]

1990 JAN 10 PM 9:06

PRESIDENTIAL REMARKS: STUDENTS AT ROBERT A. TAFT HIGH SCHOOL
CINCINNATI YOUTH COLLABORATIVE
FRIDAY, JANUARY 12, 1990
[TIME]

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It's like a telethon for the schools of Cincinnati -- but ~~they'll be asking for something more precious than money. They will ask~~ ^{Futurethon is} ^{It's} ^{ing} ~~people to volunteer their talents and their time to help Cincinnati students get the future they deserve.~~

~~And you~~ ^{the Kids of Cincinnati} deserve the best. ⁹ If you've ever thought school was a waste of time, you ought to think about talking to one of the students in the CYC. They'll tell you better than I can, what this program means.

It means scholarships that add up to more than a quarter of a million dollars. It means skills you can count on, and take to a job the day after you graduate. It means training in computers, for every student that goes to Taft.

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You're gaining power. Purpose. And once you have that, you can never be stopped -- never denied the potential that's yours, and the success that's waiting for you.

You may even find that the problems you face get easier to handle. [Because the best (antidote) to drugs is a sense of direction.]

Maybe you see and hear about drug dealers making big money. But in the drug trade there are no benefits. No security. And no retirement plan.

Sure, people have different ideas about success. Some think it's measured by what's parked in your driveway, or what's hanging in your closet. But real success is something else.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 1/11/90

ACTION/CONCURRENCE/COMMENT DUE BY: 1/11/90 1:00 PM

SUBJECT: PRESIDENTIAL REMARKS: CINCINNATI YOUTH COLLABORATIVE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
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GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 1:00 PM, TODAY January 11, with a copy to my office. Thank you.

RESPONSE:

No comments

1/11

89 DEC 12 49:57

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

THE WHITE HOUSE
WASHINGTON

Date: 1/11/90

TO: *Chriss Winston*

FROM: **CLARK KENT ERVIN**
Office of National Service
x6266

C
1/11/90

- Action
- Your Comment
- Let's Talk
- FYI

*Attached are all comments on the
Cincinnati "Points of Light"
results.*

(Lange/Cawley)
January 10, 1989
7:00 P.M.
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89 DEC 11 11:45

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who

friendship

You're building a relationship ^{positive caring}

INSERT
from back of
p. 1

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THE WHITE HOUSE
WASHINGTON

January 11, 1990

MEMORANDUM FOR CHRISS WINSTON
DEPUTY ASSISTANT TO THE PRESIDENT
FOR COMMUNICATIONS
FROM: FREDERICK D. NELSON *K.F.N. for F.D.N.*
ASSOCIATE COUNSEL TO THE PRESIDENT
SUBJECT: Cincinnati Youth Collaborative

Counsel's Office makes no legal objection to the above-referenced Presidential Remarks.

Thank you for the opportunity to review this matter.

89 DEC 11 P 1: 39

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DATE: 1/11/90 ACTION/CONCURRENCE/COMMENT DUE BY: 1/11/90 1:00 PM

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HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 1:00 PM, TODAY January 11, with a copy to my office. Thank you.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

(Lange/Cawley)
January 10, 1989
7:00 P.M.
[CINCINN.DOC]

1990 JAN 10 PM 9:06

PRESIDENTIAL REMARKS: STUDENTS AT ROBERT A. TAFT HIGH SCHOOL
CINCINNATI YOUTH COLLABORATIVE
FRIDAY, JANUARY 12, 1990
[TIME]

[[Thank you, Mr. Henderson. You know, no matter how where I go, or how old I get, it still makes me a little nervous to be talked about by a principal...]]

But thank you, Mr. Principal; Superintendent Powell; and all of the students here today, for such a kind welcome.

[[Most of all, I want to thank the band: I hear they only had two days to learn how to play that Presidential tune. With talent like that, any day now I expect we'll see them on Mtv...]]

It's great to be here. It's not often a President gets to stand in a gymnasium full of success stories.

Taft High School and the city of Cincinnati are showing the rest of the country what's possible, when students and people in a community strive for excellence, together.

[[And I don't just mean the Senators -- though your Senators are racking up a better record on the basketball court than ours are in Washington...]]

You've got students, parents, schools, business and religious groups, all united in a great enterprise: the Cincinnati Youth Collaborative. It's a partnership that builds brighter futures -- every day -- one student at a time.

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It's like a telethon for the schools of Cincinnati -- but they'll be asking for something more precious than money. They will ask people to volunteer their talents and their time to help Cincinnati students get the future they deserve.

And you deserve the best. If you've ever thought school was a waste of time, you ought to think about talking to one of the students in the CYC. They'll tell you better than I can, what this program means.

It means scholarships that add up to more than a quarter of a million dollars. It means skills you can count on, and take to a job the day after you graduate. It means training in computers, for every student that goes to Taft.

But it offers something even more important. Because with every friendship you build with a CYC mentor -- and with every hour you spend with a tutor -- you're gaining more than skills.

You're gaining power. Purpose. And once you have that, you can never be stopped -- never denied the potential that's yours, and the success that's waiting for you.

You may even find that the problems you face get easier to handle. Because the best antidote to drugs is a sense of direction.

Maybe you see and hear about drug dealers making big money. But in the drug trade there are no benefits. No security. And no retirement plan.

Sure, people have different ideas about success. Some think its measured by what's parked in your driveway, or what's hanging in your closet. But real success is something else.

An educated man or woman gains so much more. With just a pen or a pencil, and a desire to learn, there are no limits to success.

Maybe it has to do with finding your talents. Using them to reach your fullest potential, whatever path you choose. Working to make a difference for yourself -- and those around you.

If you stay in school, you'll find that the key to success is right under your hat. And if you keep struggling to live up to your own expectations, you'll find the strength to succeed deep in your heart.

So let me congratulate every one of you, for what you're doing here. You're proving to yourselves, and those around you, that you have potential. That you can succeed.

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 1/11/90 ACTION/CONCURRENCE/COMMENT DUE BY: 1/11/90 1:00 PM

SUBJECT: PRESIDENTIAL REMARKS: CINCINNATI YOUTH COLLABORATIVE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BENNETT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

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RESPONSE:

See comments

89 DEC 11 P1:09

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

(Lange/Cawley)
January 10, 1989
7:00 P.M.
[CINCINN.DOC]

1990 JAN 10 PM 9:06

PRESIDENTIAL REMARKS: STUDENTS AT ROBERT A. TAFT HIGH SCHOOL
CINCINNATI YOUTH COLLABORATIVE
FRIDAY, JANUARY 12, 1990
[TIME]

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But it offers something even more important. Because with every friendship you build with a CYC mentor -- and with every hour you spend with a tutor -- you're gaining more than skills.

You're gaining power. Purpose. And once you have that, you can never be stopped -- never denied the potential that's yours, and the success that's waiting for you.

You may even find that the problems you face get easier to handle. Because the best antidote to drugs is a sense of direction.

Maybe you see and hear about drug dealers making big money. But in the drug trade **there are no benefits. No security. And no retirement plan.**

✓ Sure, people have different ideas about success. Some think its measured by what's parked in your driveway, or what's hanging in your closet. But **real** success is something else.

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Maybe it has to do with finding your talents. Using them to reach your fullest potential, **whatever** path you choose. Working to make a difference for yourself -- and those around you.

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DATE: 1/11/90 ACTION/CONCURRENCE/COMMENT DUE BY: 1/11/90 1:00 PM

SUBJECT: PRESIDENTIAL REMARKS: CINCINNATI YOUTH COLLABORATIVE

	ACTION FYI			ACTION	FYI
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BENNETT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 1:00 PM, TODAY January 11, with a copy to my office. Thank you.

RESPONSE:

no comments
SR

89 DEC 11 49 : 46

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

(Lange/Cawley)
January 10, 1989
7:00 P.M.
[CINCINN.DOC]

1990 JAN 10 PM 9:06

**PRESIDENTIAL REMARKS: STUDENTS AT ROBERT A. TAFT HIGH SCHOOL
CINCINNATI YOUTH COLLABORATIVE
FRIDAY, JANUARY 12, 1990
[TIME]**

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 1/11/90

ACTION/CONCURRENCE/COMMENT DUE BY: 1/11/90 1:00 PM

SUBJECT: PRESIDENTIAL REMARKS: CINCINNATI YOUTH COLLABORATIVE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BENNETT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than 1:00 PM, TODAY January 11, with a copy to my office. Thank you.

