

THE WHITE HOUSE

Office of the Press Secretary
(San Diego, California)

For Immediate Release

September 22, 1995

REMARKS BY THE PRESIDENT
TO COMMUNITY OF O'FARRELL COMMUNITY SCHOOL

O'Farrell Community School
San Diego, California

4:39 P.M. PDT

THE PRESIDENT: Let's give Henry Walker another hand. Didn't he do a great job? (Applause.) I sort of want him to keep on talking; I was having a good time. (Laughter.)

Ladies and gentlemen, thank you for the warm welcome. Thank you, Congressman Filner. Thank you, Dr. Bertha Pendleton, for doing such a good job with this school district. Thank you, Dr. Bob Stein, the O'Farrell Chief Educational Officer. I want to say a special words of thanks to a group of parents and teachers and students and others who help to make this school successful, who met with me for about a half an hour before we came out here to talk about what they were doing. I'd like to ask them to stand up and be recognized. Let's give them a hand. They gave me an education today. (Applause.)

I want to say to all of you how grateful I am to this school and to all the other schools here present for believing in our children. I believe in zero tolerance, and I thank you for that. I'm trying to get every place in the country to adopt that policy. And, most importantly, I believe in the high expectations that are given to all children in this school, because all of our children can learn, and we should expect them to and help them to. (Applause.)

I want you to know why I came here today. You know, I like San Diego, and I came here to sign the Goals 2000 bill, and I like to be in a community that cares about education. But I wanted to come to this school today for a particular reason, and that is because O'Farrell is organized as a charter school. They call it a family. (Applause.) And as a school organized in this way, it's freed a lot of the rules and regulations that keep some of our schools all across America from designing their own ways of educating children. They also are held accountable for results, and they do a good job.

I want the American people to see this because there are too many people in America that not only don't have high expectations of our students, they don't have high expectations of our schools anymore, and they don't understand how much good can be done in a good school when people are working together and they believe in their children and the promise of their future. (Applause.)

I have been promoting schools that are organized and operated like this school for more than three years now, and I asked the United States Congress to appropriate just a little money as a part of the Goals 2000 program Congressman Filner referred to, to give schools all across America just a little start-up money if they wanted to become schools that were independent, that were energized, that were high expectation schools like O'Farrell.

Today, I'm pleased to say that the Department of Education has granted another \$6 million to open schools just like

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this one in 11 states across our country, including more schools in the State of California. (Applause.)

America has to be serious about education. We have to be serious about education if we want to have a strong economy, if we want these young people to live up to the fullest of their God-given abilities. If we really believe that our obligation to our children is to give them the ability to make the most of their own lives in the world we are living in, that means education, education, education. We must face it, embrace it, and be glad about it. (Applause.)

I wouldn't be President of the United States today if it weren't for the educational opportunities I had. I was raised by my grandparents until I was four, boys and girls, and my grandfather left school after the 6th grade. But because I had a chance to go to a good school, I had a chance to get scholarships and loans and jobs to go to college, I had a chance to become President. None of it would have happened if it hadn't been for teachers like your teachers, parents like your parents, community leaders like your community leaders. It means everything, and it is more important today than it even was when I was your age. We have to give the children of this country a chance to get a good education. (Applause.)

There are a lot of things that have to be done here school by school that a President can't do much about. Teaching our young people to believe in themselves, organizing a system for high expectations and zero tolerance of destructive conduct, pointing out that freedom and opportunity requires a lot of personal responsibility.

But I'll tell you something -- there are a lot of things that we in public office can do to help. And I am tired of people in public life pointing the fingers and others and saying, you should do better, and then running away from their own responsibilities to education. That's not the example we should be setting for our children in this country. (Applause.)

Just yesterday in San Francisco, I announced a breakthrough that will enable by the year 2000 every classroom in America to be connected for computers if we do what people in California have promised to do -- business leaders -- which is to wire every school in California for the Internet, and to do it soon. (Applause.)

This is the kind of thing we have to do together. But you heard Dr. Pendleton talk about the money that these schools get from the national government to fight for better education for these children. Don't you let anyone convince you that this money cannot be well spent to improve education. And don't you let anyone convince you that we have to cut out this money to balance the federal budget. It is not true. (Applause.)

I favor balancing the federal budget, and I have given Congress a plan to do it. I hate the fact that we were up to our ears in debt when I took office. We had a deficit of \$290 billion a year when I became President, and in three years we've cut it from \$290 billion to \$160 billion. I want to go all the way and balance the budget. (Applause.)

But why are we balancing the budget? Because we care about our children. We want to lift the burden of debt off of them. We want to have a stronger economy for them. We want America to work better. Those are our values. If those are our values, we cannot balance the budget because we care about our children. We want to lift the burden off of them. We want to

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have a stronger economy for them. We want America to work better. Those are our values. If those are our values, we cannot balance the budget by destroying our commitment to education. Otherwise, we won't help our children and we won't strengthen our economy. So I say to you my fellow Americans, we can balance the budget and increase our investment in education. And that is exactly what we ought to do. (Applause.)

We need to make sure our schools are safe and drug-free. We need to make sure when little children show up for school that they've been given a chance to get off to a good start. We need to make sure that schools that don't have the resources on their own can still have smaller classes, and have technology, and have the ability to have those higher expectations that were talked about here today. And your national government has an obligation to help you do that.

That is what I am fighting for in Washington today. The right way to balance the budget is to balance the budget while keeping our commitments and our values to the future of our children intact. That's what I am fighting for. You heard Congressman Filner talk about it.

The alternative budget in Washington today proposed by the congressional majority would undermine dramatically our commitment to education. It would cut back on our ability to promote charter schools like this one. It would cut back on our ability to help with smaller classes and more computers. It would cut back on our ability to help assure safe and drug-free schools. It would cut back on our ability to make sure little kids from poor families show up ready to learn. It would cut back on the availability of scholarships to go to college and on availability of low-cost college loans.

Now, California has seen what happens when you cut back on the availability of people to go to college. You have a decline in enrollment in your colleges because of the cost. I want to lower the cost and increase the enrollment of ordinary Americans in a college education. (Applause.)

I come here to San Diego to say to you that when things are really important in America, we ought to act like a family the way the O'Farrell family works. (Applause.)

Education is our meal ticket to the future. Let me tell you something, folks: There's not a country in the world any better positioned for the next century, for the global economy, for the rapid movement of people and money and ideas and technology around the world. No one is better suited for that than the United States because we are the greatest country that has people from everywhere in our country and in our communities.

Look around here today and you can see that. (Applause.) Look around here and you can -- for the rapid movement of people and money and ideas and technology around the world -- no one is better suited for that than the United States, because we are the greatest country that has people from everywhere in our country and in our communities. Look around here today and you can see that. (Applause.) Look around here and you can see that.

But if we are going to fulfill our potential as a nation, these children have to fulfill their potential -- every one of them. We have to believe in what they can become. We have to believe they can learn, we have to insist that they do learn, we have to help them to learn. And they can learn a very great

deal. We have to believe that our schools can work. And, yes, we've got to embrace all these new ideas like charter schools, but we also have to invest in them.

Before I came out here, the students were given a chance to ask me questions, and one of the students who is sitting right back there stood up and said, if we really care about education, how come we pay professional athletes who never get off the bench 10 times as much as the schoolteachers make? (Applause.)

This is not about money. It is about our values. It's about what kind of people we are. If you believe that every person should be responsible, that every person should be a good citizen, but that every person should have the opportunity to make the most of his or her own life, then you are required to say we have obligations to each other. We owe something to each other.

Yes, we can put a bunch of our money into entertainment and let those folks make a lot, but we have to invest some of our money where our values are, where our future lies, where everybody can come together.

This should not be a partisan political deal. America's existence as a great, free, democracy depends upon developing the ability of all the children who are here and the people they represent all over America. So I ask you -- I ask you -- (applause) -- without regard to your political party, your income, what you do for a living, your ethnic background -- if you believe this, if you believe this, if you believe that one of these little kids could grow up to be President of the United States with a good education, if you believe that all of these little children can assure that America will remain the strongest, greatest country in the world, if you believe it is not an accident that people here have gotten together and done something that is the envy of America in education, then I plead with you -- send a message to the Congress that it shouldn't be a matter of partisan politics, we must balance the budget and invest in education to keep faith with the future of our children and the future of America.

Thank you, and God bless you all. (Applause.)

END

4:52 P.M. PDT

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

November 11, 1995

RADIO ADDRESS BY THE PRESIDENT
TO THE NATION

The Oval Office

10:06 A.M. EST

THE PRESIDENT: Good morning. At midnight this Monday night, unless Congress passes legislation to keep the government running, the federal government will be required by law to begin shutting down. For months, the congressional Republicans have made a consistent threat, if I don't sign legislation cutting Medicare, education and the environment, they'll plunge the government into default and force it to close its doors.

I don't want to shut down basic government services for the American people, but I can't allow that to be used to force us to accept extreme budget measures that would violate our basic values as a nation and undermine the long-term welfare of the American people.

A very great deal is at stake in this debate. This budget debate is not about whether we will balance the budget. Both parties support that. It's about whether we will balance our budget in a way that is consistent with our fundamental values -- our responsibility to our parents and to our children; our determination to provide opportunity for all Americans to make the most of their own lives through good jobs and education and technology; our obligation to protect the environment and to keep America the world's strongest force for peace and freedom, democracy, and prosperity.

This budget debate is about two very different futures for America; about whether we'll continue to go forward under our motto, e pluribus unum -- out of many one; whether we will continue to unite and grow together, or whether we will become a more divided winner-take-all society.

Today as I speak with you, the congressional Republicans are on the verge of carrying out their threat. I want to explain how we have come to this juncture and why it is so important that we stand firm against measures that would endanger our future. The congressional Republicans propose to balance the budget in seven years, but they would get there with deep cuts in Medicare, education, protection for the environment, and by raising taxes on working people.

Five full months ago, I proposed an alternative plan to balance the budget in 10 years while protecting Medicare and Medicaid, increasing our investment in education and technology, protecting the environment without raising taxes on working families.

Since then, the Republican Congress has dismissed my proposal at every turn and has not met the deadlines established by law for setting this year's budget. The new federal fiscal year started back on October 1st. Now it's November 11th, Veterans Day, and still they haven't sent me a budget, even though the Republicans control both Houses of Congress. This is very unusual.

In my first two years, we passed budgets to reduce the deficit in a timely fashion. Also this year, the Republicans have

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not come close to resolving their own internal differences in their overall budget plan between measures passed in the House and the Senate. Back in 1993, we passed our deficit reduction plan three months earlier than this, in August. That plan has now given us three years of deficit reduction in a row for the first time since Mr. Truman was President. And the United States now has the lowest deficit as a percentage of our income of any industrial nation in the world except one. Let me say that again. We now have the lowest deficit as a percentage of our income of any industrial nation in the world except one.

Now, there have been times in our history when our budget process has run late before. I want to acknowledge that. But when that happens, the differing sides, regardless of party, usually agree to find a fair and unbiased way to keep the government going and to enable the United States to pay its bills, while the broader debate about budget priorities goes on.

That is what I worked out with Congress in September. They passed and I signed a simple, straightforward bill to keep the government running and to prevent America from going into default. That was the serious and responsible thing to do and I applauded them for doing it at the time. Last week, I met with the Republican congressional leadership to try to find a way, again, to keep our government open and to keep it from falling into default. As I told them then, we should balance the budget. But we cannot do it under a threat of government shutdown and default.

Instead of following the path of reconciliation, however, they have, once again, gone their own way. This week, they voted on an unprecedented measure. On Thursday night, as a part of their bill to keep the government going, both Houses voted a 25 percent increase in Medicare premiums for every single senior citizen on Medicare. That is an extraordinary act. No Congress in our history has ever demanded an increase in Medicare premiums as a condition of keeping the government open. That is wrong and I will not accept it.

And on this Veterans Day, they have a strange way of honoring all of those men and women who have sacrificed for our country. Eight million of the senior citizens and disabled Americans whose Medicare premiums would be raised by Congress are veterans; and they, too, deserve better.

The Republicans in Congress are also demanding deep cuts in education and the environment and a profound weakening of environmental laws as a condition of keeping the government open and our bills paid. And they have added conditions to the debt limit legislation that amount to a shortcut to default on the full faith and credit of the United States.

Think of it this way, my fellow Americans: Imagine the Republican Congress as a banker and the United States as a family that has to go to the bank for a short-term loan for a family emergency. The banker says to the family, "I'll give you the loan, but only if you'll throw the grandparents and the kids out of the house first."

Well, speaking on behalf of the family, I say, no thanks. I believe we can find a good-faith way to keep the government open and make good on its obligations. So I've asked my Chief-of Staff, Leon Panetta, to meet with the Republican and the Democratic leaders of Congress this afternoon. I've instructed him to present them with the straightforward ideas to keep the government open, just like we did in September, and just as Congress has done dozens of times before. But I will not allow them to impose new, immediate cuts in Medicare, education and the environment as a condition of keep the government open.

I believe we can resolve these differences without hurting the American people or our future. All around us we see evidence that America is on the move. Our economy is the envy of the world. The unemployment and inflation rates together are at a 25-year low, new businesses and exports of American products at an all-time high.

As I said, our deficit already is the smallest of any major economy in the world but one. Our government as a percentage of the work force is the smallest it's been since 1933. We're making a serious assault on our social problems, like crime. Now, our challenge is to balance our budget in a way that is consistent with our fundamental values, and to do it without threats and without partisan rancor. We can do that, so let's get it done.

Thank you for listening.

END

10:11 A.M. EST

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

December 8, 1995

REMARKS BY THE PRESIDENT
IN MEETING WITH DEMOCRATIC GOVERNORS

The Cabinet Room

9:38 A.M. EST

THE PRESIDENT: Good morning. I am delighted to be here with a number of governors from around our country to talk about the budget debate now in Washington. All these governors who are here present and all those who are not have to balance the budget, but they're accountable for doing so in a way that increases opportunity for their people and holds the people together, maintains the bonds of community. That's what we're trying to do here.

Yesterday I gave the Congress a budget that balances in seven years without devastating cuts in Medicare and Medicaid, education and the environment and that does not raise taxes on working families.

There are many differences between the budget that I vetoed, which Congress passed, and the one that I've presented. But perhaps the starkest one of all is the different treatment of Medicaid. The Republican budget would be a disaster for states and for the people who depend upon Medicaid. It would ask the states to do more and more and more for the elderly, for the disabled, for poor children and pregnant women and give them less help to do it. It would force them to make unconscionable and unnecessary choices between senior citizens and disabled people, between people with AIDS and nursing home residents.

The plan would end the guarantee of quality medical care that now exists for 26 million Americans, a guarantee that has been on the books for three decades now. The Republicans are insisting that we repeal the guarantee that no poor child, pregnant mother, poor senior citizen or disabled person will be denied quality medical care. That would eliminate the guarantee of nursing home care for as many as 300,000 people. All told, if current patterns of coverage prevail, some 8 million people could be denied health care coverage under Medicaid; nearly half of them children. No one would want to do this in any state, but

many states would have no choice under the budget now pending.

So I just want to be clear about this. I very much want to work with the Republican Congress to get a balanced budget. But I will not -- I will not permit the repeal of guaranteed medical coverage for senior citizens, for disabled people, for poor children and pregnant women. That would violate our values, it is not necessary, and therefore, if it continues to be a part of the budget, if necessary I would veto it again.

We cannot, we must not do this. This would do more harm to more people and do more to undermine the stability of state governments and the life of the states in our country than any other provision of this budget, in all probability, and we just cannot do it. So I want to make that clear.

On the other hand, let me say again, I am reaching out the hand of cooperation to Congress; I did yesterday, I do so again today. But there are some things that we cannot and should not change and back away from. That resolution that was passed that permitted the government to go forward said that we would protect Medicare, Medicaid, education and the environment. That's what it said. I've done my part. I've offered a seven-year budget. We cannot destroy Medicaid.

Q Mr. President, are you going to reappoint Alan Greenspan, as The New York Times says?

THE PRESIDENT: Did they say that? (Laughter.) To be honest with you, that's very premature. I haven't even given much thought to it, one way or the other. We've had a few other things on the griddle here.

Q Speaking of that, Mr. President, do you think you'll have a resolution of support on Bosnia before the treaty signing in Paris next week?

THE PRESIDENT: Will we have one? Well, I hope so. I don't know; I'm working on it, but I hope so.

Q What do you think about half of the House members signing a letter opposing the deployment?

THE PRESIDENT: I hope that both Houses will vote to do it. It's the responsible thing to do, and those who paid any attention to the trip that I made to Europe last week know that all of the people in Europe are looking to see whether the United States will continue our 50-year partnership with Europe for security, will continue our leadership in NATO, and will do our part. They have only asked us to do a part. They, after all, are doing two-thirds of the work on the ground in Bosnia. They have asked us as the leader of NATO and the Alliance to send about a third of the troops. And in every nation I visited, people came up to me and said that America had been able to make

peace in Bosnia and they were desperately hoping we would participate so that we could prevent any kind of a resumption of the slaughter there, prevent the conflict from spreading, and prove that Europe and the United States are still partners for security in the post-Cold War era. I feel far more strongly about it even than I did before I went last week.

It's clear to me that our nation's ability to work with these European countries on every other security issue -- reducing the nuclear threat, fighting terrorism, you name it -- depends upon our partnership here. That is the issue of the day for them and for millions and millions and millions of them. And I think we have to do our part, and I'm going to do what I can to persuade the Congress of that.

Q Is there any possibility, sir, that the Paris signing next week will slide because of what's going on there?

THE PRESIDENT: I know of no plans to delay it. I believe it's going to go forward on time.

THE PRESS: Thank you.

END

9:43 A.M. EST

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

November 13, 1995

REMARKS BY THE PRESIDENT IN SIGNING VETO LEGISLATION

The Oval Office

8:26 A.M. EST

THE PRESIDENT: Good morning. Today I am vetoing HR 2586, which the congressional leadership sent to me last night. It would allow the United States to pay its debts for another month, but only at a price too high for the American people to pay. Here are the reasons why.

First, the bill actually increases the likelihood of a default on America's obligations for the first time in our history by taking away from the Secretary of the Treasury the tools he now has to avoid default under extraordinary circumstances.

Second, the bill obligates the government -- Congress and the President -- to pass the Republican congressional budget plan with its huge cuts in Medicare and Medicaid, education and technology, the environment, and its tax increases on working families.

Third, the bill implements the Republican congressional proposal to reverse a 30-year bipartisan commitment to environmental protection and public health. It would increase pollution and decrease the purity and safety of our air, water and food.

This legislation is part of an overall back-door effort by the congressional Republicans to impose their priorities on our nation. Here is what is really going on.

Last spring Speaker Gingrich said he and his new Republican congressional majority would force me, the congressional Democrats and the American people to accept their budget and their Contract by bringing about a crisis in the fall, by shutting down the government and pushing America into default, unless I accepted their extreme proposals. In this way, the congressional Republicans sought to get around the United States Constitution which gives the President the power to veto measures not in the public interest.

They are now implementing the strategy Speaker Gingrich told us about last spring. And because I refuse to go along with it they say I am refusing with them to solve these short-term problems.

When the time came for the Republicans to announce their balanced budget plan, I said I supported a balanced budget. I said I agreed with balancing the budget, but I did not agree with the way they proposed to do it. So I offered an alternative plan, and I offered then to work with them. I offered it repeatedly, beginning five months ago. They dismissed my offer, and said at every turn that I would simply have to accept their budget conditions. That is what this legislation says again today.

When the time came for them to pass their own budget, however, they did not do their work. It is now six full weeks into the new budget year, and they have passed only three of the required 13 budget bills. Furthermore, they have not yet resolved the differences between the Republican House and Senate versions of the balanced budget. Instead, they propose to attach element of a budget plan and their Contract to essential bills to raise the debt ceiling so that America can meet its obligations and to keep the government running until they do finish their budget work and a proper budget is passed. Their goal is to force me to sign legislation which I know to be harmful to our nation and to its future, or to veto the legislation, also with harmful consequences.

This is a critical moment of decision for our country. But the issue is not whether we will balance the budget, and not whether I will work with them to solve this short-term problem. I do want to balance the budget. Remember that in 1993 when I took office, we had a huge deficit that was growing larger. Congress passed my economic plan, and since then we have reduced our deficit three years in a row for the first time in nearly 50 years. Today, only one industrialized nation has a lower deficit than the United States. We have also reduced the size of the federal government dramatically, so that, today, as a percentage of the civilian work force, our federal government is the smallest it has been since 1933. The American economy has done well since 1993, since this budget plan was passed, as everyone knows.

The balanced budget plan that I have proposed would finish the job. It would eliminate the deficit in a way that strengthens our economy, and most important, reinforces our most important values -- our responsibility to our parents and to our children, to provide opportunity to all Americans to make the most of their own lives through education and technology, to strengthen our families, to preserve our environment, to keep America the world's strongest force for freedom and democracy, for peace and prosperity.

So that is the issue here. I believe we must pass a budget that is consistent with our values and our interests. I have said for months that I will not sign a budget that violates these values and undermines our economic interests.

This bill I veto today is a big down payment on that Republican congressional budget. It is not good for America.

