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Grant
February 12, 1990
Draft one
A:evangel

PRESIDENTIAL ARTICLE FOR PENTECOSTAL EVANGEL MAGAZINE
ON FAMILY VALUES
TO BE PUBLISHED IN FAMILY LIFE EDITION / MAY 1990

As this Administration faces the tough decisions and pressing issues of the day, as President I find that I am guided by certain beliefs. The first is that there is a God, and that He is good.

His presence is real to me among the nurses caring for the "boarder babies," born addicted to crack or infected with AIDS. He is there amidst the triumphant events in the world -- the fall of the Berlin Wall, or the release of Nelson Mandela. Time and time again, His hand is apparent in everything from private decisions to public policy resolutions. Time and again, I find myself thanking Him for His guidance.

And no matter where my travels take me, one thing becomes clear: it is our faith in the Almighty and our willingness to stand up for certain values that make up the spirit of America. That spirit is based on the convictions we share: decency, honesty, fairness, courage, and respect for the law. Those values were instilled in us by our parents, and it is our responsibility to pass them on to our children.

While no two of us are alike, every family has its own spirit, its own soul unlike any other. And yet there are experiences that we, as members of families share as a function

of being human -- no matter what part of the country we are from, no matter what the size and composition of our families. The concerns that any one of us has had as a parent are the concerns of all parents: that our children grow up in a safe environment with a good education and that they be given the same opportunities as anyone else's children. That they live a life of values.

I am guided by another belief. God's love, while free, has a self-imposed cost: We must be good to one another. And the place to start is right in our own families, our own communities.

We are a nation of communities, thousands upon thousands of religious, ethnic, social, business, labor union and neighborhood and other organizations -- some of them voluntary, some not, but all of them vital to the future of this country.

In our country, real leadership comes from the people and manifests itself in a responsive process called governance. But, with God's help, each of us must chart a course for our own lives and the lives of our families. If we work through our own families and communities to change things for the better, we will change the nation for the better. We will change the world for the better. Each of us, in our own lives, will do it.

Whether that means reading to your children, or volunteering in a local homeless shelter, or even leading the fight for a drug-free school zone in your neighborhood, is up to you. There are too many people free-falling through society who need our help -- XXX children waiting to be adopted, an estimated XXX illiterate adults willing to learn how to read, countless

- nearly 30,000 children available for adoption
- more than 20 million illiterate adults...

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thousands of homeless seeking shelter, even more Americans struggling with drug and alcohol problems. But doing something about it begins with each of us, in our own lives, deciding that the time has come to help. Because from now on in America, any definition of a successful life must include serving others.

Let me share a short story with you. A young boy and an old man were walking along a beach. And as they walked, the boy picked up each starfish he passed and threw it into the sea. The old man asked him why.

"If I left them here," the boy said, "they would dry up in the sun and die. I'm saving their lives." "But the beach goes on for miles and there are millions of starfish," the old man said, "How can what you're doing make any difference at all?"

And the boy looked at the starfish in his hand, threw it into the ocean and answered, "It makes a difference to this one."

We can make a difference. That's why we were put here -- to love the Almighty, and to give His love in return to others. To live a life of meaning, and to give a life of values to our children.

Some Americans have decided that it was time to make a difference. Dr. and Mrs. William Hale, for example, both suffer from multiple sclerosis yet they operate a free medical clinic in Oklahoma City. Their all-volunteer clinic has treated nearly 43,000 indigent people since it opened 15 years ago. But that's not all -- the Hales have also founded a network of medical specialists for free referrals, and have arranged for donations of medicine from a local pharmacy.

*Point of Light
Summary
11/27/89*

Another man, Edward Castor, works in Tipton County, Indiana, and taught himself to read at age 40. After earning his high school diploma, he now travels the state giving lectures on literacy. He also volunteers his time teaching others how to read. He saw a need in his own life and in his community, and stepped forward. Both he and the Hales are examples of people who make each day count by personally committing themselves to helping others.

"Faith is the substance of things hoped for," says the New Testament, "the evidence of things not seen." If we are to hope for important things -- an end to the scourge of drugs, a stop to the violence in the streets -- we must first reach inside our souls, to the integrity, decency and goodness inside each of us. Living one's values is the essence of the meaningful life, the life of faith. And teaching those values to our children is the way to build a better America.

God bless you and God bless America.

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Point of Light
12/5/89

N.T.
Hebrews
xi, 1

Grant
February 12, 1990
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God bless you and God bless America.

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2/21/90

(Vance Grant)
DOE
Department of Education

(Census Bureau 763-1154)

Rob Barnes 732-5325

1985 survey of Young Adults

- * 70% of young adults 21-25 with less than an 8th grade literary skill is 20%.
1 in 5 young adults as of 1985
and,
- * 67% of young adults 21-25 with less than 4th grade level is 67%.

See Carrazos states in his speeches:

27 million illiterate adults (lack of basic literary skills)

and another 45 million who have not obtained as much as 4th grade level

1986: Between 17 + 21 million adults are functionally illiterate



DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

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UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON D.C. 20202

April 1986

UPDATE ON ADULT ILLITERACY

THE SOURCE

The English Language Proficiency Survey was commissioned by the U.S. Department of Education and conducted by the Bureau of the Census in the Fall of 1982. At that time, simple written tests of English comprehension were administered in the home to a national sample of 3,400 adults, ages 20 and over.

MAJOR FINDINGS

Between 17 and 21 million U.S. adults are ^{functionally} illiterate, for an overall rate of nearly 13 percent. In contrast to traditional estimates of illiteracy based on completion of fewer than six years of school, this new study shows that illiterate adults are now much more likely to be located in our major cities; and most are under the age of 50. Immigration and reliance on a non-English language are also major factors; nearly half of all adults using a non-English language at home failed the test of English proficiency. More specifically,

o Of all adults classified as illiterate:

- 41 percent live in central cities of metropolitan areas, compared to just 8 percent in rural areas;
- 56 percent are under the age of 50; and
- 37 percent speak a non-English language at home.

o Among native English-speakers classified as illiterate:

- 70 percent did not finish high school;
- 42 percent had no earnings in the previous year (1981); and
- 35 percent are in their twenties and thirties.

o Among illiterate adults who use a non-English language:

- 82 percent were born outside the United States;
- 42 percent live in neighborhoods where exclusive reliance on English is the exception rather than the rule;
- 21 percent had entered the U.S. within the previous six years; and
- About 14 percent are probably literate in their non-English language (judging from their reported education).

THE TEST AND THE DEFINITION OF ILLITERACY

The test employed is called the Measure of Adult English Proficiency (MAEP). The written portion of MAEP consists of 26 questions which test the individual's ability to identify key words and phrases and match these with one of four fixed-choice alternatives. Based on an analysis of the number of questions answered correctly out of 26, a literacy cutoff of 20 was selected as providing the best discrimination between high and low risk groups. Specifically, among native English speakers, less than 1 percent of those completing some college scored below 20, in contrast to a failure rate of more than 50 percent for those with fewer than 6 years of school.

HOW THE TEST RESULTS COMPARE WITH TRADITIONAL ESTIMATES BASED ON FEWER THAN SIX YEARS OF SCHOOL

Our estimate of illiteracy is about three-and-a-half times the number of U.S. adults with fewer than 6 years of school--18.7 versus 5.2 million. More important, however, are the compositional differences between the two approaches to estimating illiteracy, especially with respect to age. For example, among native English speaking adults, only .6 percent of those in their twenties and thirties completed fewer than six years of school, compared with 3.9 percent for those age 40 and over. This suggests a six-to-one differential in illiteracy rates between the two age groups, but based on direct testing, we estimate there is less than a three-to-one difference: adults under age 40 have an observed rate of 5.2 percent, compared with 14.1 percent for those 40 and over. This means that the illiteracy rate for the younger group is eight-and-a-half times greater than it should be if completion of six or more years of school was a guarantee of literacy.

ACCURACY OF THESE ESTIMATES

The standard error of our point estimate (18.7 million) is about 1 million. Thus, we can be quite confident (95 chances out of a 100) that the true figure is in the range of 17 to 21 million. The standard of literacy, however, has a far greater potential impact on our estimates than sampling error. Selecting 21 rather than 20 items correct as our standard of literacy adds about 3 million to the total estimate. We do not believe that lower estimates are supportable, but higher estimates can readily be obtained by setting more exacting standards of literacy. However, within the limitations of the MAEP test, we believe our approach is preferable, since it maximizes the discrimination between high and low risk groups.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY UNDER SECRETARY FOR PLANNING, BUDGET AND EVALUATION

Adult Illiteracy Estimates for States

Introduction. The adult illiteracy rates for the 50 States and the District of Columbia were estimated through an application of findings from the 1982 English Language Proficiency Survey (ELPS) to 1980 Census data on the composition of each State's adult population. In what follows, the methods and findings involved in producing these estimates are described and assessed.

About the test. Using the Measure of Adult English Proficiency (MAEP), ELPS tested a national sample of 3,400 adults. The written portion of MAEP consists of 26 questions which test the individual's ability to identify key words and phrases and match these with one of four fixed-choice alternatives.

Scoring and choice of literacy cutoff. Based on an analysis of the number of questions answered correctly out of 26, a literacy cutoff of 20 was selected as providing the best discrimination between high and low risk groups. Specifically, among native English speakers, less than 1 percent of those completing some college scored below 20, in contrast to a failure rate of more than 50 percent for those with fewer than 6 years of school.

Test refusers. Of the 4,200 adults in the sample, 81 percent completed the test. For those who declined to take the test, scores were estimated based on their membership or non-membership in risk groups.

Identification of high-risk groups. A requirement of our method was that risk factors be directly represented in the 1980 Census data for States. Subject to this restriction, six factors were found to be strongly correlated with performance on the written test: age, nativity, recency of immigration for non-natives, race, poverty status, amount of schooling, and reported English speaking ability (of persons who use a non-English language at home).

Statistical methods. The six factors described above were represented in a multiple regression equation by twelve specific parameters. For example, coefficients were separately estimated for four categories of educational attainment: four years or less, 5 to 8, 9 to 11, and exactly 12 (with 1 or more years of college being the omitted category). Literacy, the dependent variable, was treated as a dichotomy: scores of 19 or less (illiterate) versus 20 or more. Coefficients were then applied to 1980 Census data on the relative size of the twelve risk groups to obtain a summary estimate of the proportion of each State's adult population that could be expected to be illiterate.