RESPONSE:

All comments

89 DEC 11 AM 11:55

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

(Lange/Cawley)
January 10, 1989
7:00 P.M.
[CINCINN.DOC]

1990 JAN 10 PM 9:06

PRESIDENTIAL REMARKS: STUDENTS AT ROBERT A. TAFT HIGH SCHOOL
CINCINNATI YOUTH COLLABORATIVE
FRIDAY, JANUARY 12, 1990
[TIME]

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It's like a telethon for the schools of Cincinnati -- but *Futurethon is asking* they'll be asking for something more precious than money. They *It's* will ask *ins* people to volunteer their talents and their time to help Cincinnati students get the future they deserve. ←

the kids of Cincinnati
(And you deserve the best.) If you've ever thought school was a waste of time, you ought to think about talking to one of the students in the CYC. They'll tell you better than I can, what this program means.

It means scholarships that add up to more than a quarter of a million dollars. It means skills you can count on, and take to a job the day after you graduate. It means training in computers, for every student that goes to Taft.

But it offers something even more important. Because with every friendship you build with a CYC mentor -- and with every hour you spend with a tutor -- you're gaining more than skills.

You're gaining power. Purpose. And once you have that, you can never be stopped -- never denied the potential that's yours, and the success that's waiting for you.

You may even find that the problems you face get easier to handle. Because the best antidote to drugs is a sense of direction.

*Futurethon is asking
can use it*

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 1/11/90

ACTION/CONCURRENCE/COMMENT DUE BY: 1/11/90 1:00 PM

SUBJECT: PRESIDENTIAL REMARKS: CINCINNATI YOUTH COLLABORATIVE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ROGICH	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	BENNETT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

REMARKS:

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RESPONSE:

see attached

89 DEC 11 P 1:48

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

(Lange/Cawley)
January 10, 1989
7:00 P.M.
[CINCINN.DOC]

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whether you ARE A PARTICIPANT in the Youth Collaborative program or NOT
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(Lange/Cawley)
January 10, 1989
7:00 P.M.
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Sure, people have different ideas about success. Some think its measured by what's parked in your driveway, or what's hanging in your closet. But real success is something else.

An educated man or woman gains so much more. With just a pen or a pencil, and a desire to learn, there are no limits to success.

Maybe it has to do with finding your talents. Using them to reach your fullest potential, whatever path you choose. Working to make a difference for yourself -- and those around you.

If you stay in school, you'll find that the key to success is right under your hat. And if you keep struggling to live up to your own expectations, you'll find the strength to succeed deep in your heart.

So let me congratulate every one of you, for what you're doing here. You're proving to yourselves, and those around you, that you have potential. That you can succeed.

You go to a great school -- in a wonderful town -- in the greatest nation on the face of the earth.

Your dreams are within your reach. May every single one of them come true. God bless you -- and God bless the United States of America.

#

(Lange/Cawley)
January 10, 1989
6:00 P.M.
[CINCINN.DOC]

PRESIDENTIAL REMARKS: STUDENTS AT ROBERT A. TAFT HIGH SCHOOL
 CINCINNATI YOUTH COLLABORATIVE
 FRIDAY, JANUARY 12, 1990
 [TIME]

[[Thank you, Mr. Henderson. You know, no matter how where I
go, or how old I get, it **still** makes me a little nervous to be
talked about by a principal...]]

 But thank you, Mr. Principal; Superintendent Powell; and all
of the students here today, for such a kind welcome.

[[Most of all, I want to thank the band: I hear they only had
two days to learn how to play that Presidential tune. With
talent like that, any day now I expect we'll see them on Mtv...]]

 It's great to be here. It's not often a President gets to
stand in a gymnasium full of success stories.

 Taft High School and the city of Cincinnati are showing the
rest of the country what's possible, when students and people in
a ~~surrounding~~ community ~~start~~ ^Sstriving for excellence, together.

[[And I don't just mean the Senators -- though your Senators
are racking up a better record on the basketball court than ours
are in Washington...]]

 You've got students, parents, schools, business and
religious groups, all united in a great enterprise: the
Cincinnati Youth Collaborative. It's a partnership that builds
brighter futures -- every day -- one student at a time.

You've got something truly unique going on here. On January 29, I understand that every television station in Greater Cincinnati -- all six broadcasting companies and two cable channels -- will be launching a two-hour program called a Future-Thon.

It's like a telethon for the schools of Cincinnati -- but they'll be asking for something more precious than money. They will ask people to volunteer their talents and their time to help Cincinnati students get the future they deserve.

And you deserve the best. If you've ever thought school was a waste of time, you ought to think about talking to one of the students in the CYC. They'll tell you better than I can, what this program means.

It means scholarships that add up to more than a quarter of a million dollars. It means skills you can count on, and take to a job the day after you graduate. It means training in computers, for every student that goes to Taft.

But it offers something even more important. Because with every friendship you build with a CYC mentor -- and with every hour you spend with a tutor -- you're gaining **more** than skills.

You're gaining power. Purpose. ~~A sense of direction.~~ And once you have that, you can never be stopped -- never denied the potential that's yours, and the success that's waiting for you.

You may even find that the problems you face get easier to handle. Because the best antidote to drugs is a sense of direction. ~~The most effective contraceptive is a sense of purpose. And the best weapon against the crime of city streets.~~

~~is knowledge -- because knowledge empowers. It doesn't just change the odds. It changes the rules of the game.~~

Maybe you see and hear about drug dealers making big money. But in the drug trade there are no benefits. No security. And no retirement plan. B.F.

~~But~~ an educated man or woman ^{so} *gains much more,* ~~can make more money than anyone with a gun.~~ ~~with~~ just a pen or a pencil, and a desire to learn, there are no limits to success. B.F.

Sure, people have different ideas about success. Some think its measured by what's parked in your driveway, or what's hanging in your closet. But real success is something else.

Maybe it has to do with finding your talents. Using them to reach your fullest potential, **whatever** path you choose. Working to make a difference for yourself -- and those around you.

If you stay in school, you'll find that the key to success is right under your hat. And if you keep struggling to live up to your own expectations, you'll find the strength to succeed deep in your heart.

So let me congratulate every one of you, for what you're doing here. You're proving to yourselves, and those around you, that you have potential. That you can succeed. *You go to a great school in a wonderful town in a nation on earth.* ~~And that you deserve to excel.~~ *the greatest*

Your dreams are within your reach. May every single one of them come true. God bless you -- and God bless the United States of America.

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January 10, 1989
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Mr. Homer
Vice Prin. of
Taft
(513) 917-
8000

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Cincinnati Youth Collaborative. It's a partnership that builds
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~~One of your~~ Sister Jean Harrington, ~~founder~~
A local hero ↑ who's run the CYC
John Bryant takes over.

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For the English student: "I know what I want out of life. I know where I'm going."

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off life is the greatest thing you can do for you make

You may even find that the problems you face get easier to handle. Because the best antidote to drugs is a sense of direction.

Whatever challenges you face, you understand that drugs only add them down to handle.

you understand that one choice when you already have

confidence self image

not just drugs

*John Brunner
CYC Communications
(513) 369-4049*

John Brunner

*Dr. Homer
vice Principal
of Taft
(513) 977-8000*

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#

Tom Browning ~~has~~ threw a perfect
game for the Red.) will speak before
FOJAS

mm

To: Mark Lang

From: Gordon

Lots of stuff.

Bush's Taft lunch to focus on money

^{Conquer}
Educators,
students will
ask for more

BY KELLY LEWIS
The Cincinnati Enquirer

Students and education leaders will ask for more money when they meet President Bush during his visit Friday to Taft High School in the West End.

For students such as 17-year-old Michael Blanchard, the amount can be as small as the \$61 he needs to pay for an advanced placement test that will let him skip college freshman English in the fall.

For leaders of the Cincinnati Youth Collaborative, the sum would surpass the \$44 million going to Head Start youngsters in Cincinnati Public Schools.

The federal Head Start program for disadvantaged 4- and 5-year-olds serves only 20% of the eligible children, said City Councilman Peter Strauss, co-chairman of the Cincinnati Youth Collaborative.

The collaborative was started by the city's business community to encourage students to complete their education and to raise money to help them.

"I want to ask (the president) about all of the defense spending and then education spending," Blanchard said. "Is it necessary to invest so much in Eastern Europe when communism's grip is loosening?"