Our country has to choose between two very different options, two very different visions and paths to the 21st century. Throughout our history, our nation has been able to reach important decisions on matters like this about national priorities through proper channels of deliberation and debate as set out in our Constitution. This year the Republican Congress has failed to pass most of its spending bills, has not yet passed its overall budget plan, but instead has sought to impose some of its most objectionable proposals on the American people by attaching them to bills to raise the debt limit and to keep the government running.

Now, the appropriate step for Congress to take would be to authorize America to meet its obligations and to pass temporary legislation to keep the government running while this overall budget battle is taking place. This has been the course of action taken at other moments in history when Congress failed to meet its budget deadlines. That is exactly what we did just last September when the Congress did pass and I signed legislation to keep the government running.

Our agreement in September was fair. It was unbiased. It kept the government going, able to pay its bills and meet its obligations. That agreement was an honorable compromise. In recent days, Congress has chosen the path of confrontation. It is not in the national interest, but it is exactly what they said they would do last April.

They have attached these controversial long-range proposals to emergency legislation not only to meet our financial obligations, but just to keep the government running. In the bill to keep the government running they voted to raise Medicare premiums by 25 percent for every single senior citizen who uses Medicare -- \$264 a year for the typical couple, beginning the first of January. They voted to roll back three decades of environmental laws. Now they voted to put the United States in the path to default.

This is an unacceptable choice. Congress has said it will pass emergency legislation to keep the government going and paying its bills only if we increase Medicare, cut education, cut the environment, take other unacceptable steps.

I know the American people want us to balance the budget, with common sense and without bitterness; to drop the extreme proposals and get to work. Congress should take the sensible step of passing the legislation necessary to keep the government and to have America meet its financial obligations. Therefore, today, I am transmitting legislation to Congress that would enable the government to pay its bills without forcing the acceptance of extreme cuts in Medicare, education and the environment. This legislation would enable us to have a fair debate on our country's direction without rancor or threats. Congress should pass it without delay. This is not the time or the place for them to back-door their budget proposals. It is not the right thing to do. I cannot, and I will not, accept it.

Q What happens now? Is the government going to shut down? Will we default on our bills?

THE PRESIDENT: That's up to the Congress. That is entirely up to them. I am certainly willing to work with the bipartisan leadership of the

Congress to resolve this problem, but it is important that the American people have a forthright debate over this budget in the ordinary constitutional way. That is important. It is critically important that the President not permit this budget to be passed in a back-door way, because we have to keep the government running, because we have to meet our financial obligations.

This budget is a dramatic, even a radical, departure from the deliberate, disciplined, and I might add, highly successful plan that this administration has pursued over the last two years. It is also an dramatic and unacceptable departure from the appropriate way of doing business in this government. America does not react well to this kind of pressure.

Q Mr. President, Speaker Gingrich yesterday appeared to offer what may be an olive branch when he said that everything was on the table if you would just agree to sit down and talk and agree in principle to a balanced budget in seven years. Is that possible? Could you do that? And why not?

THE PRESIDENT: I cannot agree in principle -- we had a discussion in here the other day, I did with the Speaker and Senator Dole, I would remind you, about the budget and other things. We can have any discussion we want on the budget. But I will not agree as a matter of principle to any discussion in which they say, we want to raise Medicare premiums by 25 percent in a bill designed to keep the government running, or that we want to do it in a bill designed to enable America to meet its financial obligations.

I have asked them to do only one thing. I have asked them to say forthrightly that they're willing to meet with me and the bipartisan congressional leadership in an atmosphere in which they can pass whatever bills they want to pass in the budget process, but they will not attempt to raise Medicare premiums just as the price of letting the government run for two more weeks or another month. I just don't -- I don't think that is right. I don't think the American people think that is right.

There is a procedure for passing budgets and for passing the budget plan. That is a procedure they have chosen not to follow. I don't know how many years, how many decades it's been since the Congress got six years into a new budget plan, having voted on only three of the 13 budget bills for the year. They have still not even met and resolved the differences between the House and the Senate balanced budget plans.

There is a procedure for dealing with this. Now, they have to resolve those differences. And it is time to get on the timetable. But avoiding that, they seek to tack on to measures necessary to simply go through the ordinary business of the government their budget, including a dramatic increase in Medicare premiums. All I have asked them to do is to say that they will not seek to increase Medicare premiums on this interim legislation to keep the government running, and

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that we will have this bipartisan meeting of the congressional leadership. And we will talk about everything if they do that. That is all I have asked them to do.

But America has never liked -- ordinary Americans don't like pressure tactics. And I would be wrong to permit these kind of pressure tactics to dramatically change the course of American life. I cannot do it and I will not do it.

Q Mr. President, what do you know about Riyadh?

THE PRESIDENT: At this moment, I know very little more than you do. I know that Americans were killed in an explosion. We have expressed our condolences and deep regret to the families of those who were killed, and we have already begun the process of determining what happened and who, if anyone, was responsible if it was not an accident. And we will devote an enormous effort to that.

Q Were they all Americans? Were they all Americans?

Q Secretary Rubin, what are you going to do to prevent default now?

SECRETARY RUBIN: We'll talk about that later.

THE PRESS: Thank you.

END

8:39 A.M. EST

WHITE HOUSE

Office of the Press Secretary

For Immediate Release

June 19, 1995

**Remarks by First Lady Hillary Rodham Clinton at
Mother Teresa's Home for Infant Children
Washington, D.C.**

MRS. CLINTON: Thank you all. Thank you very much. And I too am so pleased that this day has come, and it has come with the support, and caring, and love and contributions of so many people. I want to begin by thanking His Eminence, Cardinal Hickey, Monsignor Duffy, Sister Sylvia, Mayor Barry, Congresswoman Norton, and all who have participated in bringing this day to fruition. I also want again to greet and thank Mother Teresa. We take great inspiration from your work and from your ceaseless pursuit of what you believe in.

Earlier I was speaking with Mother and she looked at me and said, "This is a gift of love but I've been told I cannot give the gift of peace because I don't give peace to anyone." And I told her that one of my favorite sayings from another woman whom I admired, Eleanor Roosevelt, when she too would be criticized for pursuing what she believed in, she would often say, "I consider my job to comfort the afflicted and to afflict the comfortable." And so today we have one of those rare moments when the afflicted and the comfortable come together on behalf of the future.

I'm often asked what it is I would like to see happen above all else in our country and in our world and there are so many things to wish for, aren't there? So many things to pray for, so many things to work for. But certainly at the top of my answer would be a world in which all boys and girls are loved and cared for. First, by the families into which they are born, then into families-- if those families are not able to take care of them, and assume the responsibilities for raising them-- then by extended families and by really the family of us all who more and more we have to recognize are all interconnected. And then, finally, by the families that those boys and girls grow up in, whom they in turn invest with love and caring to create societies that value every single child as a gift to be nurtured.

We know we are a long way from that even in our own country, and some days I fear we are retreating from that vision instead of moving toward it. But we have to continue to work to build

those kinds of conditions for every child. That is why most of us, I believe, are here today because we do recognize our own blessings and we do believe that each of us has a responsibility, not only to our own children, but to all children.

When I visited the home run by the Missionaries of Charity in New Delhi, I was struck forcefully by the love that emanated from every corner of that building. Near it was a home that wouldn't pass inspection in any town in America. There were too many cribs with too many babies too close together. I am sure there were not enough toilets or enough space for what was being done there, by some kind of regulatory formula, but all I knew was that there was enormous love and care and concern being given to those children. You can sense it when you walk into buildings where children are cared for, can't you? You can feel the difference when you walk in the door of a child care center, school, or a hospital, or a shelter where children are cared for and you can know in the gut of your soul whether or not you would leave your own child there.

That is the test for every single facility that we have for any child in America. I call it the "Chelsea test." Some of you might call it the Jane or the Jack or the Mary or the Charles test. But that should be the test. So by that test this house passes with flying colors. You can already sense it is a place where not only those who come here get the care and love they need but it will have ripple effects throughout this neighborhood and community.

This has been about 16 months of hard work. As the Cardinal said, I first spoke with Mother Teresa about this after the National Prayer Breakfast and then we both agreed that each of us could work together to help promote better conditions for our children, that each of us could do what we believe our own purpose sets us to doing, and that we could, by working together, create this opportunity.

The truth is that this is just a beginning and it will grow and have meaning in people's lives as lives here are saved and changed and allowed to go forward. I'm particularly pleased that this house will serve as a place from which children will be adopted under the responsibility of Catholic Charities, and I would personally plead that everyone who knows of this house, everyone who knows of other places like it, will do all that can be done to promote adoption of the children here in our own country. We have more than 400,000 children languishing in foster care in America.

Many parents are discouraged from adopting because of the high profile cases that unfortunately demonstrate that on a rare occasion an adoptive family may not be able to keep the child whom they have adopted. Those are rare occurrences. They should

not be permitted to discourage Americans from adopting American babies and children. So please use this occasion to do all that you can to promote adoption, not only of the babies who will come here, but of all babies and children. They all deserve homes and families in America today.

I want to join in thanking Mayor Barry and the District government and especially Hampton Cross, who worked miracles. It is not easy under any circumstances to get the necessary permission to do this and I join in the Mayor's plea that the example of this house will serve as an example for the rest of the District government so that we can all begin to cut through red tape on behalf of human needs and services for our people.

I also want to commend Catholic Charities for forming a partnership with the Sisters on behalf of children in this district and I want to thank the lawyers who worked so hard donating their time. Many more hours than they ever thought when they agreed to do this to bring about all of the necessary changes that were required. I particularly want to thank Marna Tucker and Debbie Pollock for your countless hours of help on behalf of this effort. And I also want to say a personal word of thanks to Melanne Verveer on my staff for helping to coordinate this effort.

Let me end by saying that this home will be an extraordinary place for the children and mothers who come here. I know that it will serve as an example of what all of us can do if we're willing to work on behalf of one another and particularly on behalf of our children. I want to thank Mother Teresa for this gift of love and for the work that she and the Sisters are doing throughout our community here in America and around the world.

It is my hope that all of us will think in our own ways about what else each of us can do to ease the passage, to help soothe the troubles of people around us. There is so much need and as we rethink what government's responsibility is let's remember we are our government. In a democracy, there is no "us" and "them" and if we say we want government to do things other than what it has been doing in providing direct services to people, then we have to govern ourselves in such a way that we make up the difference. Otherwise we will live to see a society in which our dreams for all of our children, instead of becoming closer to a reality, recedes further and further away and that on this day is something none of us should want to see happen. Thank you all for being part of this.

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WHAT WE *can* DO, WHAT WE *must* DO

By Hillary Rodham Clinton

The First Lady calls on all Americans to help children get a secure start in life.

anyone who has ever looked into the eyes of a child who is homeless, hungry, abused, or starved for love knows that we are not doing all we can to give our children a healthy, secure start in life. Neglect is all too common today and, as PARENTING's Children in Crisis series illustrates, it comes in many forms. Poverty, malnutrition, inadequate health care, fractured families, substandard housing, a failed welfare system, and violence in our streets are all robbing children of their hopes and jeopardizing our future as a strong and free society.

Over the past two years, I have had the opportunity to travel around our country and listen to Americans talk about their lives. I have seen the anguished look on the face of a mother who could not afford medical treatment for her sick child. I have heard the desperate pleas of a father who was working two jobs and still could not pay the family bills. I have seen the pain and sadness in the eyes of a child who had no family at all.

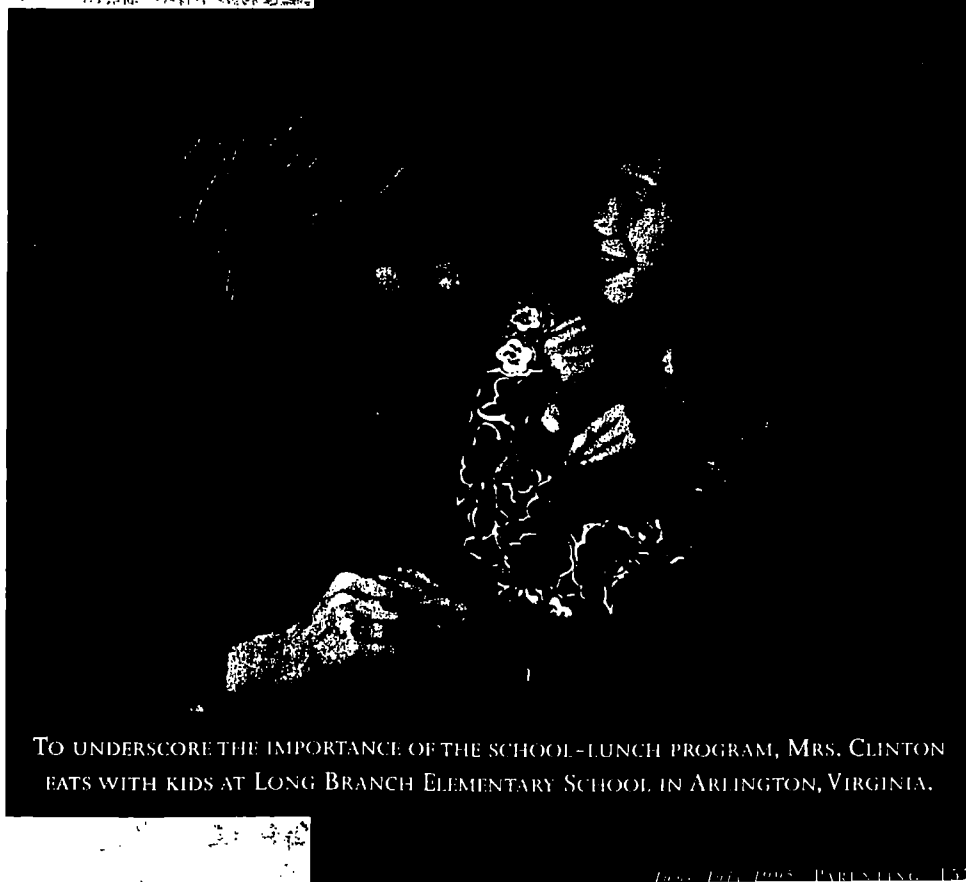
Although these problems are more acute in disadvantaged communities, the social

costs of child poverty are felt in every household in America. We all pay in the form of higher health care costs, a less educated and skilled citizenry, increased crime and violence, and the erosion of social institutions vital to our democratic way of life.

Arriving at solutions for such complex problems is not easy. But the challenge is urgent, and everyone must assume some responsibility. Children's lives are not shaped solely by their families or immediate surroundings, but also by the values and attitudes of society at large. That is why we must avoid the false dichotomy that says only government or only family is responsible for addressing this crisis. Personal values and national policies must both play a role.

It has become fashionable to blame government for all of society's problems, but it is important to remember that government does enormous good for millions of American children and their families every day. School lunches, childcare assistance, immunization campaigns, family support and preservation efforts, summer jobs programs, and a campaign to curb teenage pregnancy are among the ways government successfully intervenes on behalf of children.

Government must also play a role in assuring adequate health care for our citizens, because society is the biggest loser when 40 million Americans, including



TO UNDERScore THE IMPORTANCE OF THE SCHOOL-LUNCH PROGRAM, MRS. CLINTON EATS WITH KIDS AT LONG BRANCH ELEMENTARY SCHOOL IN ARLINGTON, VIRGINIA.

ten million children, lack coverage. Although our country has not yet agreed upon a way to fix our health care system, the President's efforts to address this issue will continue. Anyone who doubts the importance of a national commitment to affordable health care for all Americans has not been in an emergency room and seen sick children and desperate parents lined up at the door because they have nowhere else to turn.

Renewing a sense of community is clearly essential to repairing the social fabric. But any effort to bring people together will be undermined as long as children are tyrannized by crime and fear. No mother wants her child to feel vulnerable to violence on the way to and from school each day. No father enjoys teaching his child that every stranger is a potential source of harm. And no citizen can take pride in the fact that disputes in our society are too often resolved with guns, not words.

To curb an epidemic of youth violence, we must build on, rather than weaken, the administration's 1994 crime bill, which strengthens communities by imposing stiffer punishments for crimes and by taking guns off our streets while putting more police officers on them. But we must also give kids something to say yes to—recreational

THE SOCIAL COSTS OF CHILD POVERTY ARE

programs, after-school activities, mentoring, and other avenues to responsible and productive adulthood.

As significant as these initiatives are, nothing is as critical to the well-being of children as a vibrant national economy. Many families are trapped in poverty because of economic forces they cannot control. To address the root causes of poverty, we need a comprehensive economic program that creates new jobs, raises wages, lowers inflation, and continues to pro-

vide tax breaks for low-income working parents.

Finally, parents must assume greater responsibility for their children, even when family time is scarce and financial resources are meager. To build confidence and self-esteem, children need parents and other adult role models who give them love, attention, and discipline. Parents must be willing to make whatever personal sacrifices are necessary to create an environment in which their children can flourish emotionally, physically, intellectually, and spiritually. No matter how tired or stressed out we are as parents, we must reserve special time for our children—not for watching television or other passive activities, but for reading, talking, playing games, or working on projects together.

We must also do more as a society to help mothers and fathers be good parents, by encouraging flexible work schedules; expanding high-quality, affordable childcare options; and granting time off for family emergencies, now guaranteed under the groundbreaking Family and Medical Leave Act that the President signed in 1993.

If parents, civic and religious institutions, and government all do a better job of taking responsibility for our children, we can rescue millions of children from despair and regain our sense of ourselves as a caring society.

But we must begin our work now. As the Chilean poet Gabriela Mistral wrote: "Many things we need can wait; the child cannot." □



ORCHESTRA MEMBERS AT DREW ELEMENTARY SCHOOL IN MIAMI, FLORIDA, DISCUSS THEIR MUSIC PROGRAM WITH MRS. CLINTON.

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

March 1, 1995

REMARKS BY THE FIRST LADY
AT THE CHILD WELFARE LEAGUE
75th ANNIVERSARY CELEBRATION AND DINNER

MRS. CLINTON: -- Thank you, thank you all. Thank you so much, David and John and all of you who are gathered here this evening on behalf of the work that we are doing and will continue to do on behalf of children. I am deeply honored to receive this award named for Natalie Heineman. Her work with children and with the League inspires all of us to do more and to reach further.

I'm also pleased that my friend, Elizabeth Glaser, received this award last year. And as a tribute to her, I hope that as we go about our work on behalf of children, we remember the sacrifice and commitment she displayed, and draw strength from what she did on behalf of children (applause.)

As some of you may know, the President is speaking tonight to a gathering at the Nixon Center on the dangers of isolationism and nuclear proliferation -- two issues critical to the future of our children and children everywhere. And although he is not able to join us tonight in celebration of the Child Welfare League, he wanted you to know that children are on his mind and they will stay on his mind in the days and months ahead. (Applause.)

For 75 years you and this League have given all kinds of leadership to our nation, and our nation has relied on you for wisdom and moral leadership. We have to continue to call on your leadership, because we have to continue to devise ways to help protect our most vulnerable children. Your leadership is so crucial because today the youngest among us face new and greater burdens than ever before.

When David Liederman testified in the House last month on welfare reform, he talked about our obligation as a nation to keep all children from harm. That single phrase, "to keep all children from harm," summed up the moral imperative before us now. For decades, Americans have stood out for their compassion for children. We have prided ourselves on the high aspirations and expectations we have held for children. But today, we find ourselves at a rare moment in history when we must decide as a nation how much children really matter to us.

American children are in crisis. Twenty-three percent of our children live in poverty, and millions go without essential services every day. Too many children are bearing children of their own. Drugs, violence and abuse continue to claim the futures and even the lives of our young people before they reach adulthood.

Surely, as we search for solutions to such complex human problems, we need a full and honest debate. Yet that discussion is not taking place today. There is no real exchange of ideas. There is no weighing of evidence. There is simply a full-scale assault on nearly every program that helps the neediest, most vulnerable and disadvantaged among us.

The President has described recent actions in Congress as a war on the children of America. The war is taking many forms: cuts in current funding, elimination of programs, withdrawal of guarantees and block grants in the name of state flexibility. If the wrong side wins in this war on children, fallout from this war will reach far beyond the \$40 billion in cuts in children's programs over the next five years. Far beyond Barney and Big Bird and school lunches; far beyond summer jobs and aid for children with disabilities. What will be lost is our notion of who we are as a people and what we stand for as a society. (Applause.)

Let's not be fooled by rhetoric about block grants and greater flexibility and autonomy for the states. And let's remember that cutting programs that help children is not going to significantly reduce the deficit. The only people who will benefit from being the evisceration of children's programs are families earning more than \$200,000 a year who will be eligible for a capital gains tax cut. In 57 short days, we have learned that the Contract with America is indeed a financial arrangement, one that assigns far more importance to the interest of the very wealthy and the very powerful, than to the interests of the poor, the needy and the weak. We do not need that sort of contract in America. (Applause.)

We need instead, a covenant, a sacred trust between government and the American people, and among the American people themselves that reflects our long-held belief that every citizen, rich or poor, urban or rural, young or old, has the right and responsibility to rise as far as their God-given talents and determination can take them, and to give something back to their society in return. That is the underlying principle of the President's New Covenant, which, as he said in his State of the Union address, is actually grounded in some very old ideas. Those old ideas have guided us for more than a century in our efforts to protect children from harm.

Yet today, the foundation which we have built to promote work over welfare and strengthen families is in jeopardy. Federal guarantees of child care assistance for low-income families and those coming off welfare, grants for foster care and adoption assistance, Medicaid coverage, summer jobs for young people, heating fuel for the disadvantaged and aid for poor children with disabilities are just a few of the programs at risk.