Factors which could cause the true illiteracy rate to be different

- o The cutoff score of 20 could, by some standards, be too low. A higher minimum score would generate larger estimates. These estimates are conservative.
- o The States' adult population could be more (or less) disadvantaged than the U.S. average in respects that contribute to illiteracy but are not represented by the 12 categories of our equation.
- o If adults literate in a non-English language were excluded, our estimates would be lower. We measured only literacy in English.
- o Net migration differentials (in and out of State) may have changed the relative size of high-risk groups since 1980.
- o Adult education programs may have achieved appreciable increases in literacy among some high-risk groups since 1980.

Assessment. These estimates are superior to any other estimates we know of in the following respects:

- o Direct testing. Many estimates of illiteracy have relied on impressionistic evidence or inferences from a single variable such as years of school completed.
- o Coverage and uniform methods. Superior estimates may be found for segments of the U.S. adult population, but we know of none that cover adults of all ages and are based on the application of uniform methods to all States.
- o Reliability. For purposes of estimating the relative size of the populations at risk, and of ranking States on this characteristic, our estimates are extremely reliable because the State ranks are largely determined by differences in the composition of the adult population as reflected in the 1980 Census. Our analysis of the 1982 ELPS data contributed two things to these State estimates: the identification of risk factors and estimates of the relative magnitude of these risk factors. The latter estimates are not highly reliable, but they account for only 8 percent of the variance in the State rankings. Ranks based exclusively on the unweighted 1980 Census data correlate .96 with ranks based on our ELPS model. The two sets of ranks are displayed on pages 6 and 3.
- o Relevance for literacy programs. Traditionally, illiteracy was seen as largely a problem among older people living in rural areas. Thus, with urbanization and rising levels of educational attainment, many believed the problem would take care of itself. The 1982 ELPS data show, however, that illiteracy is now predominately a problem in our center cities, and that among native English speaking adults in their twenties and thirties, it is ten times more prevalent than one would estimate using the traditional criterion of completion of fewer than six years of school.

731.3130

For more information contact Rob Barnes (202/472-5191) or Greg Henschel (202/245-8608).

9401

Illiteracy Rate Estimates

Rate Inverse Rank

United States.....13

Notes:

ALABAMA.....13
 ALASKA.....7
 ARIZONA.....12
 ARKANSAS.....15
 CALIFORNIA.....14
 COLORADO.....8
 CONNECTICUT.....12
 DELAWARE.....11
 DIST. OF COLUMBIA.....16
 FLORIDA.....15
 GEORGIA.....14
 HAWAII.....15
 IDAHO.....8
 ILLINOIS.....14
 INDIANA.....11
 IOWA.....10
 KANSAS.....9
 KENTUCKY.....15
 LOUISIANA.....16
 MAINE.....11
 MARYLAND.....12
 MASSACHUSETTS.....11
 MICHIGAN.....11
 MINNESOTA.....9
 MISSISSIPPI.....16
 MISSOURI.....12
 MONTANA.....8
 NEBRASKA.....9
 NEVADA.....9
 NEW HAMPSHIRE.....9
 NEW JERSEY.....14
 NEW MEXICO.....14
 NEW YORK.....16
 NORTH CAROLINA.....14
 NORTH DAKOTA.....12
 OHIO.....11
 OKLAHOMA.....11
 OREGON.....8
 PENNSYLVANIA.....12
 RHODE ISLAND.....15
 SOUTH CAROLINA.....15
 SOUTH DAKOTA.....11
 TENNESSEE.....15
 TEXAS.....16
 UTAH.....6
 VERMONT.....10
 VIRGINIA.....13
 WASHINGTON.....8
 WEST VIRGINIA.....14
 WISCONSIN.....10
 WYOMING.....7

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2

1. Rates apply to the adult population age 20 and over. All rates have been rounded to the nearest whole percent.
2. Calculation of rates. A State's rate is calculated as the sum of the probabilities of illiteracy (the "model-estimated" coefficients shown on page 4) times the percent of the State's adult population in the corresponding risk group minus 3.4 (the intercept of our regression model).
3. Relative contribution of risk groups to the estimated illiteracy rates. Based on the size of each of the twelve risk groups, as weighted by the corresponding model-estimated coefficient, it is possible to show the relative contribution of the six factors: education (risk groups 1-4), immigration status (groups 5 and 6), language (groups 7-9), race (group 10), age (group 11) and poverty status (group 12). The results of this analysis are displayed for each State and the U.S. in the table on page 5.
4. Ranks are interpretable as literacy ranks--i.e., the inverse of illiteracy. In the case of ties (eg: five States have estimated illiteracy rates of 8 percent), all States in the group of ties are given the highest rank available. Since three States have rates lower than 8 percent, this means the five States tied at 8 are all given rank 4 (rather than the average rank of 6) and the next rank available, for a State having a rate of 9 percent will be 9. (since a total of 8 States have rates below 9 percent).

Table of Coefficients

<u>Parameters (risk groups)</u>	<u>Model-estimated Coefficients</u>	<u>Census Comparison Coefficients</u>
1. Persons age 25+ with 0-4 years of school	.385	1
2. Persons age 25+ with 5-8 years of school	.351	1
3. Persons age 25+ with 9-11 years of school	.174	1
4. Persons age 25+ with 12 years of school	.073	0
5. Immigrants age 20+ who came in last 10 years	.186	1
6. Immigrants age 20+ living here 10+ years	.086	1
7. Persons age 18+ whose primary language is not English who speak English less than "well"	.521	1
8. Persons age 18+ whose primary language is not English who speak English "well"	.203	1
9. Persons age 18+ whose primary language is not English who speak English "very well"	.018	0
10. Black persons age 20+	.088	1
11. Persons age 60+	.050	1
12. Persons age 22+ living below the poverty level	.038	1

Notes

1. These parameters define adulthood at various age cut-off levels. This is because the Census reports use various brackets when breaking down age, and so uniform information was not available. Since the regression equation used percentages of adult population, and not absolute numbers, it is still workable to make comparisons. The error incurred is judged to be insignificant.
2. The model-estimated coefficients are tied to an intercept value of -3.4. Omitted category = native English speakers with one or more years of college, ages 20-59 and not black or in poverty.

PERCENTAGE CONTRIBUTION OF SIX PREDICTIVE FACTORS TO ESTIMATED ILLITERACY RATES - FIVE.

STATE	IMMIGRATION STATUS	CHANGE RACE-	BLACK	YEARS OF SCHOOL	POVERTY STATUS	BORN BEFORE 1929
United States	6	11	6	71	2	5
Alabama	1	1	12	78	4	5
Alaska	6	15	3	78	3	2
Arizona	6	18	1	67	3	5
Arkansas	1	1	7	83	3	5
California	13	24	3	54	2	4
Colorado	5	11	2	73	3	5
Connecticut	8	14	3	69	1	5
Delaware	3	5	9	76	2	5
District of Columbia	5	5	29	94	3	4
Florida	8	14	5	64	2	6
Georgia	1	2	12	79	3	4
Hawaii	12	27	1	35	2	3
Idaho	3	7	8	88	3	6
Illinois	6	12	7	69	2	4
Indiana	2	3	4	83	2	5
Iowa	2	3	1	86	3	7
Kansas	2	4	3	81	3	7
Kentucky	1	1	3	83	3	4
Louisiana	2	7	12	74	3	3
Maine	4	8	8	79	3	6
Maryland	5	3	12	72	2	4
Massachusetts	8	13	2	69	2	6
Michigan	4	6	7	76	2	5
Minnesota	3	5	1	83	2	6
Mississippi	1	1	14	77	4	4
Missouri	2	2	5	82	3	6
Montana	3	4	8	83	3	6
Nebraska	2	4	2	82	3	7
Nevada	8	12	3	71	2	5
New Hampshire	5	8	8	79	2	6
New Jersey	8	16	5	64	2	5
New Mexico	3	25	1	63	3	4
New York	18	18	6	68	2	4
North Carolina	1	1	18	81	3	4
North Dakota	2	6	8	84	3	5
Ohio	3	4	6	88	2	5
Oklahoma	2	4	4	82	3	6
Oregon	5	6	1	78	3	7
Pennsylvania	3	6	4	79	2	6
Rhode Island	6	15	1	71	2	5
South Carolina	1	1	13	79	3	4
South Dakota	1	5	8	84	4	6
Tennessee	1	1	7	84	3	4
Texas	5	19	5	65	2	3
Utah	6	9	1	76	3	5
Vermont	4	5	8	82	3	6
Virginia	3	2	9	79	2	4
Washington	7	8	2	74	3	6
West Virginia	1	1	2	89	3	5
Wisconsin	3	5	2	83	2	6
Wyoming	3	6	1	82	3	5

English speaking ability of persons who use a non-English language at home

STATE	Rank	SUB X's
United States		
Alabama	44	94.67
Alaska	1	45.49
Arizona	22	71.77
Arkansas	43	94.59
California	37	85.49
Colorado	4	53.17
Connecticut	27	75.29
Delaware	26	74.87
District of Columbia	51	148.85
Florida	46	98.52
Georgia	45	97.31
Hawaii	32	79.85
Idaho	6	56.15
Illinois	35	84.78
Indiana	17	66.71
Iowa	18	58.57
Kansas	13	68.86
Kentucky	36	85.24
Louisiana	49	103.82
Maine	28	68.45
Maryland	13	82.53
Massachusetts	24	72.42
Michigan	25	74.37
Minnesota	7	56.44
Mississippi	58	112.52
Missouri	29	77.13
Montana	5	55.88
Nebraska	11	59.45
Nevada	14	61.89
New Hampshire	12	68.18
New Jersey	39	88.82
New Mexico	31	78.95
New York	47	108.38
North Carolina	42	94.44
North Dakota	18	66.92
Ohio	21	71.26
Oklahoma	23	71.88
Oregon	9	57.28
Pennsylvania	28	76.88
Rhode Island	28	86.42
South Carolina	48	102.64
South Dakota	19	65.84
Tennessee	48	89.21
Texas	41	98.71
Utah	3	47.16
Vermont	16	62.45
Virginia	34	82.75
Washington	8	57.17
West Virginia	38	78.92
Wisconsin	15	61.21
Wyoming	2	45.67

STATE RANKINGS ON LITERACY BASED
ON CENSUS COMPARISON COEFFICIENTS

Note: For ten risk groups (see Table of Coefficients), these coefficients are set equal to 1. Thus, the criterion statistic for ranking purposes is definable as the sum of the percentages for all ten risk groups.