Blanchard and nine other students will have a chance to quiz the president during lunch. They agreed the cost of testing is their biggest issue.

The inability to afford advanced placement tests defeats the purpose of accelerated classes in high

(Please see VISIT,
back page, this section)

■ Collaborative's volunteers,
Page B-1.



Maintenance worker Jim Stewart does some touch-up painting to the stage at Taft High School Wednesday, while school music director David Fowler leads the senior choir in a rehearsal for President Bush's visit.

President to see reform firsthand

BY KRISTA RAMSEY
The Cincinnati Enquirer

When George Bush visits Taft High School on Friday, he will be completing homework on one of his own assignments.

The assignment came last September when Bush called a national summit on education to set specific goals for improving the nation's schools.

There, Bush challenged governors and education leaders to focus on outcomes rather than rules and regulations and to scout out programs that work.

Bush will visit one such program when he stops by Taft during a day in Cincinnati that also includes an address to the Greater Cincinnati Chamber of Commerce.

At Taft, Bush will be briefed on mentoring, work-study and scholarship programs of the Cincinnati Youth Collaborative and will chat with students enrolled in those programs at Taft.

The visit comes as Bush awaits a report from summit leaders setting first-ever national goals for schools. The establishment of specific standards is viewed as a cornerstone of the Bush

administration's education policy.

But early indications are the report, due in February, will be more general than expected; more overarching objectives than the detailed blueprint for improvement Bush promised.

A handful of very general goals has been developed, said Gloria Cabe, an assistant to Arkansas Gov. Bill Clinton, co-chairman of the National Governors Association task force charged with defining those goals.

(Please see BUSH,
back page, this section)

Energetic Sister Jean: It's time to move on

By Michael D. Clark
Post staff reporter

The Post
11/10/90



Sister Jean
Harrington

hand, Sister Jean is leaving a nationally recognized business/education coalition just as it's becoming a role model for overcoming education problems.

Anyone who knows the out-going leader of the Cincinnati Youth Collaborative knows better than to say she is retiring.

When Sister Jean Patrice Harrington, executive director of the Youth Collaborative, left her previous post as president of the College of Mount St. Joseph in 1987, she called it "rephasing." She then took the helm of the newly formed Youth Collaborative to become its first executive director. Last week she announced that she would be relinquishing that role on July 1.

The 67-year-old Sister Jean is again calling her latest career move a "rephasing."

"I'm not retired and I won't be idle," she said.

Few would disagree. In December she was elected as a director of Star Banc Corp. and named to the Miami University Board of Trustees. With President George Bush's upcoming visit to see the Collaborative's programs first-

"The president's visit is a wonderful endorsement" of the Collaborative's programs, she said. Nevertheless, she feels the time is right to move on.

"There needs to be a rotation of leadership," Sister Jean said. "Any organization that is growing and developing should have a leadership style for only a while.

"Besides," she adds, "I'm not as young as I used to be."

Sister Jean gives credit for the Collaborative's success to current co-chairs Dr. Lee Etta Powell, superintendent of Cincinnati Public Schools; Procter & Gamble Co. president John Pepper and Cincinnati City Council Member Peter Strauss.

Senior gives lessons in college life

While 17-year-old Trudy Pritchett dreams of college this fall, Althea Barnett sets her straight on the realities of college life. Admissions hassles, a blizzard of assignments, the pinch of college costs. Barnett, who became Pritchett's mentor this fall, speaks not only from daily experience as an admissions counselor at Cincinnati Technical College, but from her double life as a

college senior at the College of Mount St. Joseph.

"I talk to Trudy about college all the time — 'I've got this report. Oh, how will I ever get all this done?'" Barnett says, grinning at Pritchett, an Aiken High School senior. "She's pretty good — she didn't even ask me how my grades were last semester."

For Pritchett — who will be the first member of her immediate family to graduate from college — the partnership has meant

(Please see **PRITCHETT**, Page B-11)

Common goals help mentor, student connect

Terrell Larkin, 16, favors the hometown Reds and the Bengals. Ken Oya, 31, prefers the Los Angeles Raiders and Dodgers.

Larkin listens to rap, looks on Oya's suggestion of attending an opera with disdain and, according to Oya, "refuses to do the ballet."

But there are areas in which Larkin, a Woodward High School junior, and Oya, a purchasing manager for Procter & Gamble, have reached agreement.

Foremost among them is a joint commitment that Larkin will be well prepared for college.

Now three years after pairing up with Oya as a mentor, Larkin admits to some initial doubts. "I wasn't so sure — I usually never needed advice before."

But as school work intensified and the gauntlet of college entry loomed, Larkin came to rely on Oya for advice and support.

Working partnership

Several times each month the two review Larkin's homework, prep for college boards and, most distasteful to Larkin, hunker down over sample college applications so Larkin can try his hand at entrance essays.

Through shared lunches and dinners, trips to exhibits at the art museum and a screening of *Batman*, the two have formed a working partnership — and a friendship.

"I think of him as an adult friend I can go to for advice," says Larkin.

(Please see **LARKIN**, Page B-11)

Pritchett

Continued from Page B-1

more realistic expectations.

"I know it will be tough. That I'll have to study longer hours, I'll have to work hard, there will be lots of competition."

The two have scouted college campuses together, sought out financial help, compared course offerings — all things, Pritchett says, "my parents wouldn't feel real comfortable doing."

"We check out the colleges first so then Trudy can take her parents," Barnett agrees.

Barnett, the natural mother of two children and foster mother of three others, finds time for weekly calls or visits with her protegee because, she says simply, she is especially conscious of being both a

black and female role model for Pritchett.

As such, Barnett often answers questions the teen-ager might not feel comfortable asking.

During campus visits, Pritchett asks about minority enrollment and what organizations and activities exist for black students.

"At Miami University," Barnett points out, "we drove by and pointed out the black students."

Both say, once Pritchett is safely entrenched in college, the lunches, calls and mutual support will continue.

"I'll keep up with Trudy for the rest of her life," Barnett says in a tone half-promising, half-challenging. "She's marked for life."

Larkin

Continued from Page B-1

For Oya, the partnership has provided a new perspective on teen-agers — people the bachelor rarely encounters — and enough expertise on the fine points of college entry and financing to share tips with P&G colleagues who are sending children off to college.

As Larkin nears his senior year at Woodward and the final stretch to college, Oya has high hopes for

his protegee.

Well, mostly.

"I'd like to see him graduate from college, get some good job offers and find a career he's enthusiastic about entering.

"And I'd like to see him become a Dodgers fan."

Only on the final point, Oya concedes, "I think he's hopeless."



The Cincinnati Enquirer/Mary Annette Penner

Terrell Larkin, 16, above, of Woodward High School and his mentor, Ken Oya, talk about the merits of rap music and other, more serious, issues as well.

HELPING HANDS

The Enquirer

Relationship lays foundation for future support

For Michelle Barlow, who spends her days as regional manager at a local marketing company, becoming a mentor meant "the chance to picture the world through a sixth-grader's mind."

So far, her relationship with 12-year-old Cathy Roy of Price Hill has meant visits to each other's homes, an introduction to family and pets and mall trips to "scope out boys."

Plenty of time in the future, the two say, to talk of colleges and school.

"We've talked about a survey Cathy did at school of her future plans, going to high school and college, and I'd love to encourage her to pursue that," Barlow says. "But in sixth grade, you face different issues — being taller than boys, family hassles."

"Ours is not really a school-oriented relationship."



Cathy Roy, 12, of Price Hill and her mentor Michelle Barlow.

The Cincinnati Youth Collaborative's mentoring program pairs 300 students with adult volunteers in the community to provide young people with an extra source of guidance on school-related achievement and career goals. Procter & Gamble president John Pepper, who himself works with two students, calls mentors, "People who believe in you sometimes more than you believe in yourself."

It is this program, and a number of its participants, that President George Bush will observe as part of his visit to Cincinnati on Friday.

Enquirer education writer Krista Ramsey profiles three of the mentor pairings.

Roy says she likes having an adult friend, Barlow, whose work at Strotzman International includes designing kids' meals for fast-food restaurants and choosing the prizes to put in cereal boxes, bounces ideas off her young friend.

Roy's suggestion: "Put little tiny stuffed animals inside the cereal boxes," she says decisively. "Kids would really like them."

For now, when childhood issues are not so serious and pressures are few, the relationship centers more on shared fun than on heavy-duty direction. Barlow hopes a close relationship now will build support for Roy when more complex issues arise later.