As a friend of mine said recently, cutting \$7 billion out of child nutrition programs and \$4 billion out foster care and adoption programs is not so much a revolution as "a massacre of the innocents." If Congress weakens these programs, it will represent a total reversal of an historic commitment our nation has made to children.

Few Americans realize that the first federal effort at child care came in 1863 when the government sponsored a nursery for mothers working in Civil War hospitals. Few realize that food vouchers, an early version of food stamps, were given to freed slaves after the Civil War. Few realize that the first federal immunization program was launched at the beginning of this century, or that Congress established a Children's Bureau in 1909 to safeguard the well being of children. Aid for Families With Dependent Children, called welfare, began in 1935 as a way to enable mothers, many of them widows, to stay home with their children.

Children were protected by labor laws beginning in the 1930s. Congress appropriated funds for emergency maternal and infant care in 1943. The National School Lunch Act was passed in 1946 after it became evident that many inductees into our Armed Forces in World War II suffered from poor nutrition as children.

Throughout much of our history, children's programs have received broad bipartisan support because there is such compelling evidence that early intervention saves money and lives, and reaffirms the values of opportunity and responsibility that built America.

Senator Robert Taft, a conservative Republican leader in his era, said in 1948 that the American economy was rich enough --and I quote -- "to prevent extreme hardship and maintain a minimum standard floor under subsistence, education, medical care and housing to give to all a minimum standard of decent living, and to all children a fair opportunity to get a start in life."

Before now we would never have dreamed of counting cuts in programs for children on a 100-day scorecard. Before now, we came together as Americans to safeguard the rights of disabled, abused and

hungry children through WIC, Head Start, the Child Abuse Prevention Act of 1974, the Education of All Handicapped Children Act of 1975, and the Children's Welfare and Adoption Assistance Act of 1980, passed under both Republican and Democratic presidents. Each of these did more than throw money at a problem. Each of these represented a moral commitment to children that improved our country, gave voices to the voiceless, strengthened us and protected children from harm.

Yet, today, poor children and families are viewed less as objects of concern than as culprits for everything that is wrong in society. Drugs, violence, illegitimacy and abuse are viewed as afflictions only of the poor and, in turn, it is poor children and families who are singled out for punishment.

My minister gave a sermon recently in which he related the story in Leviticus about the ancient Israelites who annually placed all of their miseries and sins on the head of a goat and then sent the goat off into the wilderness. When the goat reached the wilderness, the tribe was cleansed of all problems, all evils, all sins. This is an apt parable for what is happening in America today. In today's society, the goat is poor children and their parents. And somehow we think we can rid ourselves of all our social problems by scapegoating children and exiling them to a wilderness of greater poverty and hopelessness.

Some in Washington and around the country justify these extreme budget cuts by saying, we have all these children's programs in place, but things are only getting worse. Obviously, the programs don't make a difference. Well, nobody ever conceived of government programs as a panacea. We all know that services alone will not lift a child out of poverty. A school lunch program can help a child's physical and intellectual development, but it can't provide shelter. A nutrition program for pregnant women can increase the likelihood of a healthy baby, but it can't pay the rent.

To overcome poverty, children and families need the basic necessities in life. They also need to be buffered by a strong economy. As the National Council of Bishops stated in a pastoral letter in 1991 entitled Putting Families First, "... many families are poor because of economic forces beyond their control: recession, industrial restructuring, erosion of real wages, unemployment and discrimination in hiring and promotion."

That's why, as we search for a solution to today's real social problems, we must avoid an unbalanced approach that both robs children

of services and fails to address the broad economic and social forces that contribute to poverty in the first place. Meaningful deficit reduction, the creation of nearly six million new jobs, investments in the skills and training of our people -- these are structural changes that, as the President has fought for and articulated, will help lift children and families out of poverty over the long run.

To address our problems, parents and families must take responsibility, too. They must provide the love and nurturing and discipline their children need. They must be willing to make the sacrifices that are necessary to create conditions within the family that enable children to flourish. And, in some cases, young men and women must postpone having children until they have the means to provide the love, the support, and the responsible care. And in other cases, parents with children should think harder and longer about divorce and, instead, put their children's needs and interests first. And child support, as the President made clear at the beginning of this week, has to be part of what it means to be a decent, responsible parent.

In that same pastoral letter I just mentioned, the bishops also wrote that the most important work on behalf of our children must be done "in our homes and our neighborhoods and our community organizations. No government can love a child, and no policy can substitute for a family's care." But at the same time, "government can either support or undermine families as they cope with the moral, social and economic stresses of caring for children."

Both national policies and personal values must play a role. It is time to end the false debate that pits national policies against personal values. We need to support both if we expect to have healthy children. (Applause.) We know that what happens to poor children and their families also has ripple effects throughout the rest of society. We also know that many of the programs under attack are not aimed just at poor families, because the safety net that was kept in place even during the 1980s did provide services for many families who, themselves, were on the brink of falling into poverty.

A few weeks ago I visited a federally-supported child care center in Cedar Rapids, Iowa. There was not a single parent I met who was not working, going to college, taking courses to try to get a GED, or actively involved in job training. Having access to that kind of child care that they could count on enabled them to go forward to build a stronger family.

In the weeks and months ahead, as Congress works on social issues, the test of every policy and every budget decision should be whether it helps children and strengthens families. I want you to know that the White House and the Clinton administration will work with you to ensure that our children are kept from further harm.

In the last 10 days, we have seen the response of the American people as the specifics of budget proposals have been unveiled. People know better. They often can put a face on all of the abstract rhetoric about budgets and programs. They can see the children that I saw earlier today in Arlington, Virginia, at a school where three-fifths of the children in an affluent community are eligible for free or reduced-price lunches. They can see the little girl, Ellen, who sat across from me, or Zachary, who came up to ask about Socks, the cat. They know that when it finally becomes a question as to whether we will support abstract ideology or concrete personal lives in the faces and futures of our children, that they will want our children protected.

And that is why we can, and we will, with your help, continue to protect the children of America from harm. It will not be an easy struggle, because, as I said earlier, there are powerful forces that refuse to recognize the costs that will be borne by our entire society in return for privileges for a few if we eradicate the progress that we have made so far. But I'm confident that America will once again rise to this challenge, and that our children will be given the future they deserve.

Thank you all very much. (Applause.)

END

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

July 6, 1995

REMARKS BY THE PRESIDENT
ON RESPONSIBLE CITIZENSHIP AND THE
AMERICAN COMMUNITY

Gaston Hall
Georgetown University
Washington, D.C.

11:24 A.M. EDT

THE PRESIDENT: Thank you very much, my good friend, Father. O'Donovan. You just gave the speech in five minutes, there's nothing for me to say. (Laughter.)

I thank you for welcoming me back. I thank the members of our administration who are here -- Secretary Riley and Deputy Secretary Kunin, Ambassador Raser, Director of the USIA Joe Duffy, Chairman Sheldon Hackney and Jane Alexander; and Penn Kemble, the Deputy Director of the USIA. And I thank my former classmates, some of whom I see out here; and my friends and people around this country who have done so much to try to strengthen the bonds of American citizenship.

Today I want to have more of a conversation than deliver a formal speech about the great debate now raging in our nation, not so much over what we should do, but over how we should resolve the great questions of our time, here in Washington and in communities all across our country. I want to talk about the obligations of citizenship, the obligations imposed on the President and people in power, and the obligations imposed on all Americans.

Two days ago we celebrated the 219th birthday of our democracy. The Declaration of Independence was also clearly a declaration of citizenship: All men are created equal, endowed by their Creator with certain inalienable rights. Among these are life, liberty, and the pursuit of happiness. It was also manifestly a declaration of citizenship in a different way; it was a declaration of interdependence. For the support of this declaration with a firm reliance on the protection of Divine Providence we mutually pledge our lives, our fortunes and our sacred honor.

The distinguished American historian, Samuel Eliot Morison, in his History of the American People, wrote of these words: "These words are more revolutionary than anything written by Robespierre, Marx or Lennon; more explosive than the atom; a continual challenge to ourselves as well as an inspiration to the oppressed of all the world." What is the challenge to ourselves at the dawn of the 21st century and how shall we meet it? First of all, we must remember that the Declaration of Independence was written as a commitment for all Americans at all times, not just in time of war or great national crisis.

My argument to you is pretty straightforward. I believe we face challenges of truly historic dimensions -- challenges here at home perhaps greater than any we faced since the beginning of this century we are about to finish and the dawn of the industrial era. But they are not greater challenges in their own way than the ones we

MORE

faced at our birth, greater challenges than those of slavery and civil war, greater than those of World War I or the Depression or World War II. And they can be solved, though they are profound. What are they?

Most people my age grew up in an America dominated by middle class dreams and middle class values -- the life we wanted to live and the kind of people we wanted to be; dreams that inspired those who were born into the middle class; dreams that restrained and directed the lives of those who were much more successful and more powerful; dreams that animated the strivings of those who were poor because of the condition of their birth or because they came here as immigrants; middle class dreams that there would be reward for work and that the future of our children would be better than the lives we enjoyed. Middle class values, strong families and faith, safe streets, secure futures. These things are very much threatened today, threatened by 20 years of stagnant incomes, of harder work by good Americans for the same or lower pay, of increasing inequality of incomes, and increasing insecurity in jobs and retirement and health care.

They are threatened by 30 years of social problems of profound implications -- family break-ups, of a rising tide of violence and drugs, of declining birth rates among successful, married couples, and rising birth rates among young people who are not married. They are threatened by the failure of public institutions to respond; the failure of bureaucracies encrusted in yesterday's prerogatives and not meeting the challenges of today and tomorrow -- the schools, the law enforcement agencies, the governments and their economic and other policies. They are threatened by the sheer pace and scope of change as technology and ideas and money and decisions move across the globe at breathtaking rates, and every great opportunity seems to carry within it the seeds of a great problem.

So that we have anomalies everywhere: Abroad, the Cold War ends, but we see the rise and the threat of technology-based destruction -- sarin gas exploding in the subway in Japan, the bomb exploding in Oklahoma City. The Soviet Union is no more, and so they worry now in the Baltics about becoming a conduit for drug trafficking, and they worry in Russia about their banks being taken over by organized crime.

And here at home, it all seems so confusing -- the highest growth rates in a decades, the stock market at an all-time high, almost 7 million more jobs, more millionaires and new businesses than every before, but most people working harder for less, feeling more insecure.

I saw it just the other day, this cartoon, which you probably can't see, but I'll read it to you. There's a politician -- maybe it's supposed to be me -- (laughter) -- up here giving a speech at a banquet, one of those interminable banquets we all attend. And here's the waiter serving one of the attendees. The politician says: "The current recovery has created over 7.8 million jobs." The waiter says: "And I've got three of them." (Laughter.)

In 1991, as Father O'Donovan said, I came here to Georgetown to talk about these challenges and laid out my philosophy about how we as a people -- not just as a government, but as a people -- ought to meet them. I called it the New Covenant. I will repeat briefly what I said then because I don't believe I can do any better today than I did then in terms of what I honestly believe we ought to be doing.

I think we have to create more opportunity and demand more responsibility. I think we have to give citizens more say and provide them a more responsive, less bureaucratic government. I

think we have to do these things because we are literally a community -- an American family that is going up or down together, whether we like it, or not. If we're going to have middle class dreams and middle class values, we have to do things as private citizens and we have to do things in partnership through our public agencies and through our other associations.

In 1994, when the Republicans won a majority in Congress, they offered a different view which they called their Contract With America. In their view most of our problems were personal and cultural; the government tended to make them worse because it was bureaucratic and wedded to the past and more interested in regulating and choking off the free enterprise system; and, therefore, what we should do is to balance the budget as soon as possible, cut taxes as much as possible, deregulate business completely if possible, and cut our investments in things like welfare as much as possible.

As you know, I thought there were different things that ought to be done because I believed in partnership. I believed in supporting community initiatives that were working and preventing things before they happened, instead of just punishing bad behavior after it occurred, and trying to empower people to make the most of their own lives. So I believed that there were things we could do here in Washington to help, whether it was family leave, or tougher child support enforcement, or reforming the pension system to save the pensions of over 8 million American workers, or investing more in education, making college more affordable.

What I believe grows largely out of my personal history and a lot of it happened to me a long time before I came to Georgetown and read in books things that made me convinced that I was basically right. I grew up in a small town in a poor state. When I was born at the end of World War II, my state's per capita income was barely half the national average. I was the first person in my family to go to college. When I was a boy I lived for a while on a farm without an indoor toilet. It makes a good story -- not as good as being born in a log cabin, but it's true. (Laughter.)

I had a stepfather without a high school diploma and a grandfather, whom I loved above all people almost, who had a sixth-grade education. I lived in a segregated society, and I lived in a family, as has now been well-documented, with problems of alcohol and later, drug abuse. I learned a lot about why I call the New Covenant, about the importance of responsibility and opportunity.

I lived in a family where everybody worked hard and where kids were expected to study hard. But I also had a lot of opportunity that was given to me by my community. I had good teachers and good schools. And when I needed them, I got scholarships and jobs. I saw what happened to good people who had no opportunity because they happened to be black, or because they happened to be poor and white and isolated in the hills and hollows of the mountains of my state.

I saw what happened in my own family to people who were good people, but didn't behave responsibly. My stepfather was very responsible toward me, but not very responsible toward himself. Anybody who's ever lived in a family with an alcoholic knows that there is nothing you can do for somebody else they are not prepared to do for themselves. And my brother -- after all of his struggles with drug addiction, which included even serving some time in jail, I am sometimes more proud of him than I am of what I've done because he has a family and a son and a life -- not because of the love and support that we all gave him, but because of what he did for himself.

So my whole political philosophy is basically rooted in what I think works. It works for families and communities, and it worked pretty well for our country for a long time.

If you look at recent American history, our country has never been perfect, because none of us are, but we did always seem to be going in the right direction.

I remember when I was a boy in the '50s and '60s -- I remember like it was yesterday when I graduated from high school in 1964, and we had about three-percent unemployment, about three or four-percent real growth, and very modest inflation. And we all just assumed that the American Dream would work out all right if we could ever whip racism. If we could just whip that and make sure all poor people had a chance to work their way into the middle class, we could just almost put this country on automatic. I know that's hard to believe, but that's basically what we thought back then. If we could just somehow lift this awful racial burden off our shoulders and learn how to live together, we could just roll on.

And then in the '60s and the '70s and the '80s, the results got a lot more mixed. Contrary to what a lot of people say now in retrospect, the '60s were not all bad. A lot of good things happened. A lot of people passionately believed that they had a responsibility to help one another achieve the fullest of their God-given potential. And a lot of the important advances in civil rights, and in education, and in fighting poverty really made a difference. But it was also a time when many people began to have such profound cultural clashes that more and more people dropped out and became more self-indulgent.

Contrary to popular retrospect, a lot of good things happened in the '70s. We made a national commitment as a country to defend our environment. This is a safer, cleaner, healthier place because of what we've done for the last 25 years. We decided in a bipartisan way that the workplace ought to be safer, too many people were dying in the workplace. If any of you have ever spent any time in a factory, seen people walking around without all their fingers, you can appreciate that.

But it was also a time when we became profoundly disillusioned because of Watergate and a lot of other things. We really began to suspect that we couldn't trust our leaders or our institutions. And it was the beginning of the decline of middle class dreams for middle class people. In the '60s, the riots in the cities showed that more and more poor people began to doubt whether they would ever be able to work their way into the middle class. In the '70s, people who were in the middle class began to worry about whether they would ever be able to stay or what that meant. It began 20 years ago.

Then in the '80s, it was also a very mixed bag. It was a time when people exalted greed and short-term profit. It was a time when we built in by bipartisan conspiracy in this community the first structural deficit in the history of the United States of America, and exploded our debt while we were reducing our investment in our most profound problems, while we spent the tax cuts and behaved just like the rest of the country, worrying about the short-run. But it was also a time, let's not forget, where all across the country, there was a renewed awareness of the dangers of drugs and drug use began to go down, smoking declined, volunteerism increased. And there was a remarkable explosion of productivity in the industrial sector in America, and the American economy began to go through the changes necessary to be competitive.

In the '90s, everybody knows, I think, that there's been a sort of a sobering increase in personal values of commitment. You see it in the decline in the divorce rate and the increase in healthy

habits among many people. You see more commitment expressed in groups and by individuals all across the country. You see it in people reaffirming their commitment to the families in small and large ways -- the remarkable husband and wife minister team that I introduced in the State of the Union, the Reverend Cherrys and their AME Zion Church near here, now one of the two or three biggest churches in America founded on family outreach. The phenomenal success of this promise-keepers organization -- you can fill any football stadium in America. It's an astonishing thing because people want to do the right thing. And they want to get their families and their lives back together. And that's encouraging.

But let us not forget that these profound problems endure. Middle class dreams and middle class values, the things which have shaped our life and our experience and our expectations, are still very, very much at risk.

I will say again: We have all these aggregate indices that the economy has done well -- almost 7 million new jobs, the stock market's over 4,500. All the things that you know. But while average income has gone up, median income, the person in the middle, has declined in the last two years. A sense of job security has declined with all the downsizing. More and more people are temporary workers. This is the only advanced country in the world where there's a smaller percentage of people under 65 in the work force with health insurance today than 10 years ago.

Millions of American people go home at night from their work and sit down to dinner and look at their children and wonder what they have done wrong, what did they ever do to fail. And they're riddled with worries about it. Millions more who are poor have simply given up on ever being able to work their way into a stable lifestyle. And that, doubtless, is fueling some of the disturbing increase in casual drug use among very young people and the rise in violence among young people.

That threatens middle class values. In almost every major city in America the crime rate is down -- hallelujah. In almost every place in America, the rate of random violence among young people is up, even as the overall crime rate drops. Government is struggling to change, and I'm proud of the changes we have made. But no one really believes that government is fully adjusted to the demands of the 21st century and the information age. It clearly must still be less bureaucratic, more empowering, rely more on incentives, if we still have to reduce spending and we have to find a way to do it while increasing our investment in the things that will determine our ability to live the middle class dreams.

Politics has become more and more fractured, just like the rest of our lives; pluralized. It's exciting in some ways. But as we divide into more and more and more sharply defined organized groups around more and more and more stratified issues, as we communicate more and more with people in extreme rhetoric through mass mailings or sometimes semi-hysterical messages right before election on the telephone, or 30-second ads designed far more to inflame than to inform, as we see politicians actually getting language lessons on how to turn their adversaries into aliens, it is difficult to draw the conclusion that our political system is producing the sort of discussion that will give us the kind of results we need.

But our citizens, even though their confidence in the future has been clouded and their doubts about their leaders and their institutions are profound, want something better. You could see it in the way they turned out for the town meetings in 1992. You could see it in the overwhelming, I mean literally overwhelming, response that I have received from people of all political parties to the simply act of having a decent, open conversation with the Speaker

of the House in Claremont, New Hampshire. People know we need to do better. And deep down inside, our people know this is a very great country capable of meeting our challenges.

So what are the conclusions I draw from this? First of all, don't kid yourself. There are real reasons for ordinary voters to be angry, frustrated and downright disoriented. How could our politics not be confusing when people's lives are so confusing and frustrating and seem to be so full of contradictory developments?

Secondly, this is now, as it has ever been, fertile ground for groups that claim a monopoly on middle class values and old-fashioned virtue. And it's easy to blame the government when people don't feel any positive results. It's easy to blame groups of others when people have to have somebody to blame for their own problems when they are working as hard as they can, and they can't keep up.

But there is real reason for hope, my fellow Americans. This is, after all, the most productive country in the world. We do a better job of dealing with racial and ethnic diversity and trying to find some way to bring out the best in all of our people than any other country with this much diversity in the world.

We have an environment that is cleaner and safer and healthier than it used to be. We still have the lead in many important areas that will determine the shape of societies in the 21st century. There is a real willingness among our people to try bold change. And, most important of all, most Americans are still living by middle class values and hanging on to middle class dreams. And everywhere in this country there are examples of people who have taken their future into their own hands, worked with their friends and neighbors, broken through bureaucracy and solved problems. If there is anything I would say to you it is that. You can find somewhere in America, somebody who has solved every problem you are worried about.

So there is reason for hope. And I would say, to me, the real heroes in this country are the people that are out there making things work and the people who show up for work every day, even though they're barely at and maybe even below the poverty line, but they still work full-time, obey the law, pay their taxes and raise their kids the best they can. That's what this country is really all about. And so there is really no cause for the kind of hand-wringing and cynicism that dominates too much of the public debate today.

What do we have to do now? First of all, we've got to have this debate that is looming over Washington. We have to have it. It's a good thing. We are debating things now we thought were settled for decades. We are now back to fundamental issues that were debated like this 50, 60, 70 years ago. There is a group who believe that our problems are primarily personal and cultural. Cultural is a -- basically a word that means, in this context, there are a whole lot of persons doing the same bad thing. (Laughter.) And that's what people -- and then if everybody would just sort of straighten up and fly right, why, things would be hunky-dory. And why don't they do it?

Now, I -- you can see that with just two reasons -- I'll give you two examples. And I made you laugh, but let's be serious -- these people are honest and genuine in their beliefs. I will give you two examples that are sort of -- stand out, but there are hundred more that are more modulated: The NRA's position on gun violence, the Brady Bill and the assault weapons ban.