NATION

MORE NATIONAL NEWS
ON PAGE B6

Many who need free food can't read the recipes

By Carol Innerst
THE WASHINGTON TIMES

A volunteer at a Maryland surplus food center was puzzled when many needy clients passed up the canned pork and stunned when she realized why: They couldn't read the government's recipes for the free meat.

"Unbelievable numbers of clients can't read, or read at about the second-grade reading level," said volunteer Deborah Mann-High. "USDA recipes are written at about the ninth-grade level. Some of the directions for using the pork are 21 words long."

Mrs. Mann-High, a Hood College senior who began helping out at the center as part of her coursework in economics, figured out a solution. With the help of the Literacy Council of Frederick County, she began to design picture recipes for dishes that use USDA surplus foods, such as Southern-style pork and beans.

Indicating the widespread illiteracy problem among those who get government surplus food, 21 other states have expressed interest in her efforts.

Mrs. Mann-High estimated that between a quarter and half of the people who come through the food bank are illiterate. Precise numbers

are hard to get because clients may hide the problem, perhaps pleading a "sore hand" to get someone else to fill out the application form.

In fact, accurate statistics on illiteracy at the national level are similarly elusive, with estimates ranging from 7 million to more than 70 million.

When the Senate recently voted to spend another \$1 billion to end adult illiteracy, lawmakers noted that most estimates put the number of illiterate adults in this country at 23 million to 27 million.

Education Secretary Lauro Cavazos has categorized 13 million Americans as illiterate, 27 million as functionally illiterate and 40 to 60 million as marginally illiterate.

Part of the problem has been the lack of consensus on a definition of literacy. Definitions range from the simple ability to read and write one's own name to the collection of complex skills needed to function in our modern technological society.

The estimated 27 million functionally illiterate means those who can read no better than the average fourth-grader, according to Mary Hanrahan, deputy director of the Education Department's Division of Adult Education and Literacy.

Such people function with "great

Education Secretary Lauro Cavazos has categorized 13 million Americans as illiterate, 27 million as functionally illiterate and 40 to 60 million as marginally illiterate.

difficulty," she said. They can't read a bus schedule, for example, and have trouble following recipes — both reading them and measuring ingredients.

"Another 47 million have no more than an eighth-grade reading level, which means they can perform uncomplicated tasks such as filling out a job application or a bank deposit slip. But 90 percent of them can't use unit pricing in grocery stores to figure out the "best buy," she said.

Those two categories add up to 74 million people unable to function at



a level many employers deem vital in modern society.

In 1880, when the census defined as literate anyone who could read and write a simple message, 20 percent of the nation was "totally illiterate," Ms. Hanrahan said. By that simplistic standard, 1 percent of the nation was totally illiterate in 1970 and only 0.6 percent are illiterate today.

The illiteracy problem in the nation is growing by 2 million to 3 million people a year, largely because of the steady influx of non-English-speaking immigrants, she said.

Those who cannot speak or write any English are left out of the count, but those who know enough to be tested become part of the statistics, she noted.

New programs and increased funding for adult education during the 1980s likely made a significant impact on the problem, she said. In 1980, the department's budget for adult basic education was \$100 million. Now it is \$192.8 million, and President Bush has requested \$238.7 billion for fiscal 1991.

"The problem is very serious. And as to whether it's improved at all, since there was no accurate measure of how bad it was, it would be hard to tell," said Benita Somerfield, executive director of the Barbara Bush Foundation for Family Literacy. "You could get the impression it has not improved because you have the business community vocal about their inability to find workers to fill entry-level jobs."

The nation won't know the true extent of its illiteracy problem until 1993. That's when a \$7.8 million congressionally mandated assessment of the literacy level of those age 16 to 64 will be completed.

"Until then, what will be floating around is these silly numbers," Ms. Somerfield said.

ILLITERATES:
WHO ARE
THEY?

The Department of Education estimates there are 23 million to 27 million illiterates in the United States. According to a variety of studies, the illiteracy rates of the following groups are:

Juvenile delinquents	85%
Adult prison inmates	75%
Workers	20%
High school graduates	17%
White adults	16%
Black adults	44%
Hispanic adults	56%
Entry-level job applicants for New York Telephone Co.	84%
U.S. residents	13%
District residents	16%
Virginia residents	13%
Maryland residents	12%
Adults in Africa	54%
Adults in Asia	36%
Adults in Latin America	17%

The Washington Times

'See on another's hands, and
as for the law of Christ'

Philatino 6:2

Cu -

This is Gaudin's
suggestion as a better
Bible quote for the
ending.
mk

P.S. I like it better.

STAFFED FOR NOON MONDAY

Grant/Nappo
March 2, 1990
Draft three
A:evangel

PRESIDENTIAL ARTICLE FOR PENTECOSTAL EVANGEL MAGAZINE
ON FAMILY VALUES
TO BE PUBLISHED IN FAMILY LIFE EDITION / MAY 1990

There is good news for modern man: America is a religious nation. Yet, while differences exist over sect and ideology, what unites us eclipses what divides us. We believe that political values without a moral underpinning cannot sustain a people. I'd like to discuss those values today -- tolerance and decency, courage and responsibility, and of course, faith. Amid political and economic upheaval, these values have not changed. Nor will they ever be more crucial than in the next decade.

The values that spring from our faith tell us much about our nation. We are a nation of families, with no two families alike. And yet there are dreams that we, as members of families, all share. The hopes that any one of us has had as a parent are the hopes of all parents: that our children grow up in a safe environment with a good education and that they be given the same opportunities as anyone else's children. That they live a life of values -- a life of which they can be proud.

A truly religious nation is also a giving nation. A close friend of mine sent me a poem recently which eloquently embodies this spirit of giving. "I sought my soul, but my soul I could not see. I sought my God, but my God eluded me. I sought my brother and found all three."

Thousands of Americans are finding themselves, finding meaning in their faith, by reaching out to their brothers and sisters in need. I've been talking about a Thousand Points of Light -- those Americans who are working through their places of worship, through community programs or on their own to help the hungry or the homeless, to teach the unskilled, to bring the words of men and the Word of God to those who cannot even read.

We are also a nation of communities, thousands upon thousands of religious, ethnic, social, business, labor and neighborhood organizations, all of them vital to the future of this country.

With God's help, each of us must chart a course for our own lives and the lives of our families. But working through our own families and communities we can change things for the better, and in the process, change the nation and the world for the better.

Each of us, in our own lives, can make a difference, whether that means reading to our children, or volunteering in a local homeless shelter, or even leading the fight for a drug-free school zone in our neighborhoods. It is up to you. There are too many people free-falling through society who need our help -- 30,000 children waiting to be adopted, an estimated 27 million illiterate adults who cannot understand the joy of reading, countless thousands of homeless seeking shelter, even more Americans struggling with drug and alcohol problems. But doing something about it begins with each of us, in our own lives, deciding that the time has come to help. Because from now on in

America, any definition of a successful life must include serving others.

Let me share a short story with you. A young boy and an old man were walking along a beach. And as they walked, the boy picked up each starfish he passed and threw it into the sea. The old man asked him why.

"If I left them here," the boy said, "they would dry up in the sun and die. I'm saving their lives."

"But the beach goes on for miles and there are millions of starfish," the old man said, "How can what you're doing make any difference at all?"

And the boy looked at the starfish in his hand, threw it into the ocean and answered, "It makes a difference to this one."

We **can** make a difference. That's why we were put here on this Earth -- to live a life of meaning, and to give a life of values to our children.

Some Americans have decided that it is time to make a difference. Dr. and Mrs. William Hale, for example, both suffer from multiple sclerosis yet they operate a free medical clinic in Oklahoma City. Their all-volunteer clinic has treated nearly 43,000 indigent people since it opened 15 years ago. But that's not all. The Hales have also founded a network of medical specialists for free referrals, and have arranged for donations of medicine from a local pharmacy.

Another man, Edward Castor, works in Tipton County, Indiana, and taught himself to read at age 40. After earning his high

school diploma, he now travels the state giving lectures on literacy. He also volunteers his time teaching others how to read. He saw a need in his own life and in his community, and stepped forward. Both he and the Hales are examples of people who make each day count by personally committing themselves to helping others.

"Through love, be servants of one another," Saint Paul told the Galatians. It all begins with values -- like the love Paul writes of -- which begin with the family. Living one's values is the essence of a meaningful life, a life of faith. And teaching those values to our children is the way to build a better America and a better world.

God bless you and God bless America.

#

Office of the Press Secretary

EMBARGOED FOR RELEASE
UNTIL 2:15 P.M. EST
TUESDAY, MARCH 6, 1990

TEXT OF REMARKS BY THE PRESIDENT
TO ADDRESS THE SOCIETY OF ASSOCIATION EXECUTIVES

Washington Convention Center
Washington, DC

Some people think of America as a nation of "rugged individualists" -- alone, against the odds. And that is part of the American tradition -- but only a part.

There's another tradition -- a tradition as old as America itself. As old as Pilgrims and the Mayflower Compact -- as old as the pioneers who settled the West. It's the tradition Tocqueville described more than 150 years ago, when he wrote that: "Americans of all ages, all conditions, and all dispositions constantly form associations."

That shouldn't surprise us -- because the act of association is nothing less than democracy in action: Individuals translating common interests into a common cause.

And you know, today we see the power of democracy in action from Moscow to Managua. We see fresh evidence every day that the democratic ideal we cherish -- the idea we call America -- is alive everywhere. In the Revolution of '89, that brought down the Berlin Wall -- and brought freedom to Eastern Europe. Here in our own hemisphere, in the great victories for democracy in Panama and Nicaragua. Millions of people, now enjoying the freedoms America has known for two centuries.

Here at home, we've got to see what these transforming changes in the world mean for us. And those changes carry a challenge -- a challenge to us, to find in our freedoms new ways to solve the problems that threaten our society and our continued leadership in the world community.