Taft

From Page 1C

mandatory course of study for accelerated students in the junior and senior years. Computer literacy and study skills courses are mandatory for all freshmen.

This year, for the first time, Taft is offering a Saturday class to prepare its students to take college entrance examinations. The examination scores of the nearly 30 students who took that Saturday class were 25 percent higher than usual.

Until three years ago, Ms. Rhodes said, Taft lacked the courses for the better students and lost many of them to Western Hills High School under the open-enrollment program.

Taft was the first school to be involved with the Cincinnati Youth Collaborative, and it now provides mentors and tutors for students and helps seniors who have not been able to obtain grants or other financing for college, Henderson said.

The collaborative provides funds to hire teachers as department heads at Taft and has helped improve counseling services by providing money to hire an additional counselor and a counselor aide.

"The school was thought to be less than serious. It was abandoned academically," she said.

"There's always been a strong core of faculty at Taft that struggled to make the school work," Ms. Rhodes said. "Taft has always produced a core of kids who went on to college."

However, only about 40 percent of Taft's students go on to four-year or two-year colleges or to post-high school vocational training, Henderson said. That's less than half of the rate at many other high schools such as prestigious Walnut Hills.

Taft serves five of Cincinnati's poorest neighborhoods — Over-the-Rhine, the West End, Lower Price Hill, Sedamsville and East Price Hill.

The low-income housing projects of Laurel Homes, Lincoln Courts and Richmond Village surround the 44-year-old school named after Robert A. Taft, a U.S. senator from Ohio from 1939 to 1953 and the son of

President William Howard Taft of Ohio.

The dropout rate is high. The teen-age pregnancy rate is high. The low attendance rate continues to defy solution. But a child-care center, which could improve all three of those problems somewhat, is expected to begin operating by the fall.

School officials hope other programs will keep the trend inching upward. Henderson and the chairpersons of all of the academic departments at Taft will soon attend a four-day Florida seminar on site-based management. The management technique, according to math department chairman Earl Messer, would give Taft's administrators some autonomy from the school system's central administration.

One of Taft's major problems has always been apathy among the students' parents. They have lived in the same poor neighborhoods for generations; a glimmer of hope is hard to kindle.

Taft's faculty began a parent-involvement program with a Dec. 5 meeting. Encouragingly, about 200 parents attended, said Taft Community Coordinator Tara Harris.

The first meeting was to define the obstacles to parental involvement, she said. A second meeting Jan. 16 will try to find some solutions and ways to implement them.

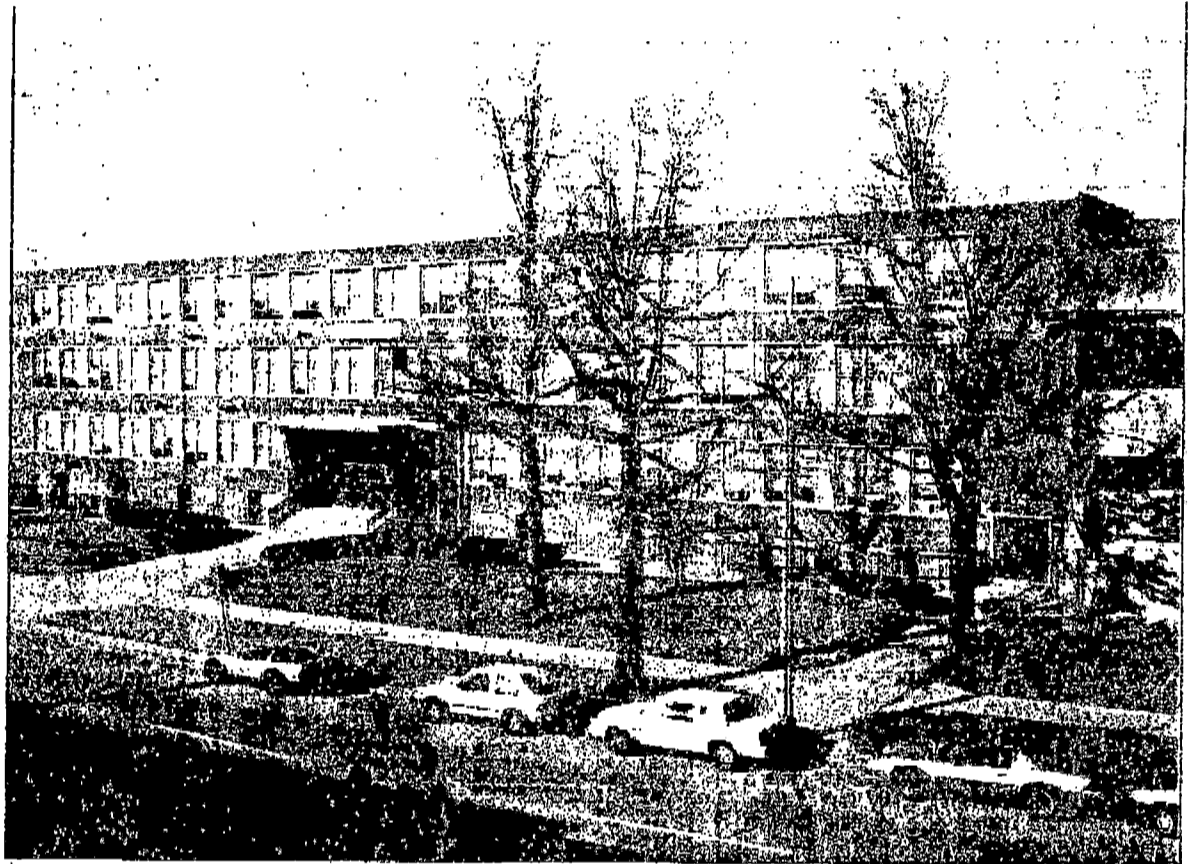
"We feel that for the students to perform to the best of their ability, they have to have the support of their parents," Ms. Harris said.

Friday, President Bush will learn about another promising program at Taft. It's called Excel Mentor and it operates similarly to Big Brothers and Big Sisters. Adult volunteers are assigned to individual students to help them in a variety of ways, including tutoring and field trips.

The goal is to help the student improve attendance, attitude and achievement, Ms. Harris said. The program began in September 1988, she said, and there were 22 mentor volunteers that first year. This year, there are 65.

President Bush will meet with 10 mentors and their students during his visit to Taft.

Once thought
"less than serious,"
Taft High
Friday will show
President Bush
a record of
academic success



Taft High: When President Bush visits Taft on Friday, he'll find examples of academic success.

MEL GRIER/The Cincinnati Post

A school that works

By Al Andry
Post staff reporter

Conti
Dist 11/10/90

Student Loretta Englemon gets angry when people say bad things about Taft High School in Cincinnati's West End.

"I know what I want out of life. I know where I'm going." Ms. Englemon, 18, said.

"Some people think that people walk around here with guns and knives and want to fight.

"I work harder to prove them wrong."

When President Bush visits Taft on Friday, he will be talking to students like Ms. Englemon — examples of academic success at an inner city school.

They represent a three-year-old tenuous but promising trend of improvement in Taft's dismal academic record.

The trend has its origins in the backing of the Cincinnati Youth Collaborative, an organization supported by the school district, businesses and city administrators that provides support services for Taft as well as for all schools in the district.

The collaborative provides funds to hire teachers as department heads at Taft and has helped improve counseling services by providing money to hire an additional counselor and a counselor aide.

Motivated students such as Ms. Englemon are becoming more common at Taft. Ms. Englemon is a senior and plans to major in mathematics and secondary education at the University of Kentucky.

She is in the advanced academic program at Taft and has a 3.1 out of a possible 4-point grade average.

"We're beginning to see a change for the better," said Principal Orlando Henderson.

"Over the past three years there has been a process of rebuilding Taft by improving the core curriculum, the tough academic courses," said Cincinnati Board of Education member Virginia Rhodes.

Those courses include subjects that are indispensable for college-bound students, such as calculus and foreign languages. Latin is now a

Please see TAFT 7C



Community coordinator Tara Harris, left, talks with Jason Thomas and Vickie Williams.