Their position is guns don't kill people, people do; find the people who do wrong, throw them in jail and throw the key

away. Punish wrongdoers. Do not infringe upon my right to keep and bear arms, even to keep and bear arsenals or artillery or assault weapons. Do not do that because I have not done anything wrong and I have no intention of doing anything wrong. Why are you making me wait five days to get a handgun? What do you care if I want an AK-47 or an Uzi to go out and engage in some sort of sporting contest to see who's a better shot? I obey the law. I pay my taxes. I don't give you any grief. Why are you on my back. The Constitution says I can do this. Punish wrongdoers. I am sick and tired of my life being inconvenienced for what other people do.

Second example is the one that dominated the headlines in the last couple of days, what Senator Helms said about AIDS: I'm sick and tired of spending money on research and treatment for a disease that could be ended tomorrow if everybody just straightened up and fly right. I'm tired of it. Why should I spend taxpayer -- I've got a budget to balance. We're cutting aid to Africa. We're cutting education. We're cutting Medicare. Why should we spend money on treatment and research for a disease that is a product of people's wrongdoing? Illicit sex and bad drugs, dirty needles -- let's just stop it.

Now, at one level, forgetting about those two examples, this argument is self-evidently right. Go back to what I told you about my family. A lot of you are nodding your heads about yours. There is a sense in which there is nothing the government can do for anybody that will displace the negative impact of personal misconduct. And unless people are willing to work hard and do the best they can and advance themselves and their families, the ability of common action, no matter how well-meaning, won't work.

You look at every social program that's working in every community -- and there are lots of them. I was just in New Haven for the opening of the Special Olympics, and I spent a lot of time with the LEAP Program up there. It's an incredible program where these college students work with inner-city kids in the cities helping them rebuild their lives. But if the kids don't want to do it and won't behave, there's nothing these college kids can do to help them. So let's give them that. At a certain level, this is self-evidently true.

But what is the problem? These problems are our problems. They're not just single problems. If there's a big crime rate and a whole lot of people getting killed with guns, that affects all the rest of us because some of us are likely to get shot.

Now, I see the Brady Bill in a totally different way because I see these problems as community problems. And I think a public response is all right. And I think saying to people who have the line I said, I think we ought to say to people, look, it is just not out of line for you to be asked to undergo the minor inconvenience of waiting five days to get a handgun, until we can computerize all the records -- because, look here, in the last year and a half, there are 40,000 who had criminal records or mental health histories who didn't get handguns, and they're not out there shooting people because you went through a minor inconvenience. You don't gripe when you go through a metal detector at an airport anymore, because you are very aware of the connection between this minor inconvenience to you and the fact that that plane might blow up, and you don't want that plane to blow up or be hijacked.

Well, look at the level of violence in America. It's the same thing. I don't have a problem with saying, look, these assault weapons are primarily designed to kill people. That's their primary purpose. And I'm sorry if you don't have a new one that you can take out in the woods somewhere, to a shooting contest, but you'll get over it. Shoot with something else. (Laughter and applause.) It's worth it -- (applause). I'm glad you're clapping.

I'm glad you agree with me, but remember, the other people are good people who honestly believe what they say. That's the importance of this debate. It's the attitudes. We have to -- we're having this debate.

The NRA that I knew as a child, the NRA that I knew as a governor, for years, were the people who did hunter education programs, the people what helped me resolve land boundary disputes when retirees would come to the mountains in the northern part of my state and go into unincorporated areas, and who could and couldn't hunt on whose land. And they actually helped save people's lives and they solved a lot of problems. I mean this is a different -- these are deeply-held world views about working -- but the way I look at it is it's like the airport metal detector.

I'll give you another example. It might not be popular in this group. I agree with the Supreme Court decision on requiring people who want to be on high school athletic teams to take drug tests -- not because I think all kids are bad, not because I think they all use drugs, but because casual drug use is going up among young people again. It is a privilege to play on the football team. It is a privilege to be in the band. It is a privilege to have access to all these activities. And I say it's like going through the airport metal detector -- you ought to be willing to do that to help get the scourge of drugs out of your school and keep kids off drugs. That's what I believe, because I see it as a common problem.

So we all have to give up a little and go through a little inconvenience to help solve problems and pull the country together and push it forward. But this is a huge debate.

Look at the AIDS debate. You may think it's a little harder. First of all, the truth is not everybody who has AIDS gets it from sex or drug needles. I've got a picture on my desk at the White House of a little boy named Ricky Ray. He and his family were treated horribly by people who were afraid of AIDS when they first got it through blood transfusions, he and his brother. And he died right after my election. I keep his picture on my table to remember that.

Elizabeth Glaser was a good friend of mine. She and the daughter she lost and her wonderful son that survived her, they didn't get AIDS through misconduct. So that's just wrong. I know a fine woman doctor in Texas who got AIDS because she was treating AIDS patients and she got the tiniest pinprick in her finger -- a million to one, two million to one chance. But, secondly, and more to the point, the gay people who have AIDS are still our sons, our brothers, our cousins, our citizens. They're Americans, too. They're obeying the law and working hard. They're entitled to be treated like everybody else. (Applause.)

And the drug users -- there's nobody in this country that hates that any more than I do because I've lived with it in my family. But I fail to see why we would want to hasten people's demise because they paid a terrible price for their abuse.

You know, smoking causes lung cancer, but we don't propose to stop treating lung cancer or stop doing research to find a cure. Right? Drunk driving causes a lot of highway deaths, but we don't propose to stop trying to make cars safer. Do we? I don't think so.

So I just disagree with this. Why do we have to make this choice? Why can't we say to people, look, you've got to behave if you want your life to work, but we have common problems and we are going to have some common responses. I don't understand why it's got to be an either-or thing. That's not the way we live our lives. Why should we conduct our public debates in this way?

So -- and the best example of all to me that our problems are both personal and cultural and economic, political and social is the whole condition of the middle class economically. I think it requires public and private decision-making, family values. Most families have them. But most families are working harder for less so they have less time and less money to spend with their children. Now, that's just a fact. That's not good for family values. And I don't believe exhortation alone can turn it around. It's going to require some common action. I think that what we did with the family leave law supported family values. I think that we can have a welfare reform law that requires parental responsibility, has tough work requirements, but invests in child care and supports family values.

I think we can have a tax system that gives breaks to people to help them raise their kids and educate themselves and their children, and that would support family values. I think we can have an education system that empowers people to make the most of their own lives, and I think that is profoundly supportive of family values. And I do not believe the government can do it alone. I believe there are other things that have to be done by people themselves and also by employers.

One of our major newspapers had an article yesterday on the front page, or the day before, saying in the new world economy the employers call all the shots -- talking about how more and more workers were temporary workers, more and more people felt insecure.

You know, it's all very well to exhort people. But if they're out there really busting it, doing everything they can and falling further behind, and they're not being treated fairly by people who can afford to treat them fairly, then that's something else again, isn't it?

The global economy, automation, the decline of unionization, and the inadequate response of too many employers to these changes have led to a profound weakening of the condition of many American workers. There aren't many companies like NUCOR, a nonunion company, a steel company, where people get a fairly low base hourly wage, but they get a weekly bonus; nobody's ever been laid off, every employee with a college kid, student -- a child who's college age gets about \$2,500 a year as a college allowance; and the pay of the executives is tied to the performance of the company and cannot go up by a higher percentage than the pay of the workers goes up. (Applause.)

Now, by contrast, in the 12 years before I took office -- this is all in the private sector -- the top management of our companies' pay went up by four times their workers' pay went up and three times what their profits went up percentage-wise. And that trend has largely continued; if anything, accelerated, even though we limited the tax subsidy for it in 1993.

So I would say to you that there are some things that mere exhortation to good conduct will not solve, that require other responses that are public or that are private but go beyond just saying these are personal or cultural problems.

I also think that if we want to maintain a public response, there must be a relentless effort to change but not to eviscerate the government. We have tried weak government, nonexistent government, in a complex industrial society where powerful interests that are driven only by short-term considerations call all the shots. We tried it decades and decades ago. It didn't work out very well. It didn't even produce a very good economic policy. It had something to do with the onset of the Depression.

On the other hand, we know that an insensitive, overly bureaucratic, yesterday-oriented, special-interest-dominated government can be just as big a nightmare. We've done what we could to change that. The government has 150,000 fewer people working today than it did when I took office. We've gotten rid of thousands of regulations and hundreds of programs. We have a few shining stars like the Small Business Administration, which today has a budget that's 40 percent lower than it did when I took office, that's making twice as many loans, has dramatically increased the loans to women and minorities, has not decreased loans to white males and hasn't made a loan to a single unqualified person.

We can do these things. I wish I had all day to talk to you about what the Secretary of Education has done in the Education Department to try to make it work better and make common sense, and involve parents, and promote things like greater choice of schools and the building of charter schools and character education in the schools. It's not an either-or thing. You don't have to choose between being personally right and having common goals.

So that's my side of the argument. That's why I think my New Covenant formulation is better to solve the problems of middle class dreams and middle class values than the Republican Contract. But perhaps the most important thing is not whether I'm right or they are, the important thing is how are we going to resolve this and what are citizens going to do. How can we resolve the debate.

I believe -- and you've got to decide whether you believe this -- I believe that a democracy requires a certain amount of common ground. I do not believe you can solve complex questions like this at the grass-roots level or at the national level or anywhere in between if you have too much extremism of rhetoric and excessive partisanship. Times are changing too fast. We need to keep our eyes open. We need to keep our ears open. We need to be flexible. We need to have new solutions based on old values. I just don't think we can get there unless we can establish some common ground.

And that seems to me to impose certain specific responsibilities on citizens and on political leaders. And if I might, just let me say them. They may be painfully self-evident, but I don't think they're irrelevant. Every citizen in this country's got to say, what do I have to do for myself or my family, or nothing else counts. The truth is that nobody can repeal the laws of the global economy, and people that don't have a certain level of education and skills are not going to be employable in good jobs with long-term prospects. And that's just a fact.

The truth is that if every child in this country have both parents contributing to his or her support and nourishment and emotional stability and education and future, we'd have almost no poor kids, instead of having over 20 percent of our children born in poverty. Those things are true.

The second thing is, more of our citizens have got to say, what should I do in my community. You know, it's not just enough to bemoan the rising crime rate or how kids are behaving and whatever -- that's just not enough. It is not enough. Not when you have example after example after example from this LEAP Program I mentioned, the "I Have a Dream" Program, to the world-famous Habitat for Humanity Program, to all these local initiatives, support corporations, that are now going around the country, revolutionizing slum housing and giving poor, working people decent places to live; to the work of the Catholic social missions in Washington, D.C., and other places.

It is not enough to say that. People have to ask themselves: What should I be doing through my church or my community

organizations? People who feel very strongly about one of the most contentious issues in our society, abortion, ought to look at the United Pentecostal Church. They'll adopt any child born, no matter what race, no matter how disabled, no matter what their problems are. There is a positive, constructive outlet for people who are worried about every problem in this country if they will go seek it out. And there is nothing the rest of us can do that will replace that kind of energy.

The fourth thing that I think -- the third thing I think citizens have to do that is also important, people have to say, what is my job as a citizen who is a voter? I am in control here. I run the store. I get to throw this crowd out on a regular basis. That's a big responsibility. We're the board of directors of America.

Are we making good decisions? Are we making good decisions? Do we approach these decisions in the right frame of mind? Do we have enough information? Do we know what we're doing? I can tell you, the American people are hungry for information. When I announced my balanced budget and we put it on the Internet, one of our people at the White House told me there were a few hours when we were getting 50,000 requests an hour. The American people want to know things.

So I say to every citizen, do you have the information you need? Do you ever have a discussion with somebody that's different from you? Not just people who agree with you but somebody who's different. You ever listen to one of those radio programs that has the opposite point of view of yours, even if you have to grind your teeth? (Laughter.) And what kind of language do you use when you talk to people who are of different political parties with different views? Is it the language of respect or the language of a suspect? How do you deal with people? This is a huge thing. What do you have to do for yourself and your family? What can you do in your community? What can you do as a citizen?

Thomas Jefferson said he had no fear of the most extreme views in America being expressed with the greatest passion as long as reason had a chance. As long as reason had a chance. Citizens have to give reason a chance.

What do the political leaders have to do? I would argue four things. Number one, we need more conversation and less combat. Number two, when we differ we ought to offer an alternative. Number three, we ought to look relentlessly at the long-term and remind the American people that the problems we have developed over a long period of years. And, number four, we shouldn't just berate the worst in America, we ought to spend more time celebrating the best.

Those are four things that I think I should do and I think every other leader in this country ought to do. Conversation, not combat is what I tried to do with the Speaker in New Hampshire, and I want to do more of it with others. I'm willing if they are. I think it would be good for America.

Secondly, differ but present an alternative. That's why I presented a balanced budget. A lot of people said, this is dumb politics. The Republicans won the Congress by just saying no: No to deficit reduction, and call it a tax increase. Run away from your own health care plan, say they're trying to make the government take over health care. That may be. But that's because this is a confusing time. It's still not the right thing to do.

Americans don't want "just say no" politics. If they can get the truth, they'll make the right decision 99 times out of 100. And we have to offer an alternative. And so do they. We all should. When we differ, we should say what we're for, not just what we're against.

The third thing is important -- looking for the long-term. I was really said in 1994, I'll be honest with you, on Election Day I was sad. I kind of felt sorry for myself -- I thought, gosh, you know, the real problems in this country are these income problems; and look what we've done with the family leave law; we cut taxes for families with incomes under \$28,000 a year by \$1,000 a year; we've done -- and I reeled it all off. And I said, gosh, I feel terrible. And then I realized, how could they possibly feel anything in two years? These income trends are huge, huge trends. Huge, sweeping over two decades. Fast international forces behind them. Trillions of dollars of money moving across international borders working to find the lowest labor cost and pressing down. Untold improvements in automation -- so fast that you just can't create enough high-wage jobs to overcome the ones that are being depressed in some sectors of the economy. These are a huge deal. How could people have felt that?

Nonetheless, our job is not to get reelected, it's to think about the long-term because the problems are long-term problems.

I want to read you what President Havel said in his Harvard commencement speech about this -- more eloquent than anything I could say. "The main task of the present generation of politicians is not, I think, to ingratiate themselves with the public through the decisions they take or their smiles on television. Their role is something quite different -- to assume their share of responsibility for the long-range prospects of our world, and thus, to set an example for the public in whose sight they work. After all, politics is a matter of serving the community which means that it is morality in practice." I could hardly have said it better.

Fourth, maybe the most important thing is, we should not just condemn the worst, we ought to find the best and celebrate it, and then, relentlessly promote it as a model to be followed. You know, I kept President Bush's Points of Light Foundation when I became President. And we recognize those people every year because I believe in that. I always -- I thought that was one of the best things he did. But I tried to institutionalize it in many ways.

That's what AmeriCorps is all about. The national service program gives young people a chance to earn money for college by working in grass-roots community projects all across the country. When I was in New Haven at the LEAP Program, I had AmeriCorps volunteers there. I was in Texas the other day walking the streets of an inner city and a girl with a college degree from another state was there working with welfare mothers because she was raised by a welfare mother who taught her to go to school, work hard, and get a college degree, and she did.

We have to find a way to systematically see these things that work sweep across this country with high standards and high expectations and breaking through all this bureaucracy that keeps people from achieving. We can do that. And the President ought to do even more than I have done to celebrate the things that work, and I intend to do it and to do more of it.

Now, I believe, obviously, that my New Covenant approach is better than the Republican Contract approach to deal with the problems of middle class dreams and middle class values. But when I ran for this job I said I wanted to restore the American Dream and to bring the American people together. I have now come to the conclusion, having watched this drama unfold here and all around our country in the last two and a half years, that I cannot do the first unless we can do the latter. We can't restore the American Dream unless we can find some way to bring the American people closer together. Therefore, how we resolve these differences is as important as what specific position we advocate.

I think we have got to move beyond the vision and resentment to common ground. We've got to go beyond cynicism to a sense of possibility. America is an idea. We're not one race. We're not one ethnic group. We're not one religious group. We do share a common piece of ground here. But you read the Declaration of Independence and the Constitution: this country is an idea. And it is still going now in our 220th year because we all had a sense of possibility. We never thought there was a mountain we couldn't climb, a river we couldn't ford, or a problem we couldn't solve.

What that great line in the wonderful new movie, Apollo 13, "Failure is not an option." You have to believe in possibility. And if you're cynical, you can't believe in possibility.

We need to respect our differences and hear them, but it means instead of having shrill voices of discord, we need a chorus of harmony. In a chorus of harmony you know there are lots of differences, but you can hear all the voices. And that is important.

And we've got to challenge every American in every sector of our society to do their part. We have to challenge in a positive way and hold accountable people who claim to be not responsible for any consequences of their actions that they did not specifically intend -- whether it's in government, business, labor, entertainment, the media, religion or community organizations. None of us can say we're not accountable for our actions because we did not intend those consequences, even if we made some contribution to them.

Two day ago, on July the 4th, the people of Oklahoma City raised their flags and their spirits to full mast for the first time since the awful tragedy of April 19th. Governor Keating and Mayor Norick led a celebration in Oklahoma City, which some of you may have seen on television; a celebration of honor and thanks for thousands of Oklahomans and other Americans who showed up and stood united in the face of that awful hatred and loss for what is best in our country.

You know, Oklahoma City took a lot of the meanness out of America. It gave us a chance for more sober reflection. It gave us a chance to come to the same conclusion that Thomas Jefferson did in his first inaugural. I want to read this to you with only this bit of history: Thomas Jefferson was elected the first time by the House of Representatives in a bitterly-contested election in the first outbreak of completely excessive partisanship in American history. In that sense it was a time not unlike this time. And this is what he said: "Let us unite with our heart and mind. Let us restore to social intercourse that harmony and affection without which liberty and life itself are but dreary things."

We can redeem the promise of America for our children. We can certainly restore the American family for another full century if we commit to each other, as the founders did, our lives, our fortunes and our sacred honor. In our hour of the greatest peril and the greatest division when we were fighting over the issue which we still have not fully resolved, Abraham Lincoln said, "We are not enemies but friends. We must not be enemies."

My friends, amidst all our differences, let us find a new, common ground. Thank you very much. (Applause.)

END

12:21 P.M. EDT

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Attn: Mr. William Galston
Deputy Assistant for Domestic Policy
EOP, Washington, D.C. 20500 FAX 456-2878

Jan. 30, 1995

Dear President Clinton;

A FAX was requested by Ms. Kim Ross and sent Jan. 26th. This is a corrected version, since the Jan. 26th one contained an important error inspelling. It is the Dodd Ammendment we are talking about, not the Dobbs Ammendment, as mentioned in the Jan. 26th version.

Congratulations on your fine state of the union address, in which you emphasized reducing teenage pregnancies!

We would like to suggest that in future actions to reduce teenage pregnancies that you emphasize what your Administration has already done, but which has not yet been well recognized. Please let me explain.

When the Dodd Ammendment to the ESEA was passed, and you signed the bill, this made about \$380,000,000 available for character development to local schools under the Safe and Drug Free Schools legislation.

The point here is that character development creates in the youth a strong desire to do what is right, and an equally powerful aversion to doing anything wrong (including, of course, premarital sex).

Also, the use of abstinence based sex education programs, (which is another form of character education) has been found to be far more effective that conventional value-free sex education programs, including distributin of condoms, when used alone.

A thoroughly investigated and well publicized example of just how effective a combination of character education and abstinence based sex education is has been demonstrated for the past ten years in the San Marcos, CA school district. We have an extensive file of newspaper reports, etc. on the "Miracle of San Marcos, CA" a copy is being sent by regular mail, *herewith*,

Here, within two years of introducing a combination of character education and abstinence based sex education in its junior high school in 1984, the district had an 80% reduction in its dropout rate, as well as comparable reductions in pregnancies and drug abuse, plus improved academic achievement, and these improvements are still holding. (The district is 40% minorities, mostly Hispanic.)

In brief, character development is far superior to any other method of improving behavior.

Our Operation CHARACTER calls for better character development in the home, the schools, the corrections system, and even in welfare. We suggest that you endorse the whole Operation CHARACTER, now starting its third year, as well as what we have suggested above.

Respectfully,



A.J.(Alex) Stuart, Jr. Pres. NCL,

Incls. ~~separate mail~~
Inc.

sent 11:25 am 1/29

San Marcos Unified School District
San Marcos Junior High School
Course of Study Outline

COURSE TITLE: " Decision Making/ Keys to Total Success"

DEPARTMENT: Homeroom/Science

LENGTH: FOUR Semesters

GRADE LEVEL: 7th & 8th

TEXTS: How to Study
How to be You
Sexual Commitment and Family
How to be Successful

PREREQUISITIES: None

I. Brief Description of Course: This course is structured around four texts that are designed to aid the student to be more successful in making decisions that will impact on all aspects of his/her life.

II. Rationale: Success in school is predicated on making the right decisions. The same can be said for social and family relationships. The course is specifically designed to improve student performance in these areas.

III. Course Outline: "Decision Making/Keys to Total Success" is a four semester course that includes the following areas:

A. How to be Successful

1. Be here
2. Be on time
3. Be friendly
4. Be polite
5. Be prepared
6. Be a listener
7. Be a doer
8. Be a tough worker
9. Be a risk taker
10. Be a success

This information is covered every day in five to ten minute lessons during homeroom. All students are given this instruction during their two years at the junior high.