Look around at the problems we face: Drug abuse. Hunger, homelessness. Illiteracy. Despair in our inner cities. The breakdown of the family. There's a role, a critical role, for government in finding solutions -- but we know government doesn't have all the answers. If we could eliminate these problems -- solve them once and for all -- with more programs, more bureaucracy -- these problems would have disappeared long ago.

The fact is, government isn't the only organized entity out there with the power to change things, the power to make a difference.

Everyone in this room is well aware of the advantages of association. But I don't know whether you are really aware of the full extent of your power. Of the resources -- the expertise -- the potential energy -- your organizations can command. Your ability to help solve community problems.

I know most associations are already active in community service -- and I've heard about some of the wonderful work being done. By the Medical Association of Atlanta -- working after-hours to provide free medical care to the homeless. By the Oregon Remodelers Association in Portland -- in Project Pride, a program to do home repairs for low-income elderly. By the Hotel Association of New York City -- with its ongoing commitment to donate surplus food to feed the hungry.

These are just 3 of countless community service projects your associations are engaged in. A commitment of time and talent, mirrored in similar community efforts by millions of Americans across the country. In fact, one study in 1988 found that Americans who volunteered in formal organizations gave almost 15 billion hours valued at an estimated \$150 billion.

That's tremendous -- but it's just the tip of the iceberg. Just a fraction of all the good works we are capable of.

Because the fact is, coping with the problems we face is within our power. There is no problem in America that is not being solved somewhere. Think about that. The programs I've just mentioned -- in New York, Atlanta, Portland, Oregon -- and thousands more. Think about ways your organization -- every one of your members -- can make this mission of serving others their own.

There's a story I want to tell today -- a story Martin Luther King, Jr. told in a speech he made the night before that terrible day in Memphis 22 years ago. It's a story about serving others -- and the courage that takes.

It's a familiar story -- about the Good Samaritan and the stranger he helped. But there's another part of the story we don't always remember. Before the Good Samaritan stopped that day, two other men saw the injured stranger -- and passed him by.

Dr. King thought long and hard about it, and he used to ask himself: Why didn't the others stop to help? Dr. King came up with some good reasons. They didn't stop because they were too busy. Had more important work waiting down in Jerusalem -- of far more consequence than helping one unfortunate man. So on they went.

Then one day Martin Luther King put himself in their shoes. At the age of 30, on his first trip to the Holy Land, he and his wife, Coretta, travelled that road from Jerusalem to Jericho -- and Dr. King saw the story of the Good Samaritan in a new light.

That road starts off more than 1000 feet above sea level, and ends in Jericho 2000 feet below sea level. A twisting road. Full of blind curves. He imagined the road 2000 years ago, each curve a perfect ambush point for robbers. And at that moment, Dr. King realized why the two men didn't stop. It had nothing to do with the reasons he had imagined. They didn't stop -- because they were afraid.

The way Dr. King imagined it, one asked himself: "If I stop to help this man, what will happen to me?" And he went on his way.

But then the Good Samaritan came along, and asked himself a different question: "If I don't stop to help this man -- what will happen to him?" He asked himself that question -- and he found the courage to stop. The courage to help. The courage to serve.

Which question do we ask ourselves -- about going down to the soup kitchen in that dangerous neighborhood. About stopping on a dark street to help a homeless man. About reaching out to those desperate kids out there -- kids who have no home life, who're hooked on drugs, who live a nightmare we can't begin to imagine. Doing any of these things isn't easy. Every one takes an act of courage.

But unlike the Good Samaritan, we don't have to act alone. Each one of you understands the power of collective action -- how much we can get done when we work together. Pool our resources. Combine our talents.

CHAPTER 5

C. A.D. 58

Living by faith

STAND fast therefore in the liberty wherewith Christ hath made us free, and be not entangled again with the yoke of bondage. John 8:32; Acts 15:10; Rom. 6:18

2 Behold, I Paul say unto you, that if ye be circumcised, Christ shall profit you nothing. Acts 15:1 • benefit

3 For I testify again to every man that is circumcised, that he is a debtor to do the whole law. 2:16; 3:10 • obligated

4 Christ is become of no effect unto you, whosoever of you are justified by the law; ye are fallen from grace. you have given up grace

5 For we through the Spirit wait for the hope of righteousness by faith. look

6 For in Jesus Christ neither circumcision availeth any thing, nor uncircumcision; but faith which worketh by love.

7 Ye did run well; who did hinder you that ye should not obey the truth? 1 Cor. 9:24

8 This persuasion cometh not of him that calleth you. 1:6; Rom. 8:28

9 A little leaven leaveneth the whole lump. 1 Cor. 5:6; 15:33 • raises

10 I have confidence in you through the Lord, that ye will be none otherwise minded: but he that troubleth you shall bear his judgment, whosoever he be. 1:7

11 And I, brethren, if I yet preach circumcision, why do I yet suffer persecution? then is the offense of the cross ceased. has the stumbling-block • been done away

12 I would they were even cut off which trouble you. Josh. 7:25 • emasculated

13 For, brethren, ye have been called unto liberty; only use not liberty for an occasion to the flesh, but by love serve one another. 1 Cor. 8:9; 9:19 • 1 Pet. 2:16; 2 Pet. 2:19

14 For all the law is fulfilled in one word,

even in this; Thou shalt love thy neighbor as thyself. Lev. 19:18; Mat. 7:12 • Mat. 22:39

15 But if ye bite and devour one another, take heed that ye be not consumed one of another. act like animals • destroyed

Walking in the Spirit

16 This I say then, Walk in the Spirit, and ye shall not fulfill the lust of the flesh.

17 For the flesh lusteth against the Spirit, and the Spirit against the flesh: and these are contrary the one to the other: so that ye cannot do the things that ye would. Rom. 7:23 • in opposition • Rom. 7:15

18 But if ye be led of the Spirit, ye are not under the law. Rom. 6:14; 7:6; 8:2

19 Now the works of the flesh are manifest, which are these; adultery, fornication, uncleanness, lasciviousness, Eph. 5:3 • plain

20 Idolatry, witchcraft, hatred, variance, emulations, wrath, strife, seditions, heresies, jealousies • divisions

21 Envyings, murders, drunkenness, revellings, and such like: of the which I tell you before, as I have also told you in time past, that they which do such things shall not inherit the kingdom of God. 1 Cor. 6:9

V. The Fruit of the Holy Spirit

(A) 22 But the fruit of the Spirit is love, joy, peace, long-suffering, gentleness, goodness, faith, Col. 3:12 • Rom. 15:14 • 1 Cor. 13:7

23 Meekness, temperance: against such there is no law. 1 Tim. 1:9

24 And they that are Christ's have crucified the flesh with the affections and lusts. Rom. 6:6; 13:14; 1 Pet. 2:11 • passions

25 If we live in the Spirit, let us also walk in the Spirit. v. 16; Rom. 8:4, 5

26 Let us not be desirous of vain glory, provoking one another, envying one another. Phil. 2:3 • pride • irritating

V(A) "The fruit of the Spirit is love." Only as we live in love can we fulfill the will of God in our lives. The believer must become love-inspired, love-mastered and love-driven (Page 1091—I Cor. 5:14). Without the fruit of the Spirit (love), we are just a religious noise (Page 1082—I Cor. 13:1).

"The fruit of the Spirit is love," and it is manifested in joy, peace, long-suffering, gentleness, goodness, faith, meekness, temperance:

- (1) Joy is love's strength.
- (2) Peace is love's security.
- (3) Long-suffering is love's patience.
- (4) Gentleness is love's conduct.
- (5) Goodness is love's character.
- (6) Faith is love's confidence.
- (7) Meekness is love's humility.
- (8) Temperance is love's victory.

"Against such there is no law."

A Holy Spirit-controlled man needs no law to cause him to live a righteous life. The secret of a Spirit-controlled life is found: (Page 1066—Rom. 12:1,2). Put your all on the altar, and the Holy Spirit will fill your heart with the love of God (Page 1059—Rom. 5:5).

Now return to Master Study Outlines, page 879, for lesson number five.

"through love, be servant of one another"

Grant/Nappo
February 28, 1990
Draft two
A:evangel

PRESIDENTIAL ARTICLE FOR PENTECOSTAL EVANGEL MAGAZINE
ON FAMILY VALUES
TO BE PUBLISHED IN FAMILY LIFE EDITION / MAY 1990

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A truly religious nation is also a giving nation. A close friend of mine sent me a poem recently which eloquently embodies this spirit of giving. "I sought my soul, but my soul I could not see. I sought my God, but my God eluded me. I sought my brother and found all three."

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Some Americans have decided that it is time to make a difference. Dr. and Mrs. William Hale, for example, both suffer from multiple sclerosis yet they operate a free medical clinic in Oklahoma City. Their all-volunteer clinic has treated nearly 43,000 indigent people since it opened 15 years ago. But that's not all. The Hales have also founded a network of medical specialists for free referrals, and have arranged for donations of medicine from a local pharmacy.

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read. He saw a need in his own life and in his community, and stepped forward. Both he and the Hales are examples of people who make each day count by personally committing themselves to helping others.

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God bless you and God bless America.

#

Chino

THE WHITE HOUSE
WASHINGTON

OCTOBER 31, 1989

MEMORANDUM FOR DAVID DEMAREST

FROM: DOUG WEAD 

SUBJECT: POTUS ESSAY FOR PUBLICATION

The Pentecostal Evangel is a magazine officially published by the Assemblies of God church. They would like a 1,200 word article by the President, focusing on family values and the importance of drug education in the home. This evangelical magazine has a circulation of 400,000, making it the fourth largest religious publication in the country. Their deadline is 2/12/90.

Charismatics and Pentecostals number approximately 22 million (Gallup G74107, Nov 84), yet almost all of our liaison work has been done with the 14.7 million Southern Baptists. This would be a nice gesture.

8

**Pentecostal
EVANGEL**

RICHARD G. CHAMPION, EDITOR
HARRIS L. JANSEN, MANAGING EDITOR

86194

1445 BOONVILLE AVENUE SPRINGFIELD, MISSOURI 65802-9989 TELEPHONE (417) 862-2781

Doug Wead

October 13, 1989

President George Bush
The White House
Washington, D.C. 20510

Dear Mr. President:

I appreciated the opportunity to be in the White House briefing on drug strategy last month. In the enclosed copy of the October 29 Pentecostal Evangel is an editorial I wrote as a follow-up to that meeting (page 3) and a news photo (page 23).