Taft High facts

- Taft High School: 420 Lincoln Park Drive, West End.
- Principal: Orlando Henderson.
- Construction was completed in 1955; the school opened in September of that year with 1,219 students.
- Named after Robert A. Taft, a U.S. senator from Ohio from 1939 to 1953 and the son of President William Howard Taft.
- Student body: 975 students in 1989-90. Of those, 771, or 79 percent, are black; 204, or 21 percent, are white; 485 are male and 490 are female.
- The school has 109 staff members, including 94 classroom teachers.
- Student-teacher ratio is 13.6 to 1.
- Thirty-three percent of its graduates in 1989 went on to four-year colleges.
- The dropout rate in the 1988-89 school year was 19.1 percent.
- The average attendance rate that year was 76.7 percent.

Collaborative takes a bow

Bush visit to keep program in spotlight

By Michael D. Clark
Post staff reporter

11/15/90

Though only two years old, the growing reputation of the Cincinnati Youth Collaborative should take a quantum leap after President George Bush's visit here Friday.

The self-proclaimed "education" president has singled out the Cincinnati Youth Collaborative as an example of what's right with the often-maligned American public education system.

But the Collaborative already enjoyed a glowing national reputation before it caught Bush's eye.

Last October, the National Alliance of Business, a non-profit organization whose members include Fortune 500 companies, decried the general state of education in America but praised the Collaborative.

The Collaborative, formed in 1987, tied these diverse interests together to try to begin to solve some of Cincinnati Public Schools' more pressing problems. Like most urban school systems, Cincinnati's schools suffer from a high dropout rate, stagnant academic achievement scores, low attendance and limited resources.

In response, the Collaborative developed a "mission":

- Reduce the number of dropouts.
- Increase the number of pupils involved in early childhood education programs.
- Improve the overall academic performance of students.
- Increase the number of students pursuing post-secondary education.
- Increase the number of youths entering the job market with employable skills.

"It's a good model," Marilyn Silver, NAB vice president for Youth and Education said

Please see BUSH, 4A

1C / Taft High awaits visit.

Getting ready for Bush

When President Bush visits Cincinnati on Friday, he'll be taking a close look at two local education standouts.



■ The Cincinnati Youth Collaborative inside profiles of Sister Jean Patrice Harrington, the out-going leader of the collaborative, and of its new head, John Bryant. Plus, a look at the collaborative's work. Our report, Page 4A.

■ Taft High School: What makes it so special? Among other things, innovative programs that represent academic success at an inner-city school. A profile, Page 1C.

Bush 11/10/90

From Page 1A The Post

of the Collaborative. "The Collaborative has done one of the best jobs in the country in putting together a broad-based coalition of businesses, education, community, government and political groups."

The Collaborative's first executive director said the project's mission came from "three streams of thought coming together at the same time."

Sister Jean Patrice Harrington said it was the 1987 union of Procter & Gamble Co. President John Pepper; Cincinnati School Superintendent Dr. Lee Etta Powell and then-Cincinnati City Council Member J. Kenneth Blackwell that led to the Collaborative's creation.

"We recognized that the school system is not solely responsible for educating our youth. There are a lot of other factors," said Sister Jean. "We have to attack the problems on many fronts."

The Collaborative's arsenal includes numerous programs and millions of dollars of contributions from local corporations, foundations and individuals. Sister Jean said that about \$5 million has been raised this year, much of it the old-fashioned way.

"We pounded the pavement and ask for money," she said.

Collaborative officials say the program is still in its infancy and cumulative figures on graduates and jobs were unavailable Tuesday.

Bush is expected to meet with

The programs

The Cincinnati Youth Collaborative's stated "vision" calls for "all Cincinnati youth to graduate from high school with the training, knowledge, work habits and motivation to realize their full potential — whether they are entering the workplace in a productive and satisfying job or going on to college."

To that end the collaborative sponsors a number of programs in and outside of the Cincinnati Public School district.

- Taft District Project: Focuses on inner-city, low-income neighborhoods with high drop-out rates. Activities include school-based management, community support programs, new curriculum and special enrichment programs.
- Pilot Preschools in Taft and

McKinley elementaries.

■ Bridges To College: Increases the number of students considering post-secondary education and provides financial aid and counseling to college applicants.

■ Bridges To Jobs: Informs students about jobs, prepares them to meet employer expectations through improving job skills and helps them seek entry level positions.

■ College Information Center: Located in the downtown Lazarus store and staffed by volunteers who help college-bound students properly apply to attend post-secondary schools.

■ Mentors and Tutors: Qualified adult volunteers work with students on solving academic and personal problems.

participants of the Collaborative's Mentors and Tutors program during his visit to Taft High School in the West End Friday. The programs match adult volunteers with students who need help with academic and personal problems.

Tara Harris, school community coordinator, runs the Mentors and Tutors programs for Taft and said more than 85 adults put in three to four hours a week with students in both programs.

Ms. Harris said the Tutors program involves pairing an adult volunteer with two or three students who work on a particular academic subject.

The Mentors program, said Ms. Harris, is similar to Big Brother and Sister programs where an adult becomes involved in both the academic and personal lives of students to "help the student reach their fullest potential."

Bush

Enquirer

CONTINUED FROM PAGE A-1

Specific criteria for measuring failure or success will come much later, said Cabe, an Arkansas state legislator and Clinton's special adviser on education.

"One likely goal, for example, will reflect the need to get all children in the country ready to start school," Cabe said. Suggestions on which areas or skills will define that readiness will come later.

Specific measures of progress that show whether schools and state departments of education are progressing on those goals will come even later — probably at the National Governors Association's meeting in July. Bush called for such a national report card on educational improvement at the September summit.

Poor-quality tests

In areas like student achievement, Cabe said she foresees annual numeric goals for achievement on performance tests. Each year, states would be challenged to raise their scores by a given percentage.

Cabe said one reason for the delay in arriving at more specific criteria is the poor quality of standardized tests in use.

"Everyone agrees that our students have to be able to compete internationally in math and science,

but experts across the country all say that the test we currently use to measure such achievement is not a good test."

Overall, Cabe said, the goals released in February, though scaled down, will mirror objectives set earlier by Bush and discussed at the summit.

In addition to increased global competitiveness in math and science, they include:

- Increased school readiness among young children. Bush has specifically asked for expansion of federal Head Start programs.

- Increased literacy among adult Americans.

- Upgrading teacher development programs, including rewards for success with students and "real consequences" for failure.

- A reduction in dropout rates.

- A reduction in violence and drug use within schools.

While participants left no clear plan for achieving such goals during the summit, they did give official blessing to several new approaches, including plans that allow parents and students to pick a school, reorganization of schools to put more authority in the hands of principals and teachers and programs that get parents and corporate leaders involved in school improvement.

Visit

CONTINUED FROM PAGE A-1

school, said 15-year-old Victoria Williams, a ninth-grader.

Tenth-grader Rosetta Williams, 16, said, "I want to hear how he is going to accomplish all of the changes in education, or if he's just been talking about it."

Christy Thompson, 18, is going to lobby the president for Upward Bound, a summer program that has given her the incentive to pursue a college education.

"We stay on campus and take classes at the University of Cincinnati. It's just like being in college, and it's giving me a head start," said Thompson, a senior.

Before Bush meets with the students, he will spend time with representatives of the Cincinnati Youth Collaborative; Virginia Griffin, school board president; and Sister Kathryn Connelly, superintendent of schools for the Archdiocese of Cincinnati.

After lunch, Bush will address a Taft student assembly before moving on to a speech before the Greater Cincinnati Chamber of Commerce downtown.

Officials quiet on security

BY FREDERICK BERMUDEZ
The Cincinnati Enquirer

Local and federal authorities are keeping a tight lid on security and emergency procedures planned for President Bush's visit to Cincinnati Friday.

Bush will be in Cincinnati to address Taft High School students and the Greater Cincinnati Chamber of Commerce.

His visit is not expected to last more than four hours.

The tentative itinerary includes:

- 12:30 p.m.: Lunch with Taft High School students who participate in the Cincinnati Youth Collaborative education program.

- 1:40 p.m.: Speech to Taft students and faculty.

- 2:15 p.m.: Private meeting with business leaders.

- 2:40 p.m.: Speech to the Chamber of Commerce at the Hyatt Regency.

The president is scheduled to leave Cincinnati at 3:50 p.m.

The Secret Service will be aided by the Cincinnati Police Division and the Hamilton County Sheriff's Department. Neither agency would disclose how many officers will be involved in providing security for Bush.

Rich Elkowitz, Secret Service special agent in charge in Cincinnati, said "a minimal number of streets will close down" to allow Bush's motorcade to pass.