B. Study Skills

1. Vital Information
2. How to Manage Your Time
3. How to Take Class Notes
4. How to Study Your Textbook
5. How to Study for Tests
6. How to Take Tests

This information is covered the first six weeks of seventh grade. It is reinforced across the curriculum at both grade levels.

C. How to Be You

1. Self Esteem: How can I feel good about me?
2. Values Development: How can I follow my conscience?
3. Decision Making: How can I know what to do?

This information is covered in thirty lessons during six weeks of the second semester in the seventh grade.

D. "Sexuality, Commitment, and Family"

1. Develop friendships that enhance the good of the individual.
2. Foster dating relationships that form the foundation for a lasting marriage.
3. Increase sense of self worth.
4. Heighten awareness of the importance of the family unit.
5. Instill appreciation for the creation of life.
6. Increase understanding of parenting as a rewarding commitment.
7. Increase knowledge of risks of adolescent sexual activity.
8. Increase support for a teen lifestyle free from sexual activity.
9. Improve communication between parents and teens.
10. Recognize media as a powerful influence
11. Try to minimize media's negative impact on individual behavior
12. Foster decision making among teens that will advance their emotional and physical well-being both today and in the future.

This information is covered during the last 6 weeks of the second semester and takes place in 8th grade during the student's regular science class.

IV. Key Learning Outcomes:

All 7th and 8th grade students will:

- A. Understand the decision making process.
- B. Improve their self-image.
- C. Improve their study skills.
- D. Increase their understanding of sexuality.

V. Measurements:

- A. Teacher exams.
- B. Student notebooks.
- C. Teacher designed evaluation tools.

Addresses to obtain curriculum materials for "Decision Making/Keys to Total Success"

1. How To Be You
J.O.B.S.
5861 Mission Gorge Road
San Diego, CA 92120
Attn: Don Sharp

(619) 284-4830 or (619) 284-2828
2. How To Study by Kenneth Standley
Dale Seymour Publications
P.O. Box 10888
Palo Alto, CA 94303

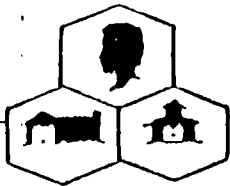
1-800-222-0766
3. How To Be Successful
Thomas Jefferson Research Center
202 South Lake Avenue, Suite 240
Pasadena, CA 91101

(818) 792-8130
4. Sexual Commitment and Family
Teen Aid
West 22 Mission
Spokane, WA 99201

(509) 328-2080
5. Here's Looking at You, 2000
Comprehensive Health Education Foundation (CHIEF)
20832 Pacific Highway South
Seattle, WA 98198-5997

(206) 824-2907

Note from National Character Lab, Inc. 6/4/91. The first four listed curriculum materials were all that were included in the original program, and were responsible for producing the remarkable results. The last program was added to the elementary schools only, later, and we suspect did not produce any useful results. This is the same program used in Bainbridge Is. WA with such poor results, as reported in the WALL STREET JOURNAL in January, 1990. It is of the behavior modification type, and does not stress basic moral values as the other programs. It could be a serious mistake to attribute the success in San Marcos to "Here's Looking at You 2000."



San Marcos Unified School District

270 San Marcos Blvd, San Marcos, California 92069-2797 619-744-4776

Dear Interested Party:

Thank you for your inquiry about the *Decision Making/Keys to Total Success* Program. Due to the tremendous level of interest, I regret that I must send an information piece rather than answering all requests personally. I have moved from Principal to Assistant Superintendent of Instructional Services and have many pressing instructional commitments. The program is doing well today, and I wholeheartedly encourage districts to try using the components that San Marcos students have found to be so helpful. The names of the publishers follow:

Teen-Aid
N. 1330 Callispel
Spokane, WA 99201

Study Skills Institute
P.O. 9744
Fresno, CA 93794

Thomas Jefferson Research Center
202 South Lake Avenue, Suite 240
Pasadena, CA 91101

Best wishes,

Joe DeDuminicantano
Joe DeDuminicantano
Assistant Superintendent

JJD:ak

THE SAN MARCOS MIRACLE

CHARACTER PLAN 125TH ED, JUNE 29, 1989

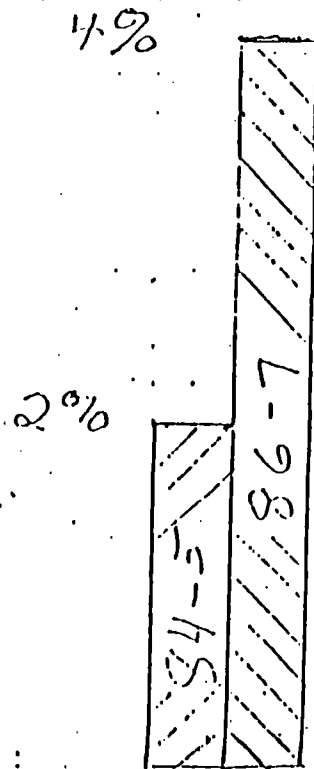
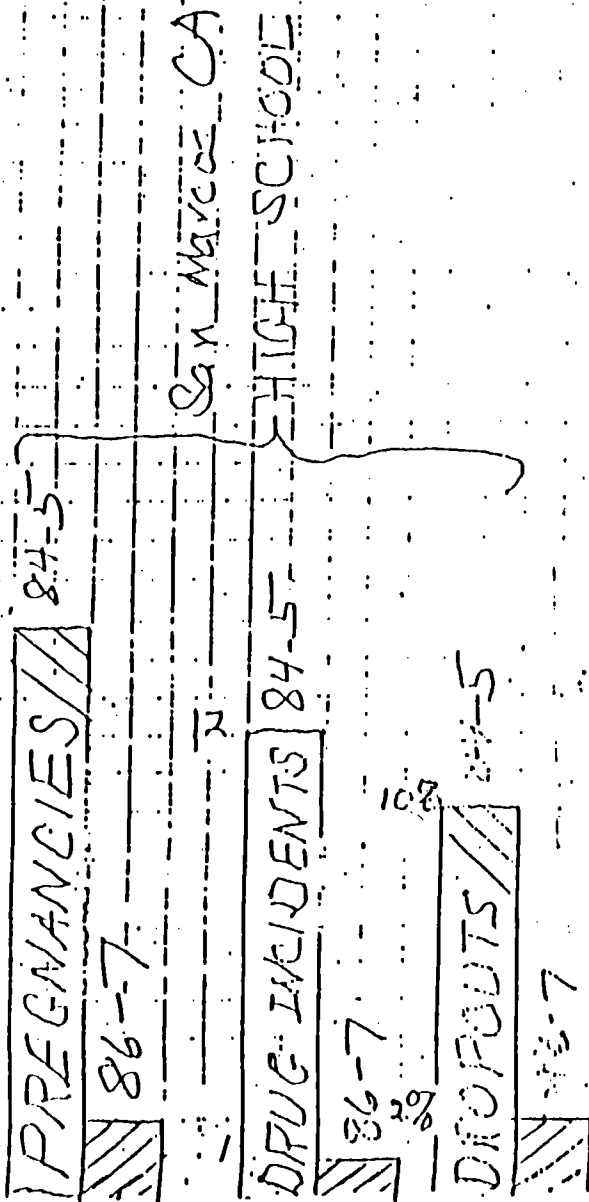
This is the 125th in a series of memos helping coordinate a project of the Crime Prevention Committee, started in 1980, and designed to help reduce all forms of deviant behavior via character development.

This graphical description of part of the "San Marcos Miracle" is prepared at the request of the U.S. Treasury Department, but is for use generally.

The figures presented have been obtained from articles in the SAN DIEGO UNION, the WALL STREET JOURNAL, and from copies of correspondence from San Marcos, CA U.S.D., as well as phone calls.

The San Marcos Miracle involves replacing parts of 7th and 8th grade science with units on study methods, character, and laid back sex education not even mentioning contraceptives, plus ten minutes a day in home room for both years on character.

Any other school district could expect similar results at a cost of about \$200 per junior high school classroom. San Marcos has 40% minorities, mostly Hispanic.



Straight "A" Students in San Marcos
Junior High School

About The Authors

B. David Brooks, Ph.D., author of *Strategies For Reducing Violence on the School Campus* and co-author of *The Case For Character Education*, has been an elementary teacher, secondary teacher, counselor and high school principal. He has consulted with the U.S. Department of Education, The National School Safety Center, state departments of education, local school districts and the White House Task Force on School Discipline. Dr. Brooks has conducted staff development trainings for the past 15 years and is a nationally recognized authority on the prevention of violence, vandalism, truancy and disruption in the classroom and on the school campus. Dr. Brooks currently serves as one of the Governor's appointees to the California Task Force to promote Self-Esteem and Personal and Social Responsibility. He is also Executive Vice President of the Thomas Jefferson Research Center.

Robert C. Paull, Ph.D., did extensive research at the University of Southern California in the systematic development of human potential and how to help students focus attention on learning in the classroom. The author of *Stress Management Through Self-Regulation: A Training Program For Teachers and Parents* and editor of *Stress Management Through Twelfth Grade*, he is co-author and editor of the Jefferson Research Center's junior high and intermediate school edition of *Achievement Skills: Guidelines For Personal Growth* and currently serves as the Center's President. Dr. Paull has been a teacher, counselor and administrator in the inner city of Los Angeles and has conducted workshops and staff development trainings with a variety of professional groups from coast to coast and on television. He is also an Adjunct Professor for the Graduate School of Education and Psychology at Pepperdine University in Los Angeles, California.

About The Thomas Jefferson Research Center

"The work of the Research Center has enabled thousands, and hopefully will enable thousands more, young Americans to learn, understand and embrace the dreams and teachings of our Founding Fathers and all of the values that we hold so dear in that regard."

Dr. Terrel H. Bell,
Former U.S. Secretary of Education

Formed as a non-profit organization in 1963, the Center is dedicated to teaching personal responsibility through systematic instruction. By researching, developing and distributing character education materials, the Center seeks to promote positive personal values, high standards of behavior and constructive citizenship in youth.

In addition to the formal classroom programs in personal responsibility and ethical decision making, the Center also provides specialized consulting services. We help schools and other agencies develop curriculum and training programs to meet individual needs, such as the very successful junior high school homeroom program, a pre-delinquent, dropout or youth-at-risk program for older adolescents and a school climate program for elementary schools.

To date, the Center has placed programs in almost 20,000 classrooms in over 1,000 schools nationwide.

Goals Of The Program

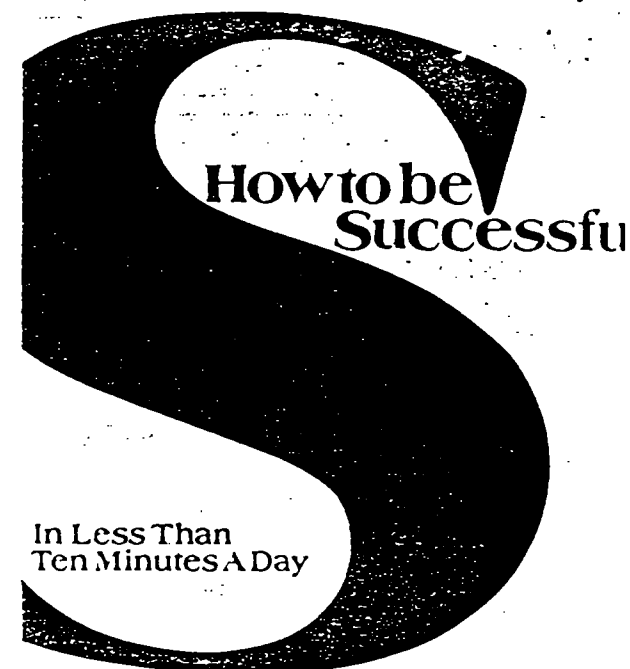
To teach students to:

- Accept the consequences of their actions.
- Use ethical decision making and problem solving techniques.
- Accept that attendance, punctuality and reliability are part of being personally responsible.
- Develop self-confidence, self-esteem and positive attitudes.
- Understand that success comes from taking initiative and persevering.



THOMAS
JEFFERSON
Research Center

1143 North Lake Avenue, Pasadena, CA 91104
(818) 798-0791



A HOMEROOM PROGRAM
FOR JUNIOR HIGH, MIDDLE,
AND INTERMEDIATE SCHOOLS

IMPROVES
Student Achievement
School Climate
Self Discipline
Attendance

TEACHES
Productive Academic Behavior
Personal Responsibility
How To Be Successful
Respect For Others
Persistence
Courtesy

Created by
B. David Brooks, Ph.D.
Robert C. Paull, Ph.D.

THOMAS JEFFERSON RESEARCH CENTER

What Teachers Want To Know About How To Be Successful

The authors of the *HOW TO BE SUCCESSFUL* homeroom and record room program believe that we need to spend a larger portion of our time helping students to understand what we want them to do and how to do it.

We also know that the two characteristics found in all truly successful human beings are sound ethical principles and a strong self-concept. Properly defined ethical principles are the practical foundation of success because they are consistent with our basic needs. A sound code of ethics is essential for the success of individuals and our society. Finally, a strong self-concept gives students the realization that they have the ability to successfully meet the challenges of life. The *HOW TO BE SUCCESSFUL* program is based upon these concepts.

HOW TO BE SUCCESSFUL consists of 180 simple and easy-to-use daily lessons designed to be taught in less than ten minutes a day.

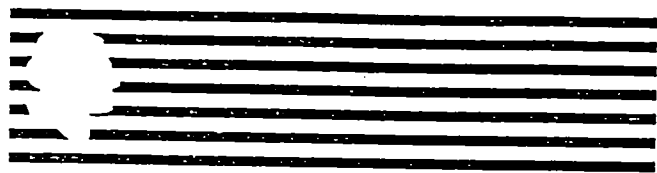


We, the authors, have been homeroom teachers and are aware of and have considered the many tasks, from attendance to overdue library books, that need to be taken care of in homeroom.

The program is designed to help the homeroom or record room teacher improve classroom climate and provide students with constructive

performance and self-discipline. In-service training is an integral part of the program to minimize individual teacher preparation time and maximize the opportunity for successful program implementation.

Teaching the basic concepts of responsible behavior to the entire student body each day is very powerful and dramatically increases the probability of student success. It will improve school climate and attendance and will help the students at your school develop the vocabulary, attitude, goals and behavior needed for successful living.



What To Tell Students About How To Be Successful

Everything in this world follows certain laws or rules. We have the law of gravity and the rules for baseball. Water flows downhill because that is the law of gravity. Three strikes and you are out because that is the rule in baseball.

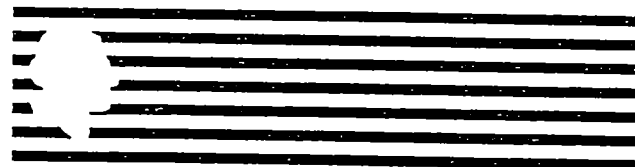
All of us want to be successful yet many of us have not really been taught what the basic rules or laws are to become a success.



between five and ten minutes at the beginning of the period learning about the rules or laws of success. This program, called *HOW TO BE SUCCESSFUL*, will teach you the same skills used by successful people in all walks of life. We will be talking about success at school but the rules or laws for success are the same for everyone everywhere. If you learn how to use these rules to help you be successful at school, they will help you be successful at anything you want to do in life.

Each of you is going to develop a notebook in class during our daily five or ten minutes that will be your own guide to success. Some of the information in the notebook will be about the laws and rules of success and some of the information will be what you write in your notebook about your own ideas on what kind of success you want to have in your life.

If you follow the simple steps of this program, you will have the most successful school year you have ever had.



How To Get The Program In Your School or District

The total program includes a teacher manual for each teacher and a half day of on-site consultation and staff development time.

Cost of the basic program, including initial staff development, is \$62.50 per teacher (20 teacher minimum, tax and travel expenses additional). The Supplement program is \$24.95 per classroom.

Teacher manuals are not available without staff development training.

NOW AVAILABLE

NEW SUPPLEMENT \$24.95

Additional 180 Lessons

STUDY SKILLS • Listening

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PEER PRESSURE

SUBSTANCE ABUSE

CLASSROOM POSTERS \$14.95

A set of 12 classroom posters showing the Twelve Steps to Success is now available.

AUDIO TAPE FOR PARENTS \$12.95

How to be a Successful Parent in Less Than Ten Minutes A Day.



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<i>Birth Order Book</i> , Dr. Kevin Lehman	3.95
<i>Choosing to Love</i> , Edward Ford	7.95
<i>Feelings</i> , Willard Gaylin, M.D.	6.95
<i>The First Nine Months of Life</i> , Geraldine Lux Flanagan	4.50
<i>For the Love of Children</i> , Edward Ford	7.95
<i>Has Sex Education Failed Our Teenagers? A Research Report</i> , Dinah Richard, Ph.D.	8.00
<i>Kidnapping</i> , Joy Berry	6.00
<i>Permanent Love</i> , Edward Ford	6.95
<i>Please Understand Me</i> , Kersey & Bates	10.75
<i>Preparing for Adolescence</i> , Dr. James Dobson	3.95
<i>Sexual Abuse</i> , Joy Berry	6.00
<i>Success</i> , Glenn Bland	3.50
<i>What Teens Want to Know about Love, Dating, and Sex</i> , George B. Eager	9.95
<i>What You Need to Know About AIDS</i> , JoAnn Gasper, ed.	7.95

Book prices subject to change without notice.
All sales final on books - no returns.

ORDERING INFORMATION

Description of materials available upon request.

Phone orders accepted. Call (509) 328-2080.

3-week preview period. Cost of preview: shipping both ways. Materials must be in perfect condition for resale if returned.

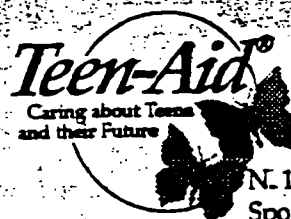
All sales final after 60 days. No returns accepted after 60 days without written pre-authorization.

\$5.00 monthly late charge after 60 days from shipment date.

Washington state residents will be charged sales tax.

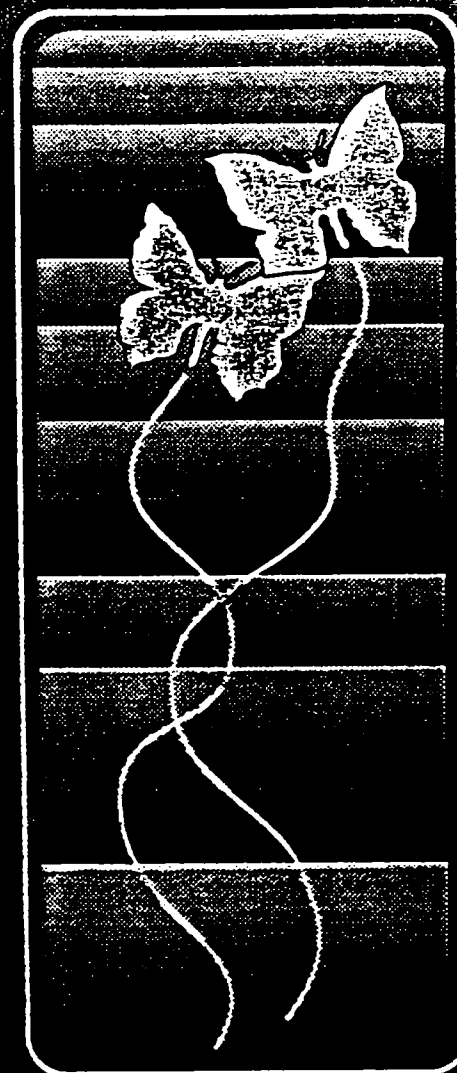
UPS shipping costs and \$2.00 handling charge will be added to all orders.

Allow 4-6 weeks for delivery.



N. 1330 Calispel
Spokane, WA 99201
(509) 328-2080

Teen-Aid



Public School
Materials Catalog

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Dating

Gone All the Way, Now Where?

How to Say NO

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Secondary Virginity

Teach Them to Steal

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Thomas
Jefferson
Research
Center

When we talk of teen-age pregnancy, substance abuse, dropouts, delinquency, teen-age suicide, or having the self-esteem, productivity or courage to make something of oneself in spite of the odds, we are really discussing the issue of personal responsibility. Each of us must learn to make choices. Unfortunately, many young people don't realize they are making choices. Here is an example of how one of the Thomas Jefferson Research Center programs has been used to combat one teen-age problem.

Los Angeles Times

Sunday, March 23, 1986

School Moves to Counter Its High Pregnancy Rate

San Marcos High's 1-in-5 Pregnancy Figure Shocks Community

—Headline in The Times, March 11, 1985

By TOM GORMAN, Times Staff Writer

SAN MARCOS, Calif.—It wouldn't seem to have much to do with teen-age sexuality and premarital pregnancies, but Junior high school English teacher Quallthy Quinn-Sharp is elated that, so far this year, she has had to loan only 17 pencils to forgetful students.

A year ago at this time, she would have given away 300 pencils.

Sharp credits the improvement partly to a 10-minute program that starts the school day at San Marcos Junior High School and teaches youngsters how to be successful in their lives by accepting responsibility for themselves and for their actions.

The mini-lessons on success, developed by the Thomas Jefferson Research Center in Pasadena, are one of a handful of programs introduced this year at the school to instruct students in how to react maturely and responsibly when confronted with opportunities to engage in sex—or, for that matter, to ingest alcohol and drugs.