The Pentecostal Evangel is the official magazine of the Assemblies of God and has a weekly circulation of 280,000 copies. It goes into 125 or more countries and is also read by many people besides those who are members of our church.

Our church is certainly with you in this battle against drugs and in building stronger families and value systems.

As a further step in this, would it be possible for you to write an article to appear in our Family Life Edition next May? I would like something stressing the importance of the family and of instilling value systems in children to lessen the likelihood of their getting involved in drugs and other crimes.

The article would need to be about 1,200 words. If you prefer, it could be on the basis of an interview with my submitting questions for you to answer. I would also like color photos of you and of the Bush family to illustrate the article.

Deadline for the article is February 12.

I've also enclosed a copy of our last year's Family Life Edition to give an idea of its approach. This edition is not only distributed to the churches the first Sunday of May (the beginning of Family Week), but it is also purchased by the churches for community distribution. We anticipate a press run of 400,000 copies for the 1990 issue.

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encl*

I would be most pleased if you could be a part of our 1990 Family Life Edition. I feel it would help encourage and strengthen the values



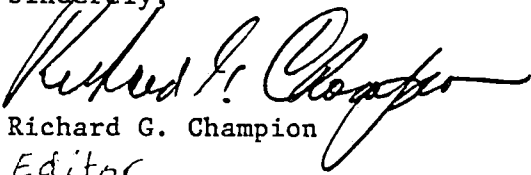
PUBLISHED WEEKLY BY THE GENERAL COUNCIL OF THE ASSEMBLIES OF GOD
DIVISION OF COMMUNICATIONS LEE SHULTZ, NATIONAL DIRECTOR

President George Bush
October 13, 1989
Page Two

I know you stand for.

Thank you for your consideration of this request. I will look forward to hearing from you or your staff about this.

Sincerely,

A handwritten signature in cursive script, appearing to read "Richard G. Champion". The signature is written in dark ink and is positioned above the printed name and title.

Richard G. Champion
Editor

RGC/sh

THE WHITE HOUSE
WASHINGTON

"Daily Point of Light"
Summary

1. The Memphis Commercial Appeal, Memphis, TN
Wednesday, November 22, 1989

This Tennessee newspaper answered the President's call to media institutions to begin recognizing volunteers in their communities with a program called "A Thousand Points of Light". Between July 2 and Thanksgiving Day the paper honored one thousand volunteers in the mid-South "whose volunteer efforts help improve the lives of others."

2. Dr. and Mrs. William Hale, Oklahoma, OK
Monday, November 27, 1989

Although both suffer from multiple sclerosis, Dr. William Hale and his wife Sandy, a nurse, operate a free medical clinic in Oklahoma City. The all-volunteer clinic has treated nearly 43,000 indigent people since it opened 15 years ago. The Hales have also founded a network of medical specialists for free referrals, and have arranged for donations of medicine from a local pharmacy.

3. Richard Andrew McDonough, Phoenix, AZ
Tuesday, November 28, 1989

Richard McDonough, of Phoenix, Arizona, founded Hotels/Motels in Partnership eight years ago. This program matches people in need of emergency shelter with hotels willing to donate empty rooms. Since the program was founded, it has grown to include over 700 hotels nationwide. Since 1986, more than 14,000 battered women, homeless families, disaster victims, and others in need have been lodged free of charge.

4. Helen VerDuin Palit, New York City, NY
Wednesday, November 29, 1989

Mrs. Palit is the Executive Director and co-founder of City Harvest, a New York food distribution network. City Harvest collects surplus food from wholesale markets, restaurants, stores, and offices for distribution to soup kitchens and shelters throughout New York City. The food collected helps to feed over 6,000 people each day. The costs of the program are covered by private contributions.

5. The Volunteer Project, San Diego, CA
Thursday, November 30, 1989

This non-profit center trains volunteers to work on social service projects throughout San Diego. From September 1988 to July 1989. The Volunteer Project trained 374 volunteers who collectively performed over 200,000 hours of community service.

6. Shahid Samad Watson, Trenton, NJ
Friday, December 1, 1989

Shahid Watson founded the Grassroots Movement in Trenton, New Jersey. The movement, committed to ridding the streets of crack dealers, uses ordinary citizens in the fight against drugs. With Mr. Watson's help, community leaders have successfully intervened in an ongoing drug war in their neighborhood.

7. Drop-A-Dime, Boston, MA
Saturday, December 2, 1989

Drop-A-Dime is a 24-hour anonymous crime hotline which connects residents in the Boston area to local law enforcement officials. Calls to the hotline have been credited with several felony arrests. Officials of the program lecture in elementary schools and community centers about the dangers of drugs and firearms, and have sponsored a forum on gang violence.

8. Adopt-A-School, Orange Park, FL
Monday, December 4, 1989

The Adopt-A-School program of Orange Park, Florida is a partnership between a Navy patrol squadron and a retirement community that has collectively adopted the students of Green Cove Elementary School. Members of the groups have served as tutors for the students, supervised field trips, and provided inspirational talks. The students currently correspond with members of the patrol squadron at sea.

9. Edward Castor, Wind Falls, IN
Tuesday, December 5, 1989

Mr. Castor, a blue collar worker in Tipton County, Indiana, taught himself to read at age 40. After earning his high school diploma, he now travels the state giving lectures on literacy. He also volunteers his time teaching others how to read. In addition, he serves as the Governor's appointee to the Indiana Adult Literacy Coalition.

10. REACH, Inc., Detroit, MI
Wednesday, December 6, 1989

This neighborhood initiative is fighting to reclaim the streets of Pilgrim Village, a residential neighborhood in Detroit, from crack dealers. Under the program, crack houses are purchased by the community, renovated using unemployed workers trained and supervised by volunteer construction engineers, and sold to drug-free families using "sweat equity" as a down payment.

11. Acres Homes War on Drugs, Houston, TX
Thursday, December 7, 1989

This partnership between the citizens and business leaders of the Acres Homes community was founded to combat the drug problems in their neighborhood. The committee has sponsored workshops to educate the public about drugs, "lot clean-ups", and other volunteer activities to help police. To ensure responsiveness, the partnership maintains a storefront staffed by neighborhood volunteers.

12. WWOR-TV, Seacaucus, NJ
Friday, December 8, 1989

This Seacaucus, New Jersey television station was recognized for its "A+ for Kids" project, a station-wide initiative to improve the quality of education in local schools. The project includes news segments, public service announcements, and primetime specials on education. In addition, they adopted one of New Jersey's most troubled high schools.

13. South Seattle Crime Prevention Council, Seattle, WA
Saturday, December 9, 1989

This alliance of Seattle residents, businesses, and civic groups has formed a partnership with the Seattle Police Department to pool resources and jointly attack the area's drug and gang problems. The project includes weekly coordination meetings with precinct commanders and city officials, neighborhood clean-up programs, law enforcement drives, and conferences with state legislators to discuss areas of concern.

14. Carolyn Lantz Jackson, Wilmington, DE
Monday, December 11, 1989

After a three year effort, Ms. Jackson founded the 4-H Therapeutic Riding Program of Wilmington, the first such program in Delaware. At a time when the use of horses to treat children with muscle disorders was still new, Jackson found a stable willing to sponsor the program, secured the necessary equipment, and recruited a therapist and volunteers. She currently volunteers at least 30 hours a week in the program, supervising a volunteer staff of 20.

15. G. D. Searle & Company, Skokie, IL
Tuesday, December 12, 1989

This Chicago pharmaceutical firm provides free heart medication to needy people suffering from heart conditions.

16. Ewing Marion Kauffman, Kansas City, MO
Wednesday, December 13, 1989

The Chairman Emeritus of Marion Merrell Dow, Inc., and owner of the Kansas City Royals, Kauffman established Project STAR (Students Taught Awareness and Resistance) and Project Choice to encourage young people to stay in school and away from drugs. Project STAR is a comprehensive program which teaches social skills and the dangers of alcohol and drug addiction. Project Choice is a scholarship program for disadvantaged students.

17. Antonio Valle, Jr., La Habra, CA
Thursday, December 14, 1989

Antonio Valle, a special education teacher in La Habra, California, has volunteered his time for 14 years to keep his community from deteriorating. From co-founding a program to deter elementary school students from gang and drug involvement to taking food to elderly homebound residents, Mr. Valle is always ready to help those in need.

18. Lawrence Eagle-Tribune, Lawrence, MA
Friday, December 15, 1989

This newspaper began its own community service recognition program in February 1988, honoring local volunteers every day in its pages. Since its inception it has recognized over 300 "Points of Light" from the Merrimack Valley region and will continue to do so until one thousand individuals and/or organizations are identified.

19. Jack L. Powell, Salisbury, MD
Saturday, December 16, 1989

Jack Powell organizes the annual Joseph House Food Drive in his hometown of Salisbury, Maryland. Since 1986, the Joseph House drive has raised over 25 tons of food and clothing for impoverished families in the area. Contributors have ranged from elementary school students to the Governor of Maryland.

20. Aja Dyani Henderson, Baton Rouge, LA
Monday, December 18, 1989

Aja Henderson, 15, began operating a library out of her own home to give the children of her Baton Rouge community easier access to books. In addition to her own collection, Miss Henderson receives donations of books from private individuals. Unlike school libraries, Aja's stays open throughout the summer. Miss Henderson also volunteers in a church-run literacy program targeted at inner-city kids.

21. The GlenCastle Project, Atlanta, GA
Tuesday, December 19, 1989

This project aims at converting an historic relic into a new community for the needy. For 66 years, until 1929, the Atlanta Stockade was one of the most infamous prisons in the South. Thanks to this project involving local business and religious leaders, the Atlanta landmark is being transformed into a drug-free community for homeless families. Volunteer and homeless laborers have been working to convert this historic building, and it will reopen in its new role next year.