THE WHITE HOUSE
Office of the Press Secretary
(Cincinnati, Ohio)

For Immediate Release

January 12, 1990

REMARKS BY THE PRESIDENT
TO TAFT HIGH SCHOOL STUDENT ASSEMBLY

Auditorium
Robert A. Taft High School
Cincinnati, Ohio

1:25 P.M. EST

THE PRESIDENT: Thank you. Thank you all very, very much. (Applause.) Please, be seated. Thank you, Mr. Henderson. You know, no matter where I go or how old I get it still makes me a little nervous to be talked about by a principal. (Laughter.) But thank you, sir. And thank you, Superintendent Powell, and all of the students here today for such a kind welcome. I'm sorry I didn't -- as a ball fan, I'm sorry I didn't hear Tommy speaking and all. But I understand he did a first-class job. May his won and loss record go just up -- ERA and all of that. But good luck to you and thanks very much for being here. I want to particularly salute your two Congressmen -- Congressmen Luken and Congressman Gradison. Where are they? Here they are modestly standing in the back. (Applause.) I mentioned Superintendent Powell. Most of all, I want to thank the band. You know, I hear -- (applause) -- they had only a few days to practice that "Hail to the Chief." With talent like that, I expect to see them on MTV any day now. (Laughter.)

It is great to be here. It's not often, frankly, that a President gets to stand in a gymnasium literally full of success stories. And Taft High School and the City of Cincinnati are showing the rest of the country what's possible when students and people in a community strive for excellence, but doing it together. And I don't mean just the Senators, though your Senators are racking up a better record than ours back in Washington, I might add. (Laughter.)

You've got students, parents, schools, business and religious groups, all united in one great enterprise: the Cincinnati Youth Collaborative. It's a partnership that builds brighter futures every day -- one kid at a time.

I'd like to recognize a very special person who's brought this concept -- this whole CYC -- brought it to life -- a local heroine -- Sister Jean Harrington. And let me offer congratulations to her and best wishes to the man who's taking over -- Mr. John Bryant. (Applause.)

You know, you may not know this as a part of it because you're so close to everything, but you've got something truly unique going on here. On January 29th, I understand that every television state in Greater Cincinnati -- all six broadcasting companies and two cable channels -- will be launching a two-hour program called a Future-Thon.

It's like a telethon for the schools of Cincinnati - but Future-Thon is asking for something even more precious than money. It's asking people to volunteer their talents and their time to be role models -- to help Cincinnati students get the future they deserve. And the kids of Cincinnati deserve the very best.

If you've ever thought that school was a waste of time,

MORE

then you ought to think about talking to one of the students in the CYC. They'll tell you better than I can what this program means. It means scholarships that add up to more than a quarter of a million dollars. It means skills that you can count on -- take a job the day after you graduate. It means classes for college entrance exams that have sent scores soaring up by 25 percent. A new child care center, opening next fall. And training in computers for every student who goes to Taft. Here is an example for the entire nation.

But it offers something even more important. Because with every friendship you build with a CYC mentor -- and with every hour you spend with a tutor -- you're getting something more than skills.

You're gaining power, purpose, a friendship you can count on. Somebody to lift you up when you're a little bit down. And once you have that, you can never be stopped -- never denied the potential that's yours and the success that's waiting for you.

Let me offer special thanks to those adults who are giving of themselves, who are serving as CYC mentors. Every adult in America can gain so much, by developing a special relationship with a young person. When you lift the spirits of the young, you raise their horizons to the stars. You give them the promise of a future bright with possibility.

I hope the adults here today are just the first of what will soon be thousands like you, helping the young people of your community.

One young woman, Loretta Englemon, recently said, "I know what I want out of life and I know where I'm going." Every student here at Taft is at a point in life when there are a lot of choices to be made. Important choices.

And if life is the sum of the choices you make, whatever challenges you're facing, you understand that drugs only make them harder to handle. You already know how drugs destroy lives -- and a few of you have seen it happen. Maybe you lost a good friend. Or maybe you see or hear about drug dealers making that big dough. But in the drug trade there are no benefits. No security. No retirement plan.

And sure, people have different ideas about success. Some think it's measured by what's parked in your driveway or hanging in your closet. But real success is something else.

An educated man or woman gains so much more. With just a pen or a pencil, and a desire to learn, there are no limits to success.

Maybe it has to do with the finding of one's own talents. Using them to reach your fullest potential, whatever path you choose. Working to make a difference for yourself -- and those around you.

If you stay in school, you'll find that the key to success is right next to you. And if you keep struggling to live up to your own expectations, you'll find the strength to succeed right deep in your heart.

So let me congratulate every one of you, I hope by coming here I highlight the magnificent spirit that I see here. Congratulations for what you're doing. You're proving to yourselves and those around you that you have potential; that you are someone; that you can succeed.

That's why I'm pleased to announce today that the Cincinnati Youth Collaborative is the 40th White House Daily "Point of Light." On behalf of the nation, thank you for showing that from now on in America, any definition of a successful life must include

serving others.

You go to a great school -- in a wonderful town -- in the greatest nation on the face of the Earth. Your dreams are within your reach. And so may every single one of them come true.

It's been a wonderful experience here for me today. And I feel motivated. I feel I understand a little bit better what one person can do in helping another. It's been well worth it, I'll tell you.

Thank you. God bless you and God bless the United States of America. (Applause.) Thank you very, very much. Thank you all. (Applause.) Thank you all. Good luck to you.

END

1:38 P.M. EST

THE WHITE HOUSE

Office of the Press Secretary
(Cincinnati, Ohio)

For Immediate Release

January 12, 1990

REMARKS BY THE PRESIDENT
DURING DISCUSSION
WITH CINCINNATI YOUTH COLLABORATIVE
MENTOR GROUP

Library
Robert A. Taft High School
Cincinnati, Ohio

12:52 P.M. EST

SISTER JEAN HARRINGTON: I have told the President that he has a very unique group of people sitting in front of him. He has 10 Taft High School students with their mentors or their tutors. Two college students who are in college as a result of our Last Resort Scholarships, and a student from Porter Middle School and one from Bloom Middle School, and a teacher from Bloom Middle School who has coordinated the Earn and Learn Program. And I know the President's eager to hear about your experiences, and I imagine you're eager to hear about some of the things he does, too. So it's open.

THE PRESIDENT: When you do say -- either ask a question or tell me what you're doing, which I hope you'll do, just say what -- where you are in life and what your -- what school you're in -- college or mentoring or whatever -- it would be helpful. And I think everybody here would be interested.

We've had a good briefing on this unique program. I keep talking about something called "A Thousand Points of Light." At first, we had one guy who said, "Did he say 'A Thousand Pints of Light'?" (Laughter.) And I said, "No, it's A Thousand Points of Light." And that really means involvement of one person in the lives of others, helping. Then I come out here today and have had this wonderful briefing on how this program, in many ways, is just the epitome of A Thousand Points of Light -- a lot of people helping kids get going or stay involved, or pull themselves up.

And so I don't know who wants to be first, but I'd be glad to answer any questions. I see somebody nicely put a picture of Barbara up there, and she is -- (laughter) -- she is very active in education. Because I'll tell you what -- for you kids -- you old kids; even -- (laughter) -- Ed, sorry about that -- no, but her thing is literacy. And she's been involved in it for a long time, and I understand, of course, that -- obviously, much of this program, as it starts with these young kids, let's have everybody be literate. But I wish she were here, because the Sister had asked about her very generously.

Yes, sir?

Q Mr. President, I'm a mentor here at Taft High School. The question I have is a very difficult one. And it has been my perception in working with the young people that there is a sense of hopelessness to the degree that it almost stunts the importance of the programs that we have. If they perceive that, in the community at large, no one really cares -- and if I do my best, if there's a legitimate opportunity.

My question is, what do you feel a U.S. President and administration can do to help create a more hopeful attitude or atmosphere or environment for our young people and those that are --

THE PRESIDENT: It is a tough question. But you know, the more I think of it -- and you're the experts, you're the guys with your sleeves rolled up and you're the ones that are trying to learn -- and that -- being right there in the front line, I would have to concede, gives you perhaps a better insight of this than I have being back there in the White House.

But as I look at it, a lot of it is family. A lot of it has got to be our, in some way, encouraging the strength of a family. And this is an awfully philosophical answer to a rather specific question. But I happen to think that some of the despair and some of the discouragement comes from the dissolution or the strains on the American family. Now, there are some answers to that, obviously. If we are successful in working with the local communities in the anti-narcotics battle, I think that'll help enormously. If programs like this are successful -- and this is why this whole subject of education is priority -- if programs like this are successful, I think through education itself kids will begin to get hope and see that in -- comparatively, as you look around the world, we're pretty well off -- even those who are not doing very well.