Even Higher at School

It's a soft and subtle—but some say most effective—approach to a national crisis based on statistics that 10% of all girls between the ages of 15 and 19 become pregnant each year, and that 40% of all 14-year-old girls will become

pregnant at least once before they are 20.

The numbers were even higher at San Marcos High School, where a counselor reported that, based on her own informal record-keeping, 178 girls—one in five on campus—admitted to her that they were pregnant during the 1983-84 school year. A disproportionate number of the pregnant girls were freshmen. Only nine of the campus pregnancies ended in childbirth; the others miscarried or were aborted.

District Supt. William Streshly made the figures public last year after first alerting parent leaders to the news. The district braced itself for the outfall of negative publicity that, predictably, then occurred. But Streshly and others figured that the dirty laundry needed to be aired in order to help promote serious conversations about the problem, both at school and on the home front. Other school districts might deny or try to ignore the crisis on their campuses, but not here in San Marcos, officials said.

Indeed, the news got the district off the dime in updating its attitude toward sex and sexuality education. School district officials conferred with parent leaders to decide on the appropriate course of action.

Junior High School Level

On the one hand, candid classes

on sex and sexuality could be offered at the junior high school level, as is being done at a growing number of junior high schools around the country. Or the high school could join an increasing number of schools elsewhere that provide on-campus health clinics which, along with more ordinary services, prescribe birth control pills and offer birth control counseling. The San Diego Unified School District is considering establishing such a clinic.

But school and community leaders here, in a strong consensus, opted for a more conservative route. Rather than assume that teen-agers are sexually active and should learn about birth control in order to avoid pregnancies, they felt it would be better to teach their children that they don't need to be sexually active in the first place.

The target would be junior high school students. By the time the youngsters are in high school, it might be too late to make an impact, everyone agreed. "We had to make our big push in the seventh and eighth grade because by the time they're 14, we're too late," Streshly observed.

The game plan was to encourage the children to have an increased sense of self-esteem and responsibility for themselves and toward others—values that would help

them confront any number of issues as teen-agers besides just whether to have sex.

"Kids turn to drugs, alcohol and sex when they don't feel good about themselves. They seek recognition through other sources," said Joe DeDiminicanio, principal of San Marcos Junior High School.

"A quick, knee-jerk reaction to the problem about teen-age pregnancies would have been to have hauled all the girls in the gym and all the boys in another gym and shown them some movies and told them where to buy prophylactics.

"But what we really want to do is change behaviors and influence attitudes, and that will take some time."

When the dust settled after the initial outpouring of media attention, DeDiminicanio gathered parent leaders, staff members and local clergymen for a series of meetings to determine how the junior high school's curriculum should be changed. Until then, the only classroom discussion about sex was a seventh-grade science course with a brief unit on human reproduction. There was no outline for discussions on sexuality or how to decide if and when to have sex, and the consequences of those decisions.

The group decided that an entire semester should be spent on a new course, "Decision Making—Keys to Total Success." It would be made up of three separate six-week units—In addition to the daily 10-minute "How to Be a Success" exercises—and would be spread out over two years. Class time would be carved out of homerooms and the science classes.

The district began shopping the country for published curricula that would fit the local needs, finally settling on three. The fourth component of the program is being developed by a local San Marcos couple.

"Combined, these four programs would do what we wanted to accomplish—to get our kids to feel good enough about themselves to make sound decisions about sex and drugs," said DeDiminicanio, who is known to his staff and students as "Mr. De."

"No one in the country had this kind of a program already packaged, with enough depth to meet our goals," he said. "A number of programs are six weeks in length, but we wanted to spend more time—18 weeks, altogether—on this."

The four programs are:

- The 180 daily mini-lessons by the Thomas Jefferson Research Center, which show how success can be attained by being honest, dependable, punctual, friendly, polite, cooperative, prepared, determined, courageous and a good listener.

"Whether you're talking about how 67% of the nation's high school graduates have tried drugs, or about how one child in America attempts suicide every minute and one is successful every 90 minutes, or about school dropouts or teen-age pregnancy, the underlying issue in all of these is how to make good personal choices," said Bob Paull, co-author of the program. "We've got to teach our children to set good goals, to have the proper attitudes, and to have the self-confidence to reach those goals by making good, strong ethical choices along the way."

- A six-week program by the Study Skills Institute of California, based in Fullerton, to teach students how to take lecture notes, study a textbook, study for tests, more effectively take tests, and manage their personal and school time.

"Before we can expect a student to do well in school and feel good about himself, first we have to teach him how to learn," said Kenneth Standley, who developed the program. "We say to students, 'Go out and get a good education that will open the door to a bright future,' but we don't give them the key to the door. Every job has a training period except going to school."

- "How to Be You: Let Your Conscience Be Your Guide," a program being developed by a San Marcos husband-and-wife team, Barbara Peters and Don Sharp, which is designed to help students build their self-esteem, develop values and make wise decisions based on those values and the consequences of alternative choices.

"If a student feels good about himself and is not out to prove anything, then he can develop and operate at higher standards and be responsible for himself and toward others and do what is right," Peters said.

- "Sexuality, Commitment and Family," a six-week program by Teen-Aid Inc. in Seattle, steeped in the premise that abstinence is the best form of birth control.

"We don't want to resign ourselves that our teen-agers will be sexually active with multiple partners and that we should be teaching them birth control. That doesn't serve our teen-agers," said LeAnna Benn, founder of the program. "We have confidence that our teen-agers can have physical and emotional self-control."

The mini-lessons are offered all year long. The six-week study skills program was presented in the fall, the "How to Be You" course will begin in a few weeks and the sexuality course will debut next fall at the eighth-grade level.

Of the study skills course, DeDiminicanio said: "I don't want to

be too quick to jump to conclusions because it might take a couple of years to really study its impact, but there were four times as many seventh graders on the honor roll this year as there were eighth graders. My initial reaction is that it may be real successful."

The mini-lessons on success—essentially a series of short writing exercises and pep talks that drum into the child the knowledge that he can succeed if he wants to—seem to be having a positive effect on students, DeDiminicanio and the teachers say.

Last week in Quinn-Sharp's classroom, students were discussing the value of making "to do" lists for short-range and long-range goals. Each of the 28 classes in the school is within a few days of one another in progressing through the series.

"We are teaching what most of us had previously taken for granted, that kids knew what it took to be successful. Now, we realize that this is a skill that we can teach," Quinn-Sharp said.

"We see more kids turning in their homework on time, their behavior in class is better, and when they do misbehave, they deny it less and accept the consequences more readily."

The Thomas Jefferson program calls for the students to employ a decision-making process called "STAR," an acronym for stop, think, act and review, said Paull, who helped develop the mini-lessons.

"We're not trying to teach them what to think but how to think, not what goals to have but how to set those goals," he said.

The third of the four programs, "How to Be You," is perhaps the most abstract of the package in calling for the students to develop greater self-esteem and standards to live by, and to learn to put responsibility toward others ahead of rights for oneself.

"Monkeys have self-esteem but not values and standards," Sharp said. "We want the students to consider not only how they feel, but by what standards they are living their life, and how, sometimes, they're going to have to put their feelings on the back burner in order to live by those standards."

The semester-long course will be capped by the sexuality class next year.

"I brought to Teen-Aid my experience of having taught a sex education program that concentrated on the mechanics of birth control and that characterized sexual intercourse more as a biological act rather than as a profoundly meaningful human experience," said Steve Potter, the curriculum coordinator for Teen-Aid.

"That sort of educational approach simply has not worked, and

continuing to teach in this way may in fact be exacerbating the very problems we wish to solve."

The fact that the Teen-Aid program does not contain information on contraceptives may appear to some people as "naive and certainly outdated," he conceded.

But, he said, the hazards of teaching the mechanics of birth control outweigh the potential benefits.

"It is extremely difficult, if not impossible, for a teacher to present detailed birth control information without conveying a sense of presumption of sexual activity to the students," Potter said. "This message conveys, as well, a tacit acceptance of premarital sexual activity and can weaken the resolve of those who are trying to remain abstinent, and can also act as positive reinforcement for those adolescents who are already sexually active."

To challenge students to abstain from sex, but then to offer information on birth control, sends mixed messages by suggesting that abstinence is an unattainable goal, he said.

DeDiminicanio suggests that a discussion of birth control at the junior high level would be moot, anyway. "My gut feeling is that most kids at this age know about birth control. But if a girl uses birth control, she's admitting ahead of time that she is going to be sexually active, and I don't think girls will do that," he said. "So they won't use it."

Superintendent Streshly said it is his belief that the number of pregnant girls at San Marcos High School has dropped significantly since the 1983-84 school year, although he has no facts to substantiate that.

"Because of all the publicity, I'm not sure how many of our girls would tell their counselors anymore if they were pregnant," he said. "But for a high school our size, it probably has the lowest number of live births in Southern California—three so far this school year, compared to 15 and 20 for neighboring schools."

Whether that suggests that fewer girls got pregnant—or more girls had abortions or miscarried—Streshly is not sure.

He said he has had some second thoughts about releasing the startling pregnancy figures a year ago.

"My daughter at home hit me over the head about why we went public, because it embarrassed some students," he said.

Los Angeles Times

Part II/Saturday, September 27, 1986

Signs Are Pointing to Success for School Self-Help Program

By TOM GORMAN, Times Staff Writer

SAN MARCOS—At first blush, the topic sounds like a crash course on personal dynamics for over-achieving, time-pressed businessmen. "How to Be Successful in Less Than 10 Minutes a Day."

But these daily self-help tips are being dished out to seventh- and eighth-graders for the second year in a row—and whether they realize it or not, they're being prepped on how to deal with their sexuality.

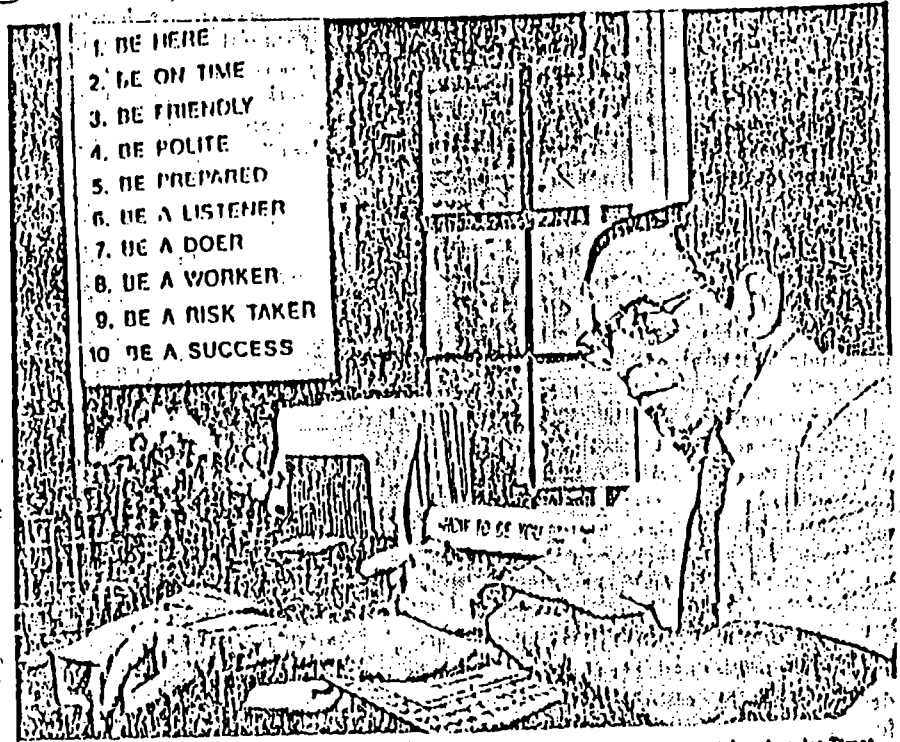
The course was introduced at the start of last school year at San Marcos Junior High School, as part of a package of self-improvement courses designed to teach young teen-agers how to take more responsibility for their actions.

By the end of last school year, the programs had won the virtually unanimous approval of teachers who saw its benefits, the begrudged approval of students who saw it as more class work, and attention from other school districts around the United States that are trying to deal with the same issue.

How do schools work to reduce the number of teen-age pregnancies—by establishing on-campus health clinics that prescribe birth control pills, or by teaching youngsters at an earlier age how to act responsibly—and, *ergo*, to stay clear of sex?

The question was brought dramatically home here two years ago with the revelation that one in five high school girls in San Marcos became pregnant during the 1983-84 school year, based on one counselor's informal count of girls who had confided in her.

The figures, if accurate, are double the national statistics, which indicate that one in 10 girls between the ages of 15 and 19 will become pregnant every year, and that one of every four 14-year-old girls



DON BARTLETT / Los Angeles Times

San Marcos Junior High School Principal Joe DeDiminicanio discusses program that is designed to improve the self-esteem of his students.

will become pregnant at least once before they turn 20.

San Marcos school and community leaders wrestled with the wrenching news and opted on the side of teaching youngsters the process of critical decision-making, rather than focusing their attention on more extensive sex education courses.

The new programs were introduced on the junior high school campus: a six-week class to teach students how to improve their study skills—so they would do better in school and feel better about themselves; a six-week class on self-esteem and values development; a six-week sex-education course that addressed peer pressure and paragon, and stressed abstinence as the best form of birth control, and 180 daily mini-lessons

on "how to be successful," whether it be in the classroom, at home or on the job.

Principal Joe DeDiminicanio said he took more than 100 phone calls and letters from school administrators elsewhere around the nation who heard of the success of San Marcos' custom-tailored, four-component program.

How successful is it?

DeDiminicanio said there were four times as many seventh-graders as eighth-graders on the school's honor roll last spring, largely to the credit of the study skills mini-course that was offered to the seventh-graders.

And seventh- and eighth-graders alike are showing greater classroom maturity because of the overall program, the principal and staff say.

"When we were two weeks into the new school year, some teachers were saying they had students who had not yet missed a single homework assignment. That's remarkable," said English teacher Quinn-Sharp.

Overall, about 90% of the homework assignments were turned in last year and so far this year—compared to a 75% homework turn-in rate before the success mini-lessons were introduced, she said.

"And if a student doesn't turn one in, at least he's up front about it and doesn't make up a phony excuse," she added. "That, in itself, is a sign of success because he's taking responsibility for his actions."

The program on how to be successful is intended to be taught during the first 10 minutes of each school day, although most teachers use it only three times a week so the students don't see the work as drudgery.

Its authors, from the Thomas Jefferson Research Center in Pasadena, say that learning how to be successful in life—starting with concepts as simple as remembering to bring a sharpened pencil to school—is better taught through a systematic presentation of concepts than being left to chance.

The students are taught that decision-making should include a four-step process called STAR: Stop, Think, Act and Review. Repeatedly throughout the 180 lessons, students are told of 12 steps to success: to be confident, responsible, present, timely, friendly, polite, prepared, a listener, a doer, a tough worker, a risk taker and a goal setter.

To that final point, students are immediately taught the benefits of developing daily to-do lists—which include such mandatory tasks as doing nightly homework and chores, and advisable activities "such as writing a letter to grandma, because that may pay off at Christmas," as Quinn-Sharp likes to tell her students.

Part of the success of the program depends on each teacher's openness in using personal examples of success and failure, Quinn-Sharp said.

"The program forces teachers

into a dialogue with their students by sharing their own life experiences. That's bringing some teachers out from behind their masks," she said. "But that's why, by the same token, some teachers are intimidated by the program and are less anxious to use it."

Will the program have the far-reaching effects the district hopes, especially given its concern about sexually active teenagers?

"Absolutely yes," Quinn-Sharp said. "The students are learning that every action they take, good or bad, will have its consequences and that through their decision-making skills, they can anticipate those consequences."

Or, in so many words, it is hoped that students will think twice about having sex because they will more realistically consider the ramifications.

DeDimincantano said: "Districts all around the country are looking for something [to deal with teen-age pregnancies] besides the free distribution of contraceptives from campus clinics. They say there's got to be another approach, and these programs are 180 degrees away from the clinic approach because we're saying we can influence these kids in the decision-making process, so they don't get involved in sex in the first place."

COMMENTS BY SAN MARCOS JUNIOR HIGH STUDENTS ON "HOW TO BE SUCCESSFUL IN LESS THAN TEN MINUTES A DAY"

"At the start of the school year I thought it was just another dumb thing to get us to be quiet and work. After the second month, I started to like it and it started to work for me."

"How To Be Successful has taught me more about myself than I ever thought I would ever know.... It has helped me be more polite to my teachers and my brothers. It has also helped me be a doer, a risk taker, and to be on time. So far this program has totally changed my life."

"The purpose of the program was to help you organize your life and keep your word. The things I learned from this program are to be friendly, a listener, a worker, and a risk taker. For instance, you wouldn't know it at school, but at home I was scared to talk to my dad, but now he's practically my best friend."

"What I did learn from the program was to believe in yourself and say to yourself, I can do it if I really try. I, using that thought in my mind, accomplished a lot of things this year."

"I learned a lot from the How To Be Successful Program. First of all, I learned that you should always think about the consequences before you act. I also learned that you should always try your best no matter what happens. You should listen to other people's ideas."

"I think the program is very helpful for people who do not do well in school, but also for people who do well.... I am sure it will help me a lot in my future days to come."

"It has helped me so much through the year and mostly helped me get a long a lot better with my teachers. I'm always bringing all my books and materials to class which I didn't last year. Over all it just has made me more successful this school year."

"Some of the things I learned from the program were very important. I learned that I must Stop and Think before I Act. The steps to "How To Be Successful" helped me on being on time and prepared. It also helped me to be a risk taker. To speak when I think something is bad. Those are some of the things I learned from the program."

Crime Prevention Committee, May 3, 1989 addendum: Since this article was written, we have learned more facts about the San Marcos story. For example, in addition to reducing teenage pregnancies, the dropout rate fell from over ten percent to less than two percent, and the number of drug incidents fell from "about a dozen a year" to only one in the San Marcos High School. It thus appears that the character development program reduced all forms of deviant behavior.

The San Diego Union

A Copley Newspaper

Thursday, June 11, 1987

Morality lessons added to 3 R's in San Marcos

By Michael Bunch, Staff Writer

SAN MARCOS — Educators, with one eye on the news and another on their students, are focusing on character education.

For several years, they say, character education has not been stressed enough in school, and recent news events reflect that.

"Sex is a powerful force in this society, and we (educators) need to deal with that," said Joe DeDiminicanatano, principal of San Marcos Junior High School.

"If (Gary) Hart couldn't keep his sex drive under control with a motivation like the presidency in front of him, then how do we expect a kid dealing with his hormones for the first time to do it without any help?" the administrator asked.

DeDiminicanatano, who is called "Mr. De" at his school, is one of the architects of the San Marcos school district's character-build-

ing curriculum, which was implemented two years ago.

Classes on character education — dealing with values, morals and success-in-life techniques — were common in past years but fell out of favor. It appears they again are regaining popularity, however.

San Marcos is one of several communities in San Diego County where educators are returning to traditional teaching in an attempt to solve modern-day problems.

As the current term winds to a close this month, school administrators and teachers are praising the character-building programs, which they say are slowly changing their charges into more responsible, more well-behaved, higher-achieving students.

"I've been here 17 years, and this is the best two years I've ever had," said 7th-grade

teacher Jerry Harrington, who has incorporated character-building lessons in his life science classes at San Marcos Junior High.

DeDiminicanatano and Harrington cite higher grade-point averages and CAP scores, fewer discipline problems, a better morale on campus and more students on the honor rolls as evidence that progress is being made.

"It has improved the overall school climate," Harrington said. "In two years, we've seen some things that may sound small to the outside world, but to this school, they're phenomenal. Education is important, but it's got to be more than just knowledge."

In addition to San Marcos, character education has been added to the curriculums at schools in San Diego, San Ysidro, Lemon Grove, Santee, Lakeside, Poway, Ramona

and Rancho Santa Fe.

"We feel it's a very positive thing and so we definitely plan to continue," said Roger Rowe, superintendent of the Rancho Santa Fe Elementary School District. Character education was implemented three years ago in every class in the district, from kindergarten through eighth grade.

"We thought being a good citizen and having strong character was important for students to learn and something we should provide," Rowe said.

The issue that convinced San Marcos officials to confront the apparent absence of character-building involved a question of sexuality.

An informal survey taken by school counselors in the spring of 1985 revealed that San Marcos students had one of the highest teen pregnancy rates in the country. The one-

(over)

San Marcos: P i p i s focus on character

Continued from Page 1

five ratio was double the national average.

Educators and community leaders joined that spring to implement a number of character-building measures in the secondary school curriculum. The committee decided that programs designed to help students develop the self-confidence needed to abstain from sex was the best way to approach the subject.

"We've had fewer than 20 pregnant teens this year. That's a quite a contrast to two years ago when we had 150 or more," said Lois Richmond, a counselor at San Marcos High School.

Richmond said many factors contributed to the drop in teen pregnancies, including public concern two years ago and the public concern over AIDS.

"It would be impossible to determine how much (the new programs) have had an impact, but I definitely think they have," Richmond said.

DeDiminicaniano agreed that there's no way to gauge how much impact the new programs have had on preventing teen pregnancies, but he added:

"I have to believe that if kids do better in school and feel better about themselves, there will be less of that kind of thing happening."