22. Eugene Lang, New York, NY
Wednesday, December 20, 1989

Eugene Lang, a New York City businessman, founded the "I Have A Dream Foundation," which encourages at-risk youth to stay in school by offering tutoring, personal support, and guaranteeing to pay for a college education. In 1981, Mr. Lang offered to personally pay college costs for a group of Harlem sixth-graders if they would stay in school. Since then, the program has grown to include chapters in 32 cities, with 150 sponsors and hundreds of adults volunteering their time and resources to help over 9,000 kids nationwide.

23. Tero Mauldin Coleman, Washington, D.C.
Thursday, December 22, 1989

Tero Coleman, a Washington, D.C. resident, is a volunteer with the Retired Senior Volunteer Program (RSVP) at the Simpson-Hamline United Methodist Church. She is 101 years old. Mrs. Coleman has been volunteering for 11 years with RSVP, and is one of 26 centenarians volunteering with the program nationwide. She calls on elderly home-bound worshippers, answers the church telephone, and helps out in any way she can.

24. Citizens of Hope, Hope, NM
Friday, December 22, 1989

The citizens of this small western town of 300 volunteered their time to transform an abandoned school into a new community center. The center now houses the town's library, an adult center, and the Hope Police Department. Residents helped raise money for a future weightlifting room and refurbished gym.

25. Anchorage Neighborhood Housing Services, Anchorage, NM
Saturday, December 23, 1989

This chapter of Group Neighborhood Housing Service recruits volunteers to improve homes and helps revitalize three adopted communities in Anchorage, Alaska. Through the "Paint the Town" project, volunteers have helped paint and make minor repairs to houses in the adopted communities. The organization also provides low-interest loans for people to improve their homes and is helping to organize a cooperative facility to provide affordable housing to the needy.

26. Stephanie Ann Fox, Milton, DE
Tuesday, December 26, 1989

Stephanie Fox, 17, has already made community service a regular part of her life. Last year, she devoted over 1000 hours to helping others. She has been active in "SPIRIT," a student anti-drug organization, and has also helped to raise funds for organizations combating epilepsy, Alzheimer's disease, cancer, and spouse abuse.

27. Foster Care Youth Independence Project, Syracuse, NY
Wednesday, December 27, 1989

This non-profit organization recruits adult volunteers to serve as mentors to foster youth, ages 14-21, in the Syracuse area. Through their one-to-one relationship with mentors, the young people gain independent living skills, educational support, and personal guidance.

28. Julius Glass, Forest Hills, NY
Thursday, December 28, 1989

Julius Glass, a 73 year-old man from Forest Hills, New York, devotes the unique skills he gained from 59 years as a professional psychologist to helping the residents and staff at a residential home for the mentally retarded. He provides counseling and administers diagnostic exams to residents of the center, and confers with the staff on difficult cases to help them develop therapy programs.

29. Duke Power Company, Charlotte, NC
Friday, December 29, 1989

This Charlotte, North Carolina utility company encourages its employees to volunteer in local schools. Its "Power in Education" program, started in 1984, now includes 2,300 workers volunteering as tutors, teaching assistants and conducting inspections of school facilities. The management of Duke Power actively encourages employees to participate through speeches and "leading by example." Over 2,500 schools have been enriched by the contribution of Duke Power employees.

30. Pioneer Human Services, Seattle, WA
Saturday, December 30, 1989

This non-profit organization provides numerous services to Seattle's needy population including low-cost housing and job opportunities for recovering addicts. In addition, it services a warehouse and food distribution network for local food banks. Operated entirely by volunteers, the service shipped nearly 4 1/2 million pounds of food last year.

31. Senior Health and Peer Counseling Center, Santa Monica, CA
Tuesday, January 2, 1990

The center uses volunteers 55 years and older to counsel their peers. In 1976, five older adults began the program to enhance the quality of life of their peers through the improvement of their mental and physical health. The center trains able senior citizens to help counsel physically and mentally ill elderly patients.

32. Sophia Jeffery, Springfield, MA
Wednesday, January 3, 1990

"Sophie" worked thousands of hours reclaiming her neighborhood and helped thousands of other disadvantaged people reclaim control over their lives and the future of their neighborhoods.

33. Senior Center Foster Grandparents Program, Charlottesville, VA, Thursday, January 4, 1990

This program encourages interaction between children and elderly people. Grandparents go to elementary schools to speak to children about their experiences. The program exposes children to senior citizens in a natural and friendly way, challenging myths and misconceptions each may have about the other, while providing a living history lesson for the young.

34. MOVE (Mobilization of Volunteer Efforts), Winooski, VT
Friday, January 5, 1990

MOVE provides students with numerous volunteer opportunities. Current programs are targeted at helping youth, senior citizens, and the physically disabled.

35. Jefferson County Community Center, Lakewood, CO
Saturday, January 6, 1990

The Center serves individuals with developmental disabilities, providing an alternative to institutionalization. Their programs have benefitted more than 12,000 individuals and families.

36. Katie Donihi, Altamonte Springs, FL
Monday, January 8, 1990

Katie Donihi, 16, has already made community service a central part of her life. A volunteer at the Rachel Pace Therapeutic Riding Academy, she helps disabled youngsters ride horses for therapeutic purposes. She also volunteers in her church and school. In addition, Miss Donihi chairs the Student Advisory Council of the Central Florida Young Volunteers in Action, a volunteer initiative encouraging young people to make community service a central part of their lives.

37. Little Vikings Program, Arlington, TX
Tuesday, January 9, 1990

High School classrooms "adopt" one or two elementary school children who are underprivileged or not performing well in school. The program gives these children special attention; for example, presents are delivered to the child and his/her family during the holiday season and Halloween. As well, the adopted children are encouraged to stay in school.

38. Neil J. Houston House, Roxbury, MD
Wednesday, January 10, 1990

Houston House is an alternative facility for women convicts who are pregnant and addicted to drugs and alcohol. The facility offers therapy to combat the women's addictions before they give birth. Eleven women live in the Houston House, having given birth to eight babies who show no signs of drug addiction. The facility provides comprehensive prenatal care, substance abuse treatment, family intervention, community reintegration services and follow-up counseling.

39. Higher Achievement Program, Washington, D.C.
Thursday, January 11, 1990

The Higher Achievement Program (HAP) is an academic tutoring program targeted at disadvantaged students in Washington, D.C. HAP focuses on elementary school students and sponsors a year-round program stressing verbal and math skills. The program assists the students in selecting and applying to accelerated high school programs.

40. The Cincinnati Youth Collaborative, Cincinnati, OH
Friday, January 12, 1990

The goal of the Cincinnati Youth Collaborative is to increase the number of pupils involved in educational programs, to give them a reason to believe they are worthwhile and to help them succeed. The collaborative incorporates the help of all those directly involved with the youth, including parents, teachers, religious leaders, and business people. With the help of these people, the schools can work toward improving the overall education of the students in the district.

41. Herbert John Chamberlain, Rochester, NY
Saturday, January 13, 1990.

Mr. Chamberlain, founder of the Volunteer Workshop for Adaptive Equipment, designs and manufactures one-of-a-kind adaptive devices to aid disabled people to become self-sufficient. Mr. Chamberlain began building adaptive equipment 25 years ago in the basement of his home.

42. Saint Vincent De Paul Center, San Diego, CA
Tuesday, January 16, 1990

The Saint Vincent Center is a church group which provides care and education for the homeless in the San Diego area.

43. Marsha Goggans Johnson, Cleveland, OH
Wednesday, January 17, 1990

Marsha Johnson founded Women Helping Other Women (WHOW), which provides seminars and other activities to help parents suffering from stress. She also volunteers her time as a probation officer for Cuyahoga County Juvenile Court. In addition, she owns a greeting card company the profits from which she donates to her projects, sending 400 cards per month to individuals in need of a cheerful message.

44. Marilyn Millard Murphy, Stamford, CT
Thursday, January 18, 1990

Marilyn Murphy has been associated with the Stamford Volunteer Center of Southwestern Fairfield County since its creation in 1973. She has been Executive Director of the center for 12 years. Marilyn was instrumental in developing the Fairfield County Corporate Volunteer Council and serves as its consultant. Currently, she is chair of The Advisory Council and a member of the Board of Directors of Volunteer - The National Center.

45. Kelley Renee Edwards, Lilburn, GA
Friday, January 19, 1990

Kelley, a 17 year old, has been a Girl Scout for eleven years and is currently working with the Girl Scouts to implement a stronger drug-free program for the 1990's. She is currently forming a drug-free coalition in her High School. This program provides peer support in the school and community to help students resist drugs.

46. Mary's House, Rockville, MD
Saturday, January 20, 1990

Mary's House, transformed from an empty convent, is now a home for 15 elderly people at one-half the cost of regular nursing care. The first floor of the building houses the St. Mary's Elementary School and community efforts helped transform the second floor into Mary's House. Children from the school spend time with the elderly and volunteers provide all the residents with three meals a day, housekeeping services, and assistance with bathing, dressing, and grooming.

47. Sheila Fitzpatrick, Harrisburg, PA
Monday, January 22, 1990

Sheila Fitzpatrick, a mentally retarded woman, has volunteered more than 1000 hours in 18 months for the Polyclinic Medical Center. Her duties include assisting nurses in such jobs as filling water pitchers and taking patients to in-house appointments.

48. Third Grade Class of Dian Wurst, Polk, NE
Tuesday, January 23, 1990

These third graders call nineteen housebound seniors each school day. This "Tele-Care" program gives the seniors and their families the peace of mind that someone will check daily to make sure that they are safe and well.

49. Get Involved Before Your Kids Do, Appleton, WI
Wednesday, January 24, 1990

This is a drug and alcohol abuse prevention program that gets parents involved by informing them of the danger of drugs and what they can do about them.

50. The Kerby Sisters, Troy, MI
Thursday, January 25, 1990

The three sisters, age 7 to 12, work summers at the Wing Lake Development Center in West Bloomfield Township with children who are severely physically and mentally impaired.

51. PALS (Principle of the Alphabet Literacy System)/Enterger Corporation, New Orleans, LA
Friday, January 26, 1990

Enterger Corporation has installed PALS learning systems in New Orleans, Monroe, Jackson, and Helena at public schools and a prison. PALS is an interactive computer system that allows 16 people at a time to learn how to read. The corporation's goal is to fight illiteracy in rural areas in order to improve the standard of living for those less fortunate.