So it's -- I guess what I can do about it is to encourage what I think of as fundamental values. I happen to be one who has learned in one short year that faith is important. And I have a philosophy, Ed, of what happened -- a theory.

We came out of the Vietnam war; it was very divisive. We had that post-Watergate period that increased a certain national cynicism, it seemed to me. And that spills off on young people -- maybe on their teachers. So we're now coming into a new period. We look around the world and we see the darndest, most dramatic changes moving towards the values that have made this country the greatest: freedom, democracy, choice to do things.

So I think we can now, with programs like you're engaged in, point to people coming our way around the world because they see we do have something very special. I'm not sure that's a totally satisfactory answer, but I get back to fundamentals -- to values. We're trying in the education field to stress certain fundamentals. I had a marvelous meeting yesterday with a bunch of educators and businesspeople because we've challenged the nation's governors to come up with educational goals. But they're going to get back to fundamentals of reading and writing and math, science, and now geography.

But on balance, I am optimistic. And yet, I know there's an awful lot of reasons to be discouraged in part of some individuals. But I think I've got to keep an optimistic stance as President. I've got to keep talking about fundamental values. I've got to keep trying to do what we can in terms of not only funding educational initiatives, but restructuring. So we get back to ways that we can compete. And in the process, these kids will have a better opportunity.

Q First of all, sir, I'd just like to commend you on your efforts for the war on drugs.

THE PRESIDENT: Tell me who you are and what grade, or what staff --

Q What grade? I could kiss you, sir. (Laughter.)

THE PRESIDENT: Go ahead.

Q Sir, I'm an adult volunteer mentor.

THE PRESIDENT: Volunteer. Isn't that great?

Q -- here at Taft High School. Yes, sir.

THE PRESIDENT: Well, you do look like you're young. Come on, you are.

Q Well, thank you, sir.

THE PRESIDENT: I won't put you on the record here. (Laughter.)

Q What I'd like to say is, I'd like to commend your efforts on the war on drugs and say that we here as a people are behind you 100 percent. But what I would like to concentrate on is education. It seems to me that the drug problem that we're having is a result of the feeling of hopelessness in the educational programs. And my question is twofold. First is, a lot of the inner-city kids, even kids that aren't inner-city can't afford higher education, and if there is some kind of federal program that would lend itself to possibly giving every American a chance to attend higher education at no cost? Because we're pricing ourselves out of jobs and out of the world market.

THE PRESIDENT: Let me put this in perspective -- the answer. I'll bet you can't guess within 10 percent what percentage of the funding, the state, local, federal -- comes from the federal government. I'm not going to put anybody on the spot -- but it is seven percent. That means that 93 percent comes local and state. And then, that doesn't even count the volunteers. It doesn't count what Ed's doing to help somebody -- what you're doing to help somebody -- which is impossible to price. Because not only do you bring a certain number of hours a day, but you bring a dimension for your own dedication that you can't purchase. You're doing it because you believe in something and you want to help somebody.

So the federal role is properly proscribed. It's not going to be much bigger. I think what the federal government can do is the things I was talking to him about. I think you're going to see a step up on Head Start, which doesn't get to your question, but I think helps where a federal government has a very specific, and I think extraordinarily legitimate role in helping these early kids at the most formative ages. There are federal programs that help on the Pell grants and things of that nature for the federal government assists at the college level. There are certain tax things we can do to encourage savings -- college savings bond program which we've now got into effect that helps people -- even those that don't have a lot of money saved -- interest-free -- to educate the kids.

But I don't believe it is the federal role to say the federal government will pay for every college -- every kid to be educated in college. I don't want to usurp the the legitimate role of the states, the private institutions of the volunteer sector, and also we have very serious constraints on federal funding. We're operating at a deficit of -- this year, the target is to get it down to \$63 billion or \$64 billion.

Who's next? Which one?

Q I would like to present a plaque to you.

THE PRESIDENT: Sure. Come on. (Laughter.) Somebody's got to hold my -- this is getting overweight here.

Q Mr. President, on behalf of Robert A. Taft High School Excelled Mentors Program and the Cincinnati Youth Collaborative, I would like to present this plaque to you, which says: "Presented to President, George Bush, from the Excelled Mentors Program, the Cincinnati Youth Collaborative, and Robert A. Taft High School, Cincinnati, Ohio on January 12th.

THE PRESIDENT: Now, Vicky, what about you, though? Now, because you -- or, do you -- having fouled this one up, I mean,

do you go here?

Q Yes, I do. I'm a 10th grade student.

THE PRESIDENT: Let me ask you something. And I don't want to put you on the spot. But I mean, generally, when you and others that are your friends in school -- do you share my optimism about the future, or are you a little discouraged as it hurdles ahead?

Q I'm not discouraged at all. I think it has -- it takes the person -- the person has to, for one, have self-confidence, which is something that my mentor, Andrea Hughes -- she's given me a lot.

THE PRESIDENT: Is she helping you? Well now, how does that work? I mean, does she come over in school and get you aside and say, "Here are the things I think you ought to concentrate on, or do you do it at your house? Maybe Andrea can tell us.

Q We do a variety of different things together. Sometimes, we come over to the high school, and they have programs such as the -- the Excel Day, where the mentors and the students get together and talk about different issues.

THE PRESIDENT: In groups or just one-on-one? You and Vicky?

Q The celebration is in a group. The one-on-one occurs throughout the month at any given time. Sometimes, we go to things such as plays together, or if there are particular functions going on in the city that I think will help broaden her growth and experience, we may attend those functions. We sometimes go out to dinner and talk about various different issues -- current events and things of that nature.

Sometimes we talk about what's going on in school. If she's getting prepared for a particular examination and she may need a direction on where to go, I work with her on that aspect. There's a variety of things that the mentor does with the student, and it's an individualized program -- that portion of it. But also, we get together as a group, as a family, because, we, too, believe that bringing -- building a family atmosphere and environment encourages the children to go forward and to try to succeed in school.

THE PRESIDENT: Does the Mentor Program concentrate on areas where a kid doesn't have the benefit of a two-parent family and all, or not necessarily?

Q We involve everyone -- those of single-parent families and also those of two-parent families, to get the parents involved in the program, too. So we don't limit it or exclude anyone. Again, they all are welcome. What we do is, if we have children who may be in single-parent homes and need to have special tutoring, we have tutors in this particular program that we lend to the students.

THE PRESIDENT: That's on a subject, like the kid's doing lousy in math and -- yes. Who else has something to tell me about?

Q On a subject -- type of basis, yes.

THE PRESIDENT: Who else has something to tell me about? Christie, you're looking nervous back there.

Q Mr. President, do you plan to continue or increase funding for educational programs --

THE PRESIDENT: I think it'll be up. But as I say,

there are constraints on it. There are constraints on what the federal government can do in almost every area of social need. Parts of the federal budget will clearly be up in education. And I've expressed at the governors -- and I've heard this from all of the governors, incidentally, that were there -- the need to do more in Head Start. That doesn't take care of Stacy's problem, but -- you have limited resources, do the best you can with them. So you'll see it up in total and you'll see it up in some categories. But not as much as if the federal government weren't operating at this big deficit. But it'll increase.

Shoot.

Q I have another question.

THE PRESIDENT: But to the degree it can't -- Christie, here's the key point -- to the degree it can't, programs like we're talking about here, programs like this. Programs where individuals involve themselves in the lives of others become even more important. And so it's -- and I happen to think that the more involvement we have at the local level, the better. I don't think it is the role of the federal government to tell Ms. Powell -- it is Ms. Powell, isn't it? The school -- what's the school's --

Q Dr. Powell.

THE PRESIDENT: -- Dr. Powell exactly how the curriculum ought to work in the schools in Cincinnati -- some guy sitting in a great, big bureaucratic building in Washington. I don't think so. I think that you ought to have controls of those things. I think we can have national goals that says, look, we're moving into a different era. Math is going to be more important. Obviously, reading has got to be fundamental, if you will.

So I think we can help work with the governors to set goals, but the control has got to remain, in my view, my concept of education, at the local and school board and parent and mentor and tutor level -- and obviously teacher level.