Programs in San Marcos are taught at the middle school level. The thinking is that the building blocks for character are set before students reach high school.

The district adopted a five-tiered curriculum that includes:

- A six-week course for seventh-graders on study skills.
- A six-week course for seventh-graders on self-esteem and values development.

- A six-week course for eighth-graders on "Sexuality, Commitment and Family." The course emphasizes abstinence as the best form of birth control.

- A daily 10-minute session for all seventh and eighth graders on how to be successful.

- And a year-long course for ninth-graders on decision-making and health that also deals with sex topics.

The daily sessions on success originated at the Thomas Jefferson Research Center, a Pasadena think tank dedicated to analyzing the causes of social problems. The program includes a collection of 180 minilessons that call for students to learn the STAR system of decision-making: Stop, Think, Act and Review.

"The program provides the instruction for a strong self-concept which is essential to a truly successful life," said Christine Baroque, a spokeswoman for the research center.

Superintendent Rowe sought out character-education programs for the Rancho Santa Fe district because he noticed a "sterility" in today's textbooks. The texts, he said, do not give students enough moral direction.

"They (textbooks) tend to be value-free," Rowe said. "We want students to know there is a difference between right and wrong."

Teacher Barbara Brown expanded the required daily mini-sessions into a year-long elective class for Rancho Santa Fe students. Value-training is woven into a study of American heroes, and the class is so popular there's a waiting list to get in.

Not everyone is enthusiastic about the new character-building programs, however.

Mike Preston, a trustee for the San Marcos district, said he originally voted for the character-building programs, but later became disenchanted with them because of the emphasis on sex and controversial topics like homosexuality.

He said sex education should not be mandatory. "I'm maybe coming

at it from a more conservative angle. (The program) bothers some parents," Preston said.

DeDiminicaniano said he has received only two complaints from parents, and their children were permitted to skip lessons dealing with sex.

Charles Nunn, principal at Olive Pierce Junior High in Ramona, said some students have complained about the additional study created by the character-education programs, but "deep down, I think they feel it has helped them."

Supporters of character-education contend the programs not only will improve the educational environment, but the results will spill into society at large.

"I'm not saying everything is perfect, but I see more of the students taking the initiative to actually work through problems. They know how to communicate better," said counselor Richmond.

"If we can get the students to understand how valuable they are, we can guide them away from some of the problems in society," Harrington said.

Rowe added:

"It's the things you do early in life that cause you to do good things later in life."

PART 2: PROTECTING OUR CHILDREN FROM AIDS

What Is to Be Done?

The surest way to prevent the spread of AIDS in the teenage and young adult population is for schools and parents to convey the reasons why adolescents should be taught restraint in sexual activity and why illegal drug use is wrong and harmful. Although messages urging responsibility and restraint have been given before, the emergence of the AIDS threat gives them even greater importance.

We here offer four principles of AIDS education to guide parents, schools, and the community in educating our children and helping them combat the disease of AIDS.

1. Help Children Develop Clear Standards of Right and Wrong

Studies have shown that children who firmly hold to the principles of appropriate moral and social conduct are less likely to act in ways that would place them at risk of becoming infected with AIDS. The most important determinant of children's actions is their understanding of right and wrong. Parents, schools, and community organizations that work with children must instill firm standards of conduct that include respect for personal well-being

and the well-being of others. Children should be taught the importance of self-discipline and personal responsibility by holding them accountable for their actions. They should also be brought to understand that, as young adults, they will bear the primary responsibility for protecting themselves from becoming infected with the AIDS virus.

Actions:

- **Teach restraint as a virtue.** Parents and school personnel should teach children restraint as a standard to uphold and follow. Explain the positive benefits of responsible behavior as well as the fact that the safest and smartest way to prevent infection with the deadly AIDS virus is to avoid premarital sex and illegal drugs. Even the use of nonin-travenous drugs, such as marijuana and alcohol, can lead children toward activities that would expose them to the risk of being infected with AIDS.

- **Present sex education within a moral context.** Parents want the schools to teach the difference between right and wrong in sex education and elsewhere. Parents want sexuality taught within a moral framework. In a

9

"Responsible for Myself"

Believing that today's young people need to learn about responsible behavior through systematic instruction rather than by chance, at San Marcos Junior High School (San Marcos, California), the staff, parents, and community members put together a program to encourage students to be responsible for themselves. Focusing on specific teenage problems such as sexual activity, drug use, poor self-esteem, and poor study habits and decision-making skills, the planning group designed a program titled "Decision Making—Keys to Total Success."

The program is required of all seventh and eighth grade students and is offered in the following sequence:

- **Study skills and test taking.** Emphasizes the acquisition of appropriate study and test-taking skills. The information is covered in the first 6 weeks of the semester.
- **How to be you.** This section focuses on self-esteem, value-based instruction, and decision-making skills. The information is covered during 6 weeks of the second semester.
- **Sexuality, commitment, and family.** This part teaches children that abstinence is the only sensible way for teens to deal with sex. It seeks to instill appreciation for the creation of life, as well as understanding that parenthood is a rewarding commitment made by responsible people. Negative peer pressure and media influence are also discussed. The information is covered in the last 6 weeks of the second semester for 8th graders.

- **How to be successful in less than 10 minutes a day.** Incorporates the themes of the other programs, stressing personal responsibility, good academic behavior, respect for self and others, persistence, and courtesy. The drug abuse prevention program is taught as part of this component and links effective drug resistance strategies to the values on which this program is based. This component is covered daily in 8-minute segments during the homeroom.

According to the principal at San Marcos, personal responsibility is the key to success for his students. Reinforced by the school's motto, "I am responsible for myself," the program has helped students strengthen their character as well as gain personal insight. *The program helped reduce adolescent pregnancies significantly—from 147 in school year 1984-85 to 20 in school year 1986-87.*

Currencies: Positive dollar sentiment is building, analysts say

World Stocks: Hong Kong bill will give regulators broad new

Commodities: Some Midwest corn is poisoned, inspectors dis

Politics: Miami's new U.S. attorney is armed with grit and a

'Values' Lessons Return to the Classroom

Educators Say Kids Today Are 'Rudderless'

By ELLEN GRAHAM

Staff Reporter of THE WALL STREET JOURNAL

Children



Coping With Change

LAST OF A SERIES

If educators like Mr. Sarnecki have their way, the golden rule and other moral precepts will soon be as familiar to school children as fractions. Only a few years ago, such a notion would have raised hackles in most educational quarters. Since the 1960s, schools have tiptoed around issues of right and wrong. When moral quandaries arose, teachers tended to resolve them in nonjudgmental ways, giving students options to ponder rather than categorically endorsing traditional values.

But now, many schools are back in the business of fostering "moral literacy." Teachers in Baltimore recently agreed to extend the school day by 20 minutes—all of it earmarked for "character education." And California insists that its new textbooks emphasize basic civic and personal values. Teaching materials developed by the American Institute for Character Education in San Antonio, meanwhile, have been purchased for use in more than 36,000 classrooms. And a bill is pending in Congress that would create a bipartisan commission charged with promoting values education on a national scale.

The task of building character has fallen to teachers largely because nobody else is doing the job. The American family is fragmented. The influence of religion continues to decline. And the lessons taught on television are often the wrong ones. Add it all up, and today's children have been left "rudderless in a turbulent world," says Herbert L. London, dean of New York University's Gallatin Division, a degree program that focuses on the classic literature of Western civilization.

This moral drift is reflected, many people say, in the explosion of teen drug use, suicide, delinquency and out-of-wedlock pregnancies that began during the 1950s. Says an official with California's depart-

ment of education: "A generation of kids never learned about the glue that helps this country hang together."

Rave Reviews

And what of the children now being introduced to traditional values? At Jefferson School in the working-class town of North Arlington, N.J., last year's sixth graders rave about Margaret Donegan's character-education class. Despite their youth, these children have few illusions about the times in which they live.

"We have freedom in this country, but it stinks," says 11-year-old Sean Hooks. "Drugs, alcohol, crime. There's no good news anymore. I'm hoping we get a president who cleans out America."

"I saw somebody dead on the street in New York City once," says Nichole Dechert, 12. "He had a knife sticking out of his back."

These children, anxious about the future, seem to want rules to live by. And that is what values education aims to give them. On a day last June, 16 students split up into small groups to talk about honesty and honor. Group leader Sean Hooks asks his team: "Have you had an experience when someone you know gave you his word and then didn't keep it?" Rita Geruso, 11, recalls how a friend promised to help her with her homework and then backed out, chiding her for always depending on others. Interrupts Sean Daly, also 11: "Maybe she was right, Rita—you could do it by yourself if you really tried." After they mull this over, Mrs. Donegan steps in to draw a connection between honesty and trust. "I think we all agree we need people with whom we can feel safe," she says.

One of Mrs. Donegan's tasks is to be just such a person. Today's teachers must spend "more and more time mothering, hand-holding and problem-solving," says Louella Bacek, the elementary-school guidance counselor for the North Arlington Board of Education. Most of the area's mothers are in the work force, she says, leaving them with limited time for thrashing out moral dilemmas. Thus, Mrs. Donegan encourages each student to write her a letter twice a month in which they can confide personal problems. She answers each letter, offering guidance.

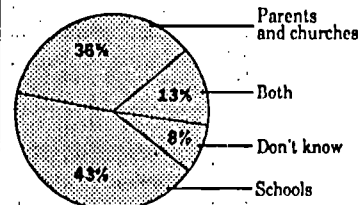
Mrs. Donegan also tries to provide what Nichole Dechert calls "strategies for our lives." She presents her students with hypothetical problems told in story form, leaving the class to devise solutions. In one, a girl discovers that her friends are shoplifting, and she worries about losing their friendship if she voices disapproval. The class decides that the girl should try to form an alliance with another member of the group and together try to turn the crowd away from the activity.

In another exercise, students hold a "values auction," in which teams bid for such things as love, shelter, money and attention. "In the beginning we all just bid for the money," says seventh-grader Eddie Finn. "But then we realized we couldn't use it to buy friends, love or support."

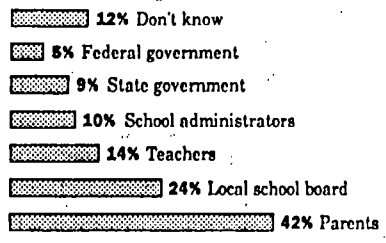
Of the problems plaguing students here, poor self-esteem tops the list, says Mrs.

Should Schools Try to Build Character?

In a survey last year, adults were asked whether courses on values and ethical behavior should be taught in the public schools, or left to the parents and churches.

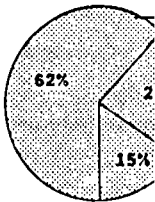


When asked who should have the most to say about the content of values and ethical behavior courses, respondents said:

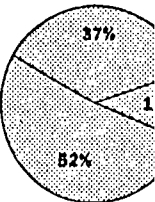


NOTE: Totals more than 100% due to multiple answers

Adults when asked possible to develop a character-education program acceptable to the community. Their



The survey asked excused from character education should they or the was being taught.



Source: Gallup Organization

Bacek, the guidance counselor. Accordingly, each week Mrs. Donegan selects a child at random to be the class's "Very Important Person." This entitles the student to receive ego-boosting letters from classmates, which are posted on the bulletin board alongside the VIP's picture. Another confidence-builder: a project in which the sixth graders assist teachers in pre-kindergarten classes.

Parents of students here are thrilled with the results. They say their children are kinder, less volatile and better able to handle peer pressure. "I directly asked my son about the class, and he said, 'It's made me happier,'" says Chris Connon.

Still, the real test will come when these youngsters confront the temptations of high school—a prospect some regard with trepidation. "We're scared," says Eddie Finn. "We'll be the littlest, and maybe as we get older there'll be a lot of pressure to take drugs." But Jerilyn M. Caprio, Jefferson's principal, thinks that character education will help them meet these challenges. "They have to know themselves and feel good about themselves to step away from the group," she says.

Few people would quarrel with the teaching of responsible citizenship. But some do worry that the reintroduction of character education carries with it the potential for abuse. The American Civil Liberties Union, for example, is concerned that "values education is sometimes a ruse for teaching religious values," says Colleen O'Connor, an ACLU spokeswoman.

For the most part, however, complaints are rare. One reason is that "teachers want to make sure they aren't accused of indoctrination, and that the courses reflect what the community wants," says Mary Hatwood Futrell, president of the National

Education Association. In choosing which districts typically principles taken, U.S. Constitution.

A Pocket of Resistance

If there is resistance from educators to values classes in school day. In research, Research Center, profit organization education, has a that takes up only the center's most

Others, meanwhile, training is a re shouldn't be relegated. "The idea you can cheap is attractive," says Edward A. W. cation at the University of Chicago. He says that by using textbooks less effective than insistence on good

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Companies Flock to New Jersey to Sue Insurers Over Pollution Cleanup Bills

By PAUL M. BARRETT

Staff Reporter of THE WALL STREET JOURNAL

When Westinghouse Electric Corp.

Of course, lawyers for the insurers in these cases have nothing good to say about the rush to litigate in New Jersey. It's "the most blatant display of lawyers chomping

lution damages. But according to lawyers and legal scholars, New Jersey's judges have ruled in favor of alleged polluters be-

Currencies: Positive dollar sentiment is building, analysts say, Page 25.

World Stocks: Hong Kong bill will give regulators broad new powers, 35.

Commodities: Some Midwest corn is poisoned, inspectors discover, 30.

Politics: Miami's new U.S. attorney is armed with grit and a temper, 46.

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Rave Reviews

And what of the children now being introduced to traditional values? At Jefferson School in the working-class town of North Arlington, N.J., last year's sixth graders rave about Margaret Donegan's character-education class. Despite their youth, these children have few illusions about the times in which they live.

"We have freedom in this country, but it stinks," says 11-year-old Sean Hooks. "Drugs, alcohol, crime. There's no good news anymore. I'm hoping we get a president who cleans out America."

"I saw somebody dead on the street in New York City once," says Nichole Dechert, 12. "He had a knife sticking out of his back."

These children, anxious about the future, seem to want rules to live by. And that is what values education aims to give them. On a day last June, 16 students split up into small groups to talk about honesty and honor. Group leader Sean Hooks asks his team: "Have you had an experience when someone you know gave you his word and then didn't keep it?" Rita Geruso, 11, recalls how a friend promised to help her with her homework, and then backed out, chiding her for always depending on others. Interrupts Sean Daly, also 11: "Maybe she was right, Rita—you could do it by yourself if you really tried." After they mull this over, Mrs. Donegan steps in to draw a connection between honesty and trust. "I think we all agree we need people with whom we can feel safe," she says.

One of Mrs. Donegan's tasks is to be just such a person. Today's teachers must spend "more and more time mothering, hand-holding and problem-solving," says Louella Bacek, the elementary-school guidance counselor for the North Arlington Board of Education. Most of the area's mothers are in the work force, she says, leaving them with limited time for thrashing out moral dilemmas. Thus, Mrs. Donegan encourages each student to write her a letter twice a month in which they can confide personal problems. She answers each letter, offering guidance.

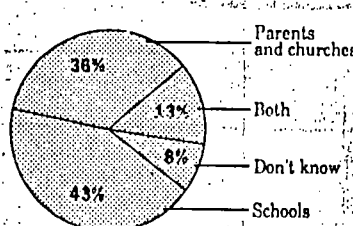
Mrs. Donegan also tries to provide what Nichole Dechert calls "strategies for our lives." She presents her students with hypothetical problems told in story form, leaving the class to devise solutions. In one, a girl discovers that her friends are shoplifting, and she worries about losing their friendship if she voices disapproval. The class decides that the girl should try to form an alliance with another member of the group and together try to turn the crowd away from the activity.

In another exercise, students hold a "values auction," in which teams bid for such things as love, shelter, money and attention. "In the beginning we all just bid for the money," says seventh-grader Eddie Flinn. "But then we realized we couldn't use it to buy friends, love or support."

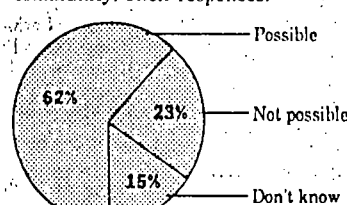
Of the problems plaguing students here, poor self-esteem tops the list, says Mrs.

Should Schools Try to Build Character?

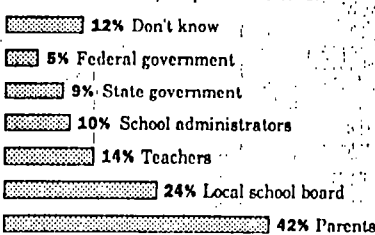
In a survey last year, adults were asked whether courses on values and ethical behavior should be taught in the public schools, or left to the parents and churches.



Adults when asked whether it would be possible to develop subject matter for a character-education course that would be acceptable to most people in the community. Their responses:

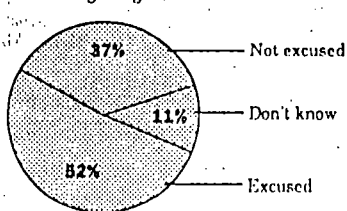


When asked who should have the most to say about the content of values and ethical-behavior courses, respondents said:



NOTE: Totals more than 100% due to multiple answers

The survey asked if students should be excused from character-education classes, should they or their parents object to what was being taught. The answers:



Source: Gallup Organization poll done for Phi Delta Kappa

Bacek, the guidance counselor. Accordingly, each week Mrs. Donegan selects a child at random to be the class's "Very Important Person." This entitles the student to receive ego-boosting letters from classmates, which are posted on the bulletin board alongside the VIP's picture. Another confidence-builder: a project in which the sixth graders assist teachers in pre-kindergarten classes.

Parents of students here are thrilled with the results. They say their children are kinder, less volatile and better able to handle peer pressure. "I directly asked my son about the class, and he said, 'It's made me happier,'" says Chris Connon.

Still, the real test will come when these youngsters confront the temptations of high school—a prospect some regard with trepidation. "We're scared," says Eddie Flinn. "We'll be the littlest, and maybe as we get older there'll be a lot of pressure to take drugs." But Jerilyn M. Caprio, Jefferson's principal, thinks that character education will help them meet these challenges. "They have to know themselves and feel good about themselves to step away from the group," she says.

Few people would quarrel with the teaching of responsible citizenship. But some do worry that the reintroduction of character education carries with it the potential for abuse. The American Civil Liberties Union, for example, is concerned that "values education is sometimes a ruse for teaching religious values," says Colleen O'Connor, an ACLU spokeswoman.

For the most part, however, complaints are rare. One reason is that "teachers want to make sure they aren't accused of indoctrination, and that the courses reflect what the community wants," says Mary Hatwood Futrell, president of the National

Education Association, a teachers union. In choosing which values to teach, school districts typically settle on hard-to-assail principles taken, for example, from the U.S. Constitution.

A Pocket of Resistance

If there is resistance today, it comes from educators uncertain how to cram values classes into an already crowded school day. In response, Thomas Jefferson Research Center, a Pasadena, Calif., nonprofit organization that promotes values education, has developed a curriculum that takes up only 10 minutes a day. It is the center's most popular course.

Others, meanwhile, argue that moral training is a round-the-clock job that shouldn't be relegated to a special class. "The idea you can get something on the cheap is attractive to many Americans," says Edward A. Wynne, a professor of education at the University of Illinois at Chicago. He says that trying to instill values by using textbooks or a special class is less effective than a rigorous, schoolwide insistence on good student conduct.

Maybe so. But there is some evidence to suggest that these programs work. When the nonprofit American Institute for Character Education surveyed elementary schools using its books, teaching kits and worksheets, 77% reported a decline in discipline problems, 64% a decrease in vandalism and 68% an increase in attendance. Many school officials, however, are wary of making premature claims for values classes. "We have seen changes in the way kids are talking," says Mr. Sarnecki, Baltimore's supervisor of character education. "The big question is, will we see changes in behavior?"

One person who has noted changes is Joseph J. DeDimincantano, assistant superintendent of the San Marcos, Calif., school district. At San Marcos Junior High, where a course in responsible decision-making is required of all seventh and eighth graders, "last year, we had one drug incident all year, compared to about a dozen the year before," he says. Moreover, there were fewer discipline problems and improved scores.

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In San Marcos schools, focus is on character

"The program has done a lot to encourage kids to take responsibility for their behavior."

Joe DeDiminicanio Assistant Superintendent, SMHS

By Joe Gandelman
Staff Writer

SAN MARCOS — A controversial survey on teen pregnancies five years ago has proved to be the catalyst that has turned the San Marcos Unified School District into a nationally known model for "character education."

A focus on values, decisions and consequences has become a crusade in this school district where pupils from kindergarten through 12th grade get instruction in issues far beyond the three R's of reading, writing and arithmetic. Aside from shaping pupils' attitudes it reflects a fundamental educational philosophy.

"There are two camps about this," says Assistant Superintendent Joe DeDiminicanio, who was instrumental in putting character education in San Marcos schools. "One camp says you're not going to change kids' behavior so give them information that helps them deal with the situation. The other is that we can change kids' behavior through education. That's the camp we're in."

"If you're not in this camp, I don't understand how you reconcile that with being in education. We have an opportunity to shape, mold and influence. The system has to live with the fact that beliefs have to be present in everything it does. We have to start in the junior high school and are now pulling it down to the elementary schools to begin molding character there."