52. Gallia Academy High School Key Club, Gallipolis, OH
Saturday, January 27, 1990

The Gallia Academy Key Club raised \$10,000 in 1988 and \$18,000 in 1989 to provide toys for over 750 needy children. The club opened an office in town to collect and distribute toys for area kids and sponsors other service projects throughout the year.

53. The Volunteers and Lions Club of the town of Yoncalla,
Yoncalla, OR, Monday, January 29, 1990

A town of 870 people pulled together to build a community center. Ninety-eight percent of the labor was provided by volunteers whose average age was 73.

54. Dan Emanuel Conrad, Minnetonka, MN
Tuesday, January 30, 1990

Mr. Conrad created his "Community Involvement Class" to engage his students in community service. The students are required to volunteer two hours a day, four days a week in nursing homes, day care centers, and senior citizen groups in the community. They are also required to keep a daily journal and write essays on their experiences.

55. Michael Carlton Noyes, Levant, ME
Wednesday, January 31, 1990

Michael Noyes directs a 24-hour counseling service for adults, helping them through personal crises. He also spends much time teaching archery, riflery, and soccer to children. In addition, he is a full-time parent, as the biological father of two, the foster parent of two, and the father of an adopted daughter with artificial limbs. Mr. Noyes, himself born without arms, draws on his personal experiences while raising his children.

56. Youth Aware, San Francisco, CA
Thursday, February 1, 1990

Youth Aware is aimed at informing kids of the dangers of drugs and alcohol before they are old enough to yield to temptation.

57. Daniel James Greene, David, KY
Friday, February 2, 1990

Daniel Greene founded The David School in 1974 to help reach the region's economically disadvantaged adolescents most likely to drop out of school and turn to alcohol and drugs. Of the students who enroll, 95 percent earn a high school degree.

58. Phyllis Lydia Green and her 6th graders, Long Grove, IA
Saturday, February 3, 1990

Phyllis Green has stressed to her class the importance of community involvement. The children visit nursing homes, help the homeless, and donate winter coats to needy children. They also collect milk jugs for recycling everyday, averaging 100 jugs a day. Ms. Green instills in her students the motto: "Think Globally: Act Locally".

59. The Reverend Michael Wayne Lewis, Tampa, FL
Monday, February 5, 1990

Reverend Lewis and his congregation transformed an abandoned crack house into a center to recruit and train foster parents for HIV-infected and cocaine-addicted babies. This initiative places the babies into the homes of graduates of the training program. It also offers drug counseling to the childrens' natural mothers, in hopes of reuniting separated mothers and children.

60. Salvation Army Hope Center, St. Louis, MO
Tuesday, February 6, 1990

The Hope Center serves approximately 220 children per year in the prevention and treatment of child abuse and neglect. Most of the children have emotional, behavioral, and developmental problems and have lived in two or three foster homes. The Hope Center is dedicated to healing the effects of maltreatment, fostering the development of children, and restoring and enhancing families.

61. "Friends", Fargo, ND
Wednesday, February 7, 1990

"Friends" matches those people experiencing serious crises or traumatic situations with a volunteer in the community who has experienced a similar problem. "Friends" also offers sixteen support groups for people who prefer group help to one-to-one counseling.

62. Holy Rosary Family Center, Columbus, OH
Thursday, February 8, 1990

This center, since 1983, has been dedicated to helping homeless families find a new start in life by providing support, referral and food.

63. Alan Waters, Daleville, AL
Friday, February 9, 1990

Mr. Waters, the advisor of the local chapter of Future Farmers of America, is dedicated to involving the teenage members of FFA in numerous community service projects. For example, to help combat farm and rural theft, the students taught farmers how to place identification numbers on their machinery and then worked with the police department to secure these I.D. numbers.

64. Pamela Calhoun, Sparks, NV
Saturday, February 10, 1990

Ms. Calhoun created the "Energy Awareness in the Northern Nevada Community" initiative, for students in grades K-12 to inform the public about environmental problems and to develop solutions. For four years, this initiative has implemented various projects to create public awareness about environmental issues in the Northern Nevada area.

65. Project Good Turn, Missoula, MT
Monday, February 12, 1990

This massive clean-up effort, initiated by the Montana Council of Boy Scouts in Great Falls, attracts thousands of young volunteers. Now an annual Montana tradition, more than 5,000 tons of trash have been collected over the past five years.

66. Men on the Move's "ESTEEM", Cordele, GA
Tuesday, February 13, 1990

Men on the Move, a civic club of black males, provides positive role models for the members of ESTEEM (Early Start Toward Educational Excellence and Maturity). This initiative is designed to help young people develop skills and improve attitudes with the help of mentors.

67. South San Jose Neighborhood Association, Albuquerque, NM
Wednesday, February 14, 1990

The South San Jose Neighborhood Association successfully confronts the threat of gangs and drugs in its community through the joint effort of the police and the community members. The Association formed a substation within South San Jose to provide police visibility and to improve relations between the police and the community members.

68. Seniors Serving Schools Program, Mission, KS
Thursday, February 15, 1990

The Seniors Serving Schools Program is a partnership of the Volunteer Center of Johnson County and the Shawnee School District. Senior citizens of the Mission community volunteer in elementary and middle schools teaching subjects ranging from math to art.

69. Self Enhancement, Inc., Portland, OR
Friday, February 16, 1990

This effort is committed to providing young people in the Portland area with alternatives to gang and drug involvement. Volunteers provide instruction in academic enhancement, communication and study skills, self-development, career exploration, and employment preparation.

70. Lou and Lola Stouffer, Terra Alta, WV
Saturday, February 17, 1990

The Stouffers, endearingly known as "Santa and Mrs. Claus," have delivered toys to needy families for the past seventeen years. Throughout the year, the Stouffers collect and refurbish toys and clothing and deliver the gifts during the holiday season.

Story about a young boy & an old man who were walking along a beach. And as they walked, the boy picked up each starfish he passed & threw it into the sea. The old man asked him why.

"If I left them here," the boy said, "they would dry up in the sun & die. I'm saving their lives."

"But the beach goes on for miles and there are millions of starfish," the old man said, "How can what you're doing make any difference at all?"

And the boy looked at the starfish in his hand, threw it into the ocean and answered, "It makes a difference to this one."

A man is justified by faith without the deeds of the law.

New Testament: Romans, iii, 28.

Being justified by faith, we have peace with God.

New Testament: Romans, v, 1.

A man is not justified by the works of the law, but by the faith of Jesus Christ.

New Testament: Galatians, ii, 16.

The law was our schoolmaster to bring us unto Christ, that we might be justified by faith.

New Testament: Galatians, iii, 24.

What doth it profit, my brethren, though a man say he hath faith, and have not works? Can faith save him? . . . Faith, if it hath not works, is dead, being alone. . . . Faith without works is dead. . . . By works a man is justified, and not by faith only. . . . For as the body without the spirit is dead, so faith without works is dead also.

New Testament: James, ii, 14, 17, 20, 24, 26.

¹ To him that worketh is the reward not reckoned of grace, but of debt. But to him that worketh not, but believeth on him that justifieth the ungodly, his faith is counted for righteousness.

New Testament: Romans, iv, 4-5.

Faith was reckoned to Abraham for righteousness.

New Testament: Romans, iv, 9.

By faith Abraham . . . sojourned in the land of promise, as in a strange country: . . . For he looked for a city which hath foundations, whose builder and maker is God.

New Testament: Hebrews, xi, 9-10.

² Faith cometh by hearing, and hearing by the word of God.

New Testament: Romans, x, 17.

Your faith should not stand in the wisdom of men, but in the power of God.

New Testament: I. Corinthians, ii, 5.

We walk by faith, not by sight.

New Testament: II. Corinthians, v, 7.

Examine yourselves, whether ye be in the faith.

New Testament: II. Corinthians, xiii, 5.

I live by the faith of the Son of God.

New Testament: Galatians, ii, 20.

Faith which worketh by love.

New Testament: Galatians, v, 6.

By grace are ye saved through faith; and that not of yourselves: it is the gift of God: Not of works, lest any man should boast.

New Testament: Ephesians, ii, 8-9.

³ Fight the good fight of faith, lay hold on eternal life.

New Testament: I. Timothy, vi, 12.

I have kept the faith.

New Testament: II. Timothy, iv, 7. For full quotation see under FIGHTING.

The end of your faith, even the salvation of your souls.

New Testament: I. Peter, i, 9.

⁴ Faith is the substance of things hoped for, the evidence of things not seen.

New Testament: Hebrews, xi, 1.

⁵ These all died in faith, not having received the promises, but having seen them afar off.

New Testament: Hebrews, xi, 13.

The prophets: who through faith subdued kingdoms, wrought righteousness, obtained promises, stopped the mouths of lions.

New Testament: Hebrews, xi, 32-33. The chapter is devoted to recounting the things which Abel, Enoch, Noah, Abraham, Moses, and others, wrought by faith.

⁶ From Faith proceeds Abstinence; from Abstinence, Simplicity; from Simplicity, Innocence; from Innocence, Modesty; from Modesty, Discipline and Charity. Therefore the works of these are holy, and chaste, and right.

N. T. Apocrypha: I. Hermas, iii, 90.

Faith cometh from above, from God, and hath great power. But doubting is an earthly spirit, and proceedeth from the Devil, and has no strength.

N. T. Apocrypha: II. Hermas, ix, 10.

He that has faith cannot be an infidel; nor he that is an infidel have faith.

N. T. Apocrypha: Ignatius to the Ephesians, ii, 9.

Faith, hope, and charity, see under CHARITY.

FAITHFULNESS

⁷ He was a faithful man, and feared God.

Old Testament: Nehemiah, vii, 2.

Faithful to the Lord.

New Testament: Acts, xvi, 15.

Faithful in the Lord.

New Testament: I. Corinthians, iv, 17.

Faithful in Christ Jesus.

New Testament: Ephesians, i, 1.

⁸ There is no faithfulness in their mouth.

Old Testament: Psalms, v, 9.

The faithful fail from among the children of men.

Old Testament: Psalms, xii, 1.

A faithful man who can find?

Old Testament: Proverbs, xx, 6.

⁹ The Lord preserveth the faithful.

Old Testament: Psalms, xxxi, 23.

Mine eyes shall be upon the faithful of the land, that they may dwell with me.

Old Testament: Psalms, ci, 6.