You had what they call a follow-on. What is it? Are you finished? (Laughter.) Who's next? Any of you guys?

Q Mr. President, one of the roles of our mentor program, the two main goals of our mentor program is to help the students raise their self-esteem and also to help them to do better in the required testing in order to go into college. Now, we have right now on the burners we're trying to have implemented into our program here at the school the ACT-SAT preparation in the curriculum. And this is one of the things we're working on. The other, in raising self-esteem, we're trying to build into our young people the concept that they are of worth, they are somebody, and that there is hope.

What I'd like to ask you is, is there anything that you can do to lend support to a concept like this on a national level?

THE PRESIDENT: Well, kind of like what I was talking to Ed about. I don't think it's a specific program, but I think it is encouragement, I think it is having confidence in people and not picking up this mantle that the young people are all off on some drug horizon and can't have -- given up. It's the emphasis on -- risk of repetition -- on fundamental values. And I think it's in that kind of exhortation, rather than program, that a President can be helpful. I don't think you can design a curriculum to lift the self-esteem of a kid. It's got to come from peers, it's got to come from family, it's got to come from dedicated volunteers or workers who are saying, "Hey, you are somebody. You can amount to something. So it's in that broad, philosophical range.

Tell me, though -- how are you involved in this? I

MORE

think people would be interested -- I know I would -- in just the background. Just use you as a case example. I was going to give Andrea a chance. But I mean, are you just suddenly a guy that's concerned and want to pitch in, or how does it work?

Q That's exactly how it starts.

THE PRESIDENT: Yes.

Q It starts with a general concern for the well-being and productivity of our young people, and we come in as volunteers. This is my mentee.

THE PRESIDENT: Is he?

Q And we try -- and we work with Anthony, encouraging him. He's already taken his ACT test, and he's improved his scores. And these are the types of things that we do.

THE PRESIDENT: How do you find Anthony? I mean, somebody -- say, "Hey, we've got a guy over here that really would like to work with you and need some help?"

Q We have a coordinator here at the school, and that person links both the mentor and the student together. And that's how it's done. And we're in the process of doing recruiting. Anyone who wants to help us, they're welcome to come on down.

THE PRESIDENT: Well, I'd like to use this opportunity and this marvelous exposure to encourage this volunteerism, encourage this participation.

Let me ask him. I don't want to put you -- you don't have to. This is not a classroom where you've got to say something. (Laughter.) But I mean, from your standpoint, are you doing better because this gentleman is helping out and stuff?

Q Yes.

THE PRESIDENT: Do you feel like you've got somebody that cares?

Q Yes.

THE PRESIDENT: What was it like before? You were just drifting around and didn't --

Q I was pretty much the same. I always had my act together, you know? (Laughter.)

THE PRESIDENT: You did have it together? (Laughter.) Well, that's good. A lot of guys that didn't. But how about the chemistry? Does it ever work on the mentor program that you have to shift around because the --

Q We've been pretty fortunate; that has not occurred. You asked the question, how do the students get into the Excelled Mentor Program. There are several ways. They could be referred by a teacher, a counselor -- parents even call. And also, students are self-referred. They want to be a part of this because they see that it is a helpful program. And they're excited about being in the program.

THE PRESIDENT: But do the ones that need it the most see that? I mean, the guys that are really having the most trouble out there -- maybe the drug scene, maybe the tough home situation? Do they say, "Hey, I need help," or do you have to go seek them out and say, "Wait a minute, you're screwing up here, and if you don't --"

Q A lot of times, those individuals are referred.

THE PRESIDENT: Yes.

Q Mr. President, my name is Jim Brock. My favorite statement is, I'm a Taft High School graduate and I'm in the mentoring program. I am a homeroom mentor, and that is how we address the majority of the students, through the homeroom mentoring program. During that time, we tell the students that there is help available for you; if you need a tutor there is help available for you; if you need a mentor to give you a one-on-one approach, that is also available for you. And that is largely how we address the students.

We go out into the community; we have an outreach program where we go to many of the social organizations, we go to churches, we go to any community organization that will let us speak with them, we do that. And that's how we are branching out into the community.

THE PRESIDENT: Do parents welcome the mentor approach, or do they say, "Wait a minute, you're getting in our turf a little bit"?

VICKY: I know my mother welcomed Andrea a lot. And part of my getting into the mentoring program was because I was having trouble in history. And we went to Ms. Harris concerning my history, and when I got Mr. Sales as my history tutor, then she also asked me, did I want a mentor? And I agreed to it, so that's how I met Andrea, was through my mother, because I was having trouble in a certain subject and we had wanted to get me a tutor. But as I got my tutor, I also got a mentor.

Q And a part of that mentoring program requires that the parents meet with the mentors to determine whether or not they will be comfortable with this relationship with their child or the children. So at the onset, the parents get involved in that decision-making process. And it has worked well. And Vicky's mother and I get along very well, and we sometimes get together and talk about issues that may have affected Vicky throughout the school year and get together on how can we help her deal with some of the issues that she's facing.

One of the issues that we had to address early on was the fact that she was coming out of a junior high school into the high school, and it was a new experience for her. And she was sort of getting steered in the wrong direction by being less academically inclined and more interested in what was going on socially. So her mother and I worked with Vicky to get her back on the right track. And since we've done that, she's been doing very well academically.

THE PRESIDENT: Who else?

Q Mr. President, my name's Maryanne. I am a sophomore at Xavier University. Before my freshman year of college, there -- college tuition is outrageous, and without the Youth Collaborative I couldn't have afforded the -- I guess it's around \$9,000 a year now. And I think that I've benefitted greatly because Xavier is a private institution and I get a more personal education that way, instead of having to go to -- not that U.C. isn't a good school, but --

THE PRESIDENT: No.

Q -- it's more of a -- not as one-on one.

THE PRESIDENT: That's right, you choose as best you can what you think is best for you.

Q Please?

THE PRESIDENT: No, I say -- I can understand that.

Q Yes. I mean, for me, I like to ask questions when I'm in a classroom and the Youth Collaborative let me do that, let me follow the education that I wanted. And they help a lot. And I know that they're helping a lot of other college-bound students because they have -- we just opened a college information center, the Youth Collaborative did, down at the Lazarus in downtown Cincinnati. And it's kind of a guidance counseling center for students who maybe don't feel comfortable with their guidance counselors or who have been disconnected from high school guidance counselors. And it's a great program.

They have videos of colleges and they have scholarship information and they have counselors that can speak to you and ask you where you want to go with your life, and stuff like that -- help you to make decisions.

THE PRESIDENT: Well, that's very helpful and interesting. And it gets back to Stacey's -- whose role is it to give you a shot, give you a chance, give her -- the kid she's trying to help a chance? And the answer is, I think it's everybody's. I think the federal government has a role in these programs. I think there are these programs -- there's a friend of mine in New Orleans, Jay Taylor, who guarantees a certain class in a certain school, you're going to be educated. You do your job, you stay -- lead a good life, stay out of the difficulties that some kids face on narcotics or whatever, and we guarantee you -- private, nothing to do with state, nothing to do -- just helps do what Stacey was asking -- how do we do this? Or what you're saying, that tuition is high. And these programs are springing up all over the country.

And you take them and multiply them in terms of dollars and it's amazing what it results in. So back to what somebody asked me -- who was it -- about what can I do -- Ed -- I think I can do more to encourage individuals and volunteers all over the country to -- and it's far more than a federal government can do, far more in terms of total dollars brought to bear on the program. When you price out what each person here is doing and put it on a national, and then try to multiply that, if you could project this program around the country, it would mind-boggle you in terms of federal budget.

So maybe I'm getting a little inspiration here that I need to make this point louder and clearer to others around the country.

SISTER HARRINGTON: Unfortunately, Mr. President --

THE PRESIDENT: I'm being thrown. I know. (Laughter.)

SISTER HARRINGTON: The clock moves too rapidly. And so, in the name of all of the people here, I'm going to say thank you for them. And we're sorry that we can't get questions from everyone.

THE PRESIDENT: Well, maybe we'll get another shot here. But I will follow this with keen interest and express to those who are giving your time like this, I'll tell you, you're doing the Lord's work. Because I am not pessimistic about the young people in this country and I'm convinced that we can compete. I'm convinced that we can win this damn battle against narcotics that is just decimating a lot of families. And I get inspired by this. So I am very, very grateful to all of you for what you're doing. Thank you very much.

All right, off we go. (Applause.)