The district's turning point was March 1985, when school district officials shared the results of a San Marcos High School counselors' informal

survey done during the 1983-84 school year. It showed that one in five high school girls was pregnant.

The figure was double the national rate, according to family planning organizations. About 90 percent of the pregnancies ended in miscarriage or abortion and most of the pregnant girls were freshmen.

Some speculated that the pregnancy rate at San Marcos High actually could be much higher than the 20 percent conclusion in the survey.

The survey became national news. It was carried on the wires, even on network news broadcasts. This helped character education advocates within the district.

Today the district provides a huge package of programs sponsored by various companies and, in some cases, adapted and designed by the district. Instruction time varies, depending on the kind of school. Features include:

- "Responsibility Skills: Lessons for Success," by the Thomas Jefferson Center in Irvine. Pupils learn everything from the importance of being polite and punctual to being prepared and responsible. The center's programs have been used in 34,000 classrooms nationwide and its promotional literature points to the San Marcos District as a success story. Used in the district's junior and in some elementary schools.

- Decision-making in the high schools.

- A teen pregnancy program in junior high and high schools with a stress on resisting peer pressure and abstinence. High school topics include birth control, sexuality, teen

parenting, sexual assaults, date rape, drug and alcohol education plus a five-step "refusal skills" program to resist peer pressure. The district's teen pregnancy program has won state and national awards.

- Giving how-to-be-successful lessons in 180 short sessions. Junior high school pupils get parts of it on a daily basis for two years.

Have the statistics at the high school changed? According to DeDiminicanio, known to students and staff as Mr. Dee, no one really knows, but the assumption is a resounding "yes." He says the same counselor did do an informal survey in 1986 but there were too many variables.

"It showed the pregnancy rate was reduced dramatically but we don't know if it was because fewer girls were pregnant or because more girls were afraid to go to the counselor because the year before she blew the whistle," he says.

He says no new polls are being taken but points to several shifts in student performance, including "a dropout rate that ranks the district as one of the lowest in California, higher test scores, very few incidents on campus involving narcotics and fewer major discipline problems."

"The program has done a lot to encourage kids to take responsibility for their behavior," he said.

At San Marcos High, all incoming freshmen must take decision making. History teacher Angie Clark is one of four teachers who teach the course, which includes teen pregnancy material. Clark does not mince words.

"I'm blunt with them and up front," she says. "All of us who teach the course work hard to make sure that the kids understand that we're not just up there ranting and raving but talking about things that are important in their lives."

Indeed, students in Clark's class were asked last spring to relate the course to their lives.

Continued on Page 2

"It makes you think more about the results of sex and drugs," said Hector Gamino. "If I didn't take it, I probably would have taken drugs by now."

"It makes you think twice about sex," said Joaquin Valdez.

"I've learned not to place stereotypes on people. Drugs? There's just too much to risk," said Al Jacobson.

"It makes you more cautious and educates you about what goes on in life," says Jennifer Davis.

Added Eric Williams, then a senior: "It makes you think: What if I did have a baby? It makes you aware of your responsibilities."

• • •

The seeds of character education are now planted in places such as La Costa Meadows Elementary School. And some seeds are clearly blossoming.

Two years ago, Debbie Wiltjer, the school's former teacher resource specialist, sought character education for her school. She contacted the Thomas Jefferson Center and got one of the first copies of the foundation's elementary school-gearred program, "Responsibilities Skills: Lessons for Success."

The program takes concepts such as "be a doer" and relates them to the child individually — in class, school, the family and the community.

There are 12 themes. Each is underscored for two weeks. Among other things, pupils each day get a form and write on it what the key word that day means to them. According to Wiltjer, character education has helped change the way children speak and think.

"Everyone now speaks a common language," she says. "The children are aware of what being on time means. It isn't just something the teacher said. They understand that if they aren't on time, they are missing out on school or if they're working with a group of students they're letting down their classmates."

"They understand the consequences of being late and how being on time could be beneficial. Concepts

such as being a goal-setter or risk-taker are things children often don't deal with until junior high school."

Wiltjer has become such an expert on character education that last summer she flew to St. Louis to help a school district set up a similar program. National media such as ABC News and the *Wall Street Journal* have interviewed her about the program at her school.

According to Wiltjer, the course has had a clear impact on the school's day-to-day operations.

"Behavior problems really improved," she said. "When children are being disciplined they know what the expectations are. They're really clear and the administration can communicate to them where they have gone wrong and relate it back to our responsibilities skills and how they need to be responsible individuals."

Indeed, last spring in teacher Joan Ludwiczak's third-grade class some pupils explained what they've learned. Some of their reaction:

"Be a doer," said Bryan Casper, then 9. "I'm hyperactive. I have to work really hard to fight it and I can if I just sit down, be a doer and pay attention."

"Be a risk-taker," said Heather Stadler. "I used to not ask as many questions as I do now. I take risks."

"Be a listener," said Robert Stinson. "If you listen you can learn more things and get more stuff out of life. Pay attention to the teacher. But you should not be a listener when somebody isn't well and wants you to do something you shouldn't do. You don't listen to them. You run away."

"Be a tough worker," said Carmen Palome. "Overcome obstacles and get better grades and work harder. Because if you work hard you'll get better grades now and probably next year."

"Be here," said Greg McCartney. "If you're here every day then it's easier because you know what's going on."

• • •

Perhaps the most comprehensive component of the district's character education program is at San Marcos Junior High School. According to teacher Jerry Harrington, a coordinator of the program there, more than 2,500 pupils have gone through the school's program over the past five years.

Harrington has also become something of a nationally recognized expert on character education.

"It's incredible," he says. "I flew 30,000 miles last year talking to schools. We've received visitors from many states and inquiries from 50 states."

Harrington remembers how the district's program got off the ground. He says most the credit belongs to DeDominicantano, who was then the principal at the junior high.

"Mr. Dee saw the fact that the high school could try all they wanted to but over half the girls who were pregnant were already freshmen," Harrington said. "Their ideas, concepts, and traps they'd fallen into — by high school it'd be too late. He saw the need for getting that information into minds, raising self-esteem, helping students make wise decisions and teaching them how to abstain from drugs, alcohol and premarital sex."

"He put four courses into operation here in one year ... Today students are more prepared, more polite and more responsible. If you have those three things in place you have more time to teach your subject matter."

Harrington is convinced that the district's approach — get them while they're young and make sure the course is especially intensive at the junior high school level — is the correct one.

"When they hit that high school just try to change their minds!" he said. "You can do it but it's tough. Here, they're still very flexible and very open. They're saying: 'Tell me what's going on. We've heard about it and we're close to getting there. Prepare me now.'"

Building Character Into the Students' Curriculum

By PATRICIA WARD BIEDERMAN, *Times Staff Writer*

La Canada Flintridge teacher Brent Noyes was more than appalled by what happened to Marcy Conrad in 1981. He was alarmed into action.

A 14-year-old from Milpitas in Northern California, Conrad was raped and killed by her boyfriend. But what most horrified Noyes and the rest of the nation was that carloads of students from Milpitas High School drove out to see the slain girl's body as it lay in the hills above their school. Not one of them reported the crime to authorities.

"I was so enraged by the Milpitas incident that I went to the school district and said, 'What are we going to do to keep that from happening?'" Noyes recalled.

What the district did was start teaching social values, or what is commonly called character education. Increasingly popular nationwide, such courses reflect the conviction that personal responsibility should be taught in the schools, whether or not it is taught in students' homes.

According to Noyes, a major purpose of Glendale's program, developed by the Thomas Jefferson Research Center in Pasadena, is to teach students that they must accept the consequences of what they do.

The Pasadena Unified School District also has a character education curriculum, developed by teacher Maurice Morse. Neither program advocates religious beliefs. Both concentrate on widely held values such as honesty and self-control.

Noyes, who teaches a combined fifth and sixth grade at Lincoln Elementary School, tries to teach character-building lessons on a daily basis, not just on days when recess turns raucous.

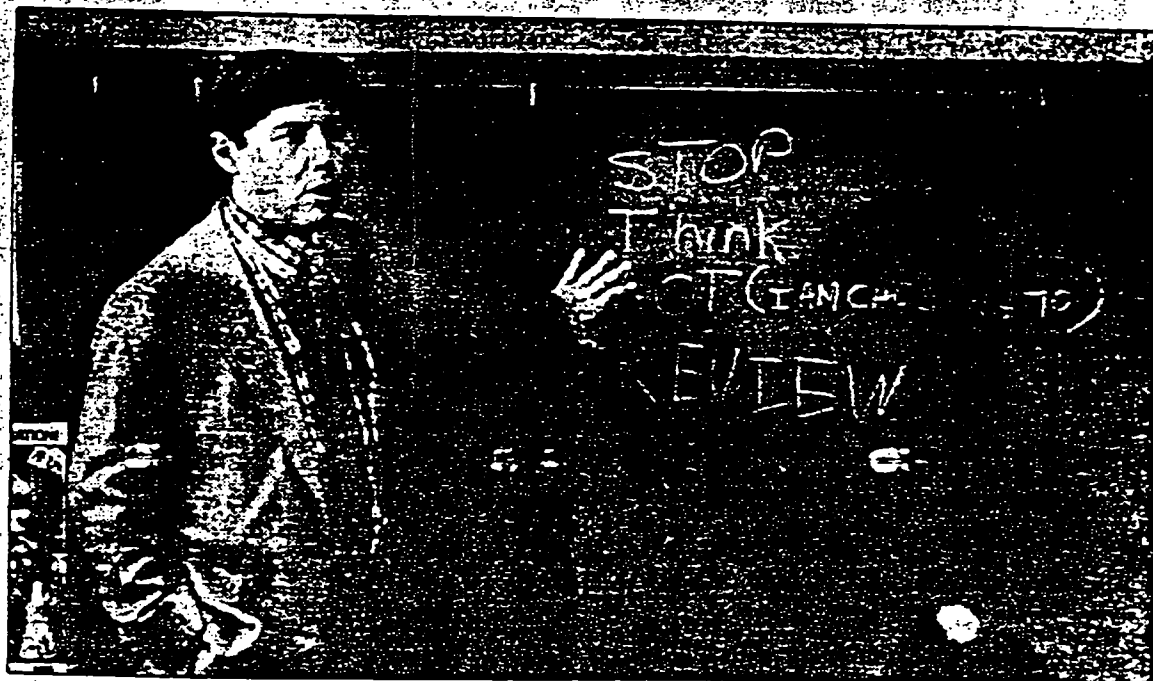
"If there is a problem and we bring out the character education, then it's perceived as a punishment, not a reward," Noyes said.

During a recent lesson, Noyes wrote the word "star" on the chalkboard. "We want you to shine," said Noyes, who frequently urges his students to be stars, a word that connotes brilliance, success and other positive attributes.

STAR is also the acronym used throughout the Glendale schools to remind students of the four steps they are expected to take when confronted with a conflict or a problem. S—Stop, take a breath and count to 10. T—Think about your options and consider what the consequences of each possible action will be. A—Act, knowing that you are going to accept responsibility for what you do. R—Review your actions; accept and review their consequences.

During the lesson, Noyes asked the class to analyze a non-stellar performance by two fellow students: a fight that had broken out on the playground earlier in the day. He asked them to describe what had happened without giving names. "What are the consequences of fighting at this school?" he queried.

All the students knew what they could expect if they struck



ROBERT DURELL / Los Angeles Times

Brent Noyes, ethics teacher at Lincoln Elementary, emphasizes decision-making process.

one of their peers: a trip to the principal's office, an embarrassing call home, suspension. A few classroom wags suggested other possible sanctions: "execution," "burning at the stake," "a boring lecture from the teacher."

Building Self-Image

In addition to teaching students what is expected of them, the program attempts to boost their self-image. Noyes noted that young egos are fragile and can be damaged by peers, thoughtless family members,

even sarcastic teachers. He said the program seems to have helped several youngsters who were disruptive earlier in the school year. As they began to behave more appropriately, others started to treat them more positively and they seemed to feel happier with themselves.

Noyes said character-building programs are particularly important for students like his who are about to face the increased responsibilities of junior high. The teacher said he has never received a complaint about the

curriculum, which is funded, in part, by donations from dozens of local organizations and private benefactors.

The Jefferson Center in Pasadena provides the materials, including the STAR program, and trains teachers for Glendale Unified's character course. According to spokesman Patrick McCarthy, the center is a nonprofit organization not affiliated with any church or political group, dedicated to the teaching of values in the schools. The center's Please see CHARACTER, Page 6

CHARACTER: Lesson in Responsibility

Continued from Page 1

programs cost between \$500 and \$4,000 per school. In the past, McCarthy said, the center has sometimes been able to help schools find funding for character programs.

Locally, Garvey School District, El Segundo Unified School District and Long Beach Unified School District use center programs in some or all their schools.

The Santa Monica-Malibu Unified School District developed its own character education program, which is taught in the district's middle schools. Los Angeles Unified School District is also reviewing various character education programs for possible implementation, a district official said.

Many of Noyes's students said the course had helped them. When asked what she had learned, one girl answered, "I know who my real friends are." One boy said he had stopped hitting his sister. "I used to want to keep everything to myself, but now I can talk to my Mom," another student said.

Even the very young benefit from character education, proponents say. During a recent lesson at Alexander Hamilton Elementary School in Pasadena, Maurice Morse, led first- and second-graders through a discussion of the merits of good manners. Morse, who developed Pasadena's character-education program when she was a kindergarten teacher, now teaches values in the district's 18 elementary schools.

Morse asked the youngster to repeat that "manners are polite ways of behaving." She also asked them for examples of both good and bad manners. The consensus was that saying "please" and "thank you" are good manners; hitting and talking while the teacher is trying to talk are not. One little girl came up with a social grace that Emily Post had overlooked. "When someone is talking, don't lay under your desk," she counseled her classmates.

Morse illustrated her lesson with pictures of both well- and ill-behaved children. She also uses poems and stories to illustrate such virtues as being polite and practicing self-control on the playground and in other childhood hot spots. Morse's literature of civility includes a poem that asks, "Are you a golly-wock?" and explains that a golly-wock is someone "who is very impolite." As a consequence of his bad manners, the golly-wock is "always most unhappy, and he's very lonesome, too."

Older students are taught more sophisticated lessons on taking responsibility for what they do and confronting and solving the problems they inevitably encounter, Morse said. They are encouraged to value themselves and others. And they are asked to decide what their own values and goals are.

"We have to teach our children that, in spite of their problems, they can survive, they can make it," Morse said. Even preschoolers can be taught to make responsible choices, she said, for example, to choose cereal for breakfast instead of candy. Over and over again, the children are taught, "I am the only person who is responsible for what I do."

Morse also urges the youngsters to start thinking now about the direction their adult lives can take. She said she believes career goals are often set in elementary school. "I tell them they can be anything they want, but it is left up to them," she said.

Morse tries to involve the children's families in the character education program. She always asks the youngsters to take their papers home with them ("Don't leave them on the bus!" she warns). She also conducts workshops on the program for parents.

"The children need this," Morse said. "The school and the home have to collaborate and work together to develop character."



ROBERT DURELL / Los Angeles Times

Sixth-grader Corey Gamble strives to answer question in class at Lincoln Elementary. Course teaches personal responsibility.

A Problem and A Solution

In every American community our boys and girls live in a troubled world which is riddled with problems that often result in high-risk solutions.

In New York, Lieutenant Governor Al B. Del Bello recently said, "Teenagers are committing suicide in epidemic numbers."

In Washington, D.C., the Department of Justice reported that half of all persons arrested for serious crimes are young people under the age of 20.

In this nation, 6 percent of all high school seniors drink daily; 17 percent have used cocaine; and an estimated 189,000 smoke marijuana every day, according to the Institute for Drug and Alcohol Prevention.

In a recent survey, the Alan Guttmacher Institute reported that the United States has the highest record in the developed world in teen-birth, abortion and pregnancy and is the only developed country in which teen-age pregnancy has been increasing in recent years.

There is a solution. And the American Institute for Character Education needs your help . . . so the Institute can help those teenagers.

Character Education is tested and proven by use in thousands of classrooms. This curriculum builds self-esteem, instills respect for property, encourages good manners, warns against the effects of drug and alcohol abuse, teaches on how to resist negative peer pressure and teaches young people that before they engage in questionable behavior, the possible consequences should be considered.



HOW IT WORKS

Lessons are easy to use, ready to go!

Each Character Education instructional kit contains: a Teacher's Guide with detailed instructions for each lesson; the materials needed; stories to be read to the class; questions to be used for discussion; and other activities designed for student participation.

Students sometimes divide into small discussion groups, and each group develops its

own answers to the problems presented by the story or the class activity.

Using this method, students learn to consider alternative solutions, recognize the role of self-discipline in achieving goals, build leadership qualities, develop self-esteem and are better prepared to handle real problems they will face in their own lives.



How It Started and Developed

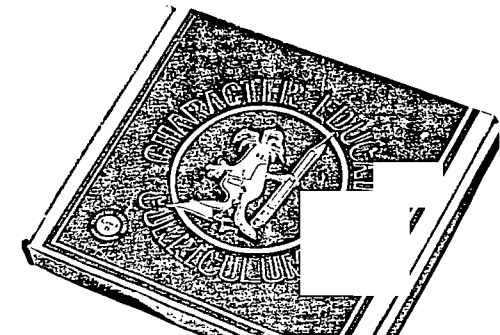
Twenty years ago a prominent San Antonio Business executive, Russell C. Hill, wrote a set of principles he called Freedom's Code. In 106 words, he listed those "standards of conduct which every citizen and every man must live by to be free."

At that time Ray Erlandson, Sr., had just retired as chairman of the Business Administration Department at Trinity University. Mr. Erlandson joined Mr. Hill in publicizing Freedom's Code and distributing more than three million copies to American school children.

Convinced that young people will only grow into responsible citizens only if they understand such basic values as honesty and generosity, develop self-respect and have consideration for both individuals and property, Mr. Erlandson guided the gradual extension of Freedom's Code into an educational program, complete with lesson plans, classroom posters and student worksheets.

With an investment of more than \$1 million by the Lilly Endowment, Freedom's Code was expanded by professional educators into a Character Education Curriculum. This development produced instructional kits for use in elementary schools, from the kindergarten through the sixth grade.

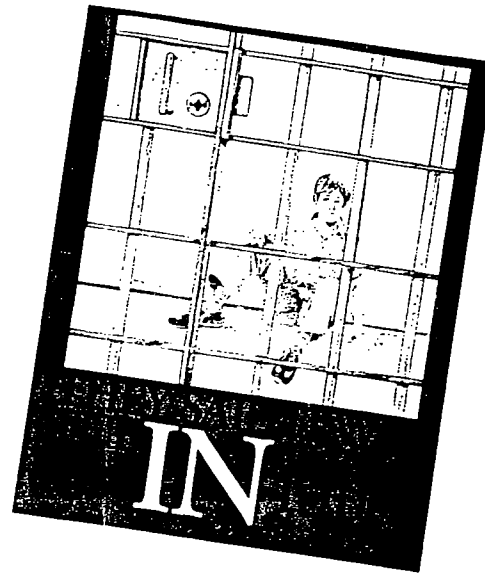
The Character Education Curriculum has been enlarged for use in middle schools (7th, 8th and 9th grades) and broadened to include the development of self-esteem, to emphasize the dangers of drug and alcohol abuse, and to teach resistance to negative peer-pressure.



POSTERS
Each grade-level kit (kindergarten through middle school) has its own set of 17 X 22-inch



multicolored posters. Six to nine posters are included in each kit. These posters help to make classroom discussions more effective.



Facts About Character Education

1. The program was developed and tested during the past 20 years at a cost of \$2½ million.
2. The Character Education Curriculum is now used in more than 24,000 classrooms in 44 states.
3. Kiwanis International (with 300,000 members in almost 8,000 United States clubs) has designated the Character Education Curriculum as a recommended service project for its clubs.
4. The State of Tennessee has mandated the teaching of Character Education in all of the state's elementary public schools.
5. Hundreds of teachers and school administrators who have used the Character Education Curriculum have given enthusiastic testimony as to its positive results.
6. Records show that in schools in which Character Education has been taught vandalism has decreased, test scores have risen, attendance has increased and disciplinary problems have been drastically reduced.

Our aim is to indicate to children those values which are generally accepted by members of our society, such as honesty, patriotism, generosity and responsibility.

We teach children through classroom activity the advantages of working together cooperatively.

We believe it is necessary for children to recognize the role of self-discipline in achieving their goals.

We believe that children who are taught to consider all the facts about the possible consequences of their behavior will choose to behave in ways satisfying to them and society.

We believe in teaching concepts developmentally, beginning at an early age and progressing through maturity. Concepts learned do not fade away.

Concept development is enhanced by free discussion with others. Hence discussion by and with pupils is an essential part of the program.

Educators Praise Results

As a result of the introduction of the Character Education Curriculum, "during the first six-week period we gained 276 days of attendance, and the number of students referred to the office for discipline dropped from 40 to 50 each week to an average of one each day."

—Jane Terry,
Principal, Harlingen, Texas

"I have used Character Education kits for two years . . . The rewards are students who can think for themselves and feel for others."

—Melinda C. Holt, Elementary Teacher,
Los Angeles Unified School District

"Attendance is up. Fewer disputes on the playground. Cleaner campus. Good feelings between students and staff. School has taken on a new meaning for students—a place to work together."

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