A faithful man shall abound with blessings.

Old Testament: Proverbs, xxviii, 20.

¹⁰ Thy faithfulness reacheth unto the clouds.

Old Testament: Psalms, xxxvi, 5.

With my mouth will I make known thy faithfulness to all generations. . . . Thy faithfulness shalt thou establish in the very heavens. . . . The heavens shall praise thy faithfulness.

Old Testament: Psalms, lxxxix, 1-2, 5.

TALKING POINTS ON THE ADMINISTRATION'S
TWO ADOPTION LEGISLATIVE PROPOSALS

- TODAY, WE TRANSMIT TO THE CONGRESS TWO LEGISLATIVE PROPOSALS TO ENCOURAGE ADOPTION.
- RIGHT NOW, NEARLY 30,000 AMERICAN CHILDREN ARE LEGALLY AVAILABLE FOR ADOPTION. MANY OF THESE ARE CHILDREN WITH SPECIAL NEEDS. SOME OF THEM ARE SCHOOL-AGE, SOME ARE PHYSICALLY OR EMOTIONALLY HANDICAPPED, SOME ARE MEMBERS OF SIBLING GROUPS THAT NEED TO BE PLACED IN THE SAME HOME, AND SOME ARE MINORITY CHILDREN.
- SEVERAL MONTHS AGO, I ASKED MY CABINET TO MAKE ADOPTION A HIGH PRIORITY AND INSTRUCTED MY DOMESTIC POLICY COUNCIL TO DEVELOP A PRESIDENTIAL ADOPTION INITIATIVE.
- ON JULY 24, 1989, I DIRECTED ALL FEDERAL AGENCIES TO DEVELOP PLANS FOR SUPPORTING AND PROMOTING ADOPTION, INCLUDING PROVIDING MAXIMUM FLEXIBILITY TO ALLOW LEAVE FOR EMPLOYEES WHO WANT TO ADOPT.
- OUR EFFORTS TO ADVANCE THE ADOPTION ALTERNATIVE CONTINUE WITH THE TWO BILLS WE ARE ANNOUNCING TODAY. AND BELIEVE ME, THIS IS NOT THE LAST YOU WILL HEAR FROM MY ADMINISTRATION ABOUT ADOPTION. WE WILL CONTINUE TO PROMOTE ADOPTION IN THE MONTHS AND YEARS AHEAD.
- ONE BILL WE WILL SEND TO THE CONGRESS TODAY WILL PROVIDE A \$3,000 TAX DEDUCTION TO FAMILIES FOR CERTAIN NON-RECURRING COSTS ASSOCIATED WITH ADOPTING A SPECIAL NEEDS CHILD.
- THE OTHER BILL WILL CREATE A 4-YEAR DEMONSTRATION PROGRAM FOR FEDERAL EMPLOYEES. FEDERAL CIVILIAN EMPLOYEES WHO ADOPT A SPECIAL NEEDS CHILD WILL BE REIMBURSED UP TO \$2,000 FOR NON-RECURRING EXPENSES.
- I HOPE THAT THIS DEMONSTRATION PROGRAM WILL SERVE AS A MODEL FOR PRIVATE SECTOR EMPLOYERS TO OFFER A SIMILAR BENEFIT TO THEIR EMPLOYEES. I AM HAPPY TO BE ABLE TO SAY THAT MANY COMPANIES ALREADY HAVE DONE SO.
- THESE TWO LEGISLATIVE PROPOSALS WILL HELP MAKE INROADS TOWARD THE SOLUTION OF ONE OF AMERICA'S MOST DIFFICULT, AND SADDEST, PROBLEMS -- THE CHILDREN WITH SPECIAL NEEDS WHO HAVE NO LOVING FAMILY OF THEIR OWN.

Health Review Commission for the remainder of the term expiring April 27, 1993. He would succeed Linda Lugenia Arey.

Since 1986 Mr. Wiseman has served as administrator of safety and training for ElectriCities of North Carolina, Inc. Prior to this, he served as an independent consultant in Raleigh, NC, 1982-1986; principal safety engineer for the Nevada Department of Occupational Safety and Health in Carson City, 1981-1982; administrator of the occupational safety and health division of the North Carolina Department of Labor, 1979-1981; director of the division of occupational safety and health for the Industrial Commission of Arizona, 1974-1979; acting director for the division of occupational safety and health for the Industrial Commission of Arizona, 1973-1974; chief elevator inspector for the division of occupational safety and health for the Industrial Commission of Arizona, 1971-1973; and chief elevator inspector for the bureau of safety at the Michigan Department of Labor, 1966-1971.

Mr. Wiseman attended Michigan State. He was born May 29, 1927, in Detroit, MI. Mr. Wiseman served in the U.S. Navy, 1945-1946. He is married, has five children, and resides in Fuquay-Varina, NC.

Remarks on Signing the National Adoption Week Proclamation November 21, 1989

Secretary Sullivan and Senators Hatch and Humphrey and Congressman Smith and all the children gathered here today and their families, welcome to the White House.

This week we gather with our families to give our blessings and to celebrate the start of the holiday season. And as our thoughts turn to our families, it gives me particular pleasure to proclaim November 20th through the 26th National Adoption Week.

Each year more than 50,000 American children are adopted into new families to

be loved and cherished. And each child returns one hundred fold the special joy that comes from belonging, from caring, and from sharing together. Yet thousands more continue to wait. This year an estimated 30,000 children, available for adoption, will spend their Thanksgiving and Christmas holidays without a permanent family. Most of these kids, about 60 percent, are special needs children. Some are older. Some are brothers and sisters who want to stay together. Some have disabilities. But they all have special love to give.

Millions of Americans have been touched by adoption: birthparents, adoptive parents, and grandparents. Over a million childless couples and singles long for families of their own.

Adoption is not something that we celebrate only one week of the year. In September I introduced the Special Needs Adoption Assistance Act of 1989. And under this act, an individual would be permitted to deduct up to \$3,000 from income those expenses incurred in the adoption of a special needs child. We must make adoption a true national concern and alternative.

So, to Senator Orrin Hatch and Congressman Chris Smith, the sponsors of National Adoption Week, and to Secretary Sullivan, who has helped this administration encourage and assist those who are trying to adopt, we thank you. And to the children and the families gathered here who stand as testimony to the fact that adoption works for everyone, I thank you for being with us today at the White House as I proclaim this week National Adoption Week. And I'm now pleased to sign this proclamation and understand that I will have some very special witnesses over here. [Laughter]

Thank you all for coming. Hope you all have a wonderful Thanksgiving.

Note: The President spoke at 1:09 p.m. in the Roosevelt Room at the White House. In his remarks, he referred to Secretary of Health and Human Services Louis W. Sullivan.

And each child receives the special joy that comes from caring, and yet thousands more each year an estimated 100,000 children are available for adoption, will living and Christmas permanent family. Most 10 percent, are special needs children. Some are older. Some are who want to stay to- disabilities. But they all live.

Children have been touched by adoptive parents, over a million childless people long for families of their

Something that we celebrate of the year. In September the Special Needs Adoption Act of 1989. And under this law would be permitted to receive from income those expenses the adoption of a special child make adoption a true alternative.

In Hatch and Congress- the sponsors of National Adoption Week to Secretary Sullivan, the administration encourage those who are trying to adopt. And to the children gathered here who stand as a fact that adoption works. Thank you for being with us in the House as I proclaim this National Adoption Week. And I'm in this proclamation and will have some very special here. [Laughter]

for coming. Hope you all have a great Thanksgiving.

He spoke at 1:09 p.m. in the White House. In the presence of Secretary of State Louis W. Sullivan.

Proclamation 6076—National Adoption Week, 1989

November 21, 1989

By the President of the United States of America

A Proclamation

During this week of Thanksgiving, most of us will gather with our families to offer thanks to God, not only for His gift of life but also for the many blessings we enjoy as individuals and as a Nation. Tragically, however, thousands of American children do not have a family to call their own this Thanksgiving. These are children waiting to be adopted.

Adoption is a generous and loving act that benefits everyone involved: the little ones who need a permanent home, the couples hoping to become parents, and the young women who face a crisis pregnancy. Each year, many babies are given the chance to be loved when their mothers choose adoption over abortion. Each year, some 60,000 children in the United States are adopted. However, some 30,000 children who are legally available for adoption still wait in foster care for a family of their own. Many of these are children with special needs—children who have physical, mental, or emotional disabilities; older children; minority children; and children with siblings who need to be adopted by the same family. All of these children, however, have a wealth of love to share with their adoptive families. Encouraging their adoption is worthy of our greatest commitment.

Adoption provides a loving family and a lasting home to children who may have neither. It also can help address some of the most pressing issues facing our Nation today: issues such as teen pregnancy, welfare dependency, drug addiction, and child abuse.

Many Americans longing for a child are willing to adopt, yet they, too, wait. We must eliminate the public and private barriers to adoption opportunities, and we must heighten public awareness about adoption. Within the Federal Government, I have asked the heads of the departments and agencies to support the adoption plans

and needs of civilian and military employees, and I have asked them to promote adoption among the work force. I have also proposed The Special Needs Adoption Assistance Act of 1989, designed to encourage and help facilitate the adoption of children with special needs.

During this National Adoption Week, as we acknowledge the importance of adoption to waiting children, let us also recognize the many Americans who work to place needy children in loving homes. These concerned individuals include thousands of foster parents, child welfare workers, pregnancy counselors, judges, lawyers, physicians, members of the clergy, legislators, volunteers, and adoptive family support groups. This week, let us also renew our determination to support both the courageous women who choose life for their children and the generous adoptive families who welcome needy children into their homes.

In order to encourage public awareness of adoption, and in recognition of all those who work to place waiting children with loving families, the Congress, by House Joint Resolution 278, has designated the week beginning November 20, 1989, as "National Adoption Week" and has authorized and requested the President to issue a proclamation in observance of this week.

Now, Therefore, I, George Bush, President of the United States of America, do hereby proclaim the week beginning November 20, 1989, as National Adoption Week. I call upon all Americans to observe this week with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this twenty-first day of November, in the year of our Lord nineteen hundred and eighty-nine, and of the Independence of the United States of America the two hundred and fourteenth.

George Bush

[Filed with the Office of the Federal Register, 10:14 a.m., November 22, 1989]