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NAME

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Joanne Stubbs

Teacher

~~Tom Lau~~

~~Vice Principal/Principal~~

La Wanda Reynolds

Parent

Charlene Higa

Student

Melissa Machit

Student

Bobbie Smith

President, Board of Education

Shawn Ashley

Principal

Bill Ellis

Chief of Police

Seth Greenberg

Parent

Beverly O'Neill

Mayor of Long Beach

Carl Cohn

Superintendent of Schools

Bill Clinton

President of the United States

Barbara Boxer

United States Senator

Samnang Nou

Cambodian Parent

*Alexis Ruiz-Allesi,
Principal
Jackie Robinson
Academy*

Pres. Bd. of Ed.

*speech - basketball
court playground*

Chief is resigning -

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This edition includes: Long Beach / Carson / Signal Hill / San Pedro / Wilmington (E)

L.B. council hails retiring chief

Police: City leaders thank Ellis for 30 years of service. He says Police Department employees make his job a joy.

By Luis Monteagudo Jr.
Staff writer

LONG BEACH - Outgoing Police Chief William Ellis got a hero's send-off Tuesday.

City Council members honored Ellis, who will retire March 1, with a proclamation, words of praise and a rare standing ovation.

"Thank you so much, not just for being chief, but for what you did for 25 years before that," said Mayor Beverly O'Neill.

O'Neill presented Ellis with a proclamation commending him for his 30 years of distinguished and loyal service. And the mayor and council members praised Ellis

for his leadership.

Ellis joined the department in 1965 and rose through the ranks to become acting police chief in 1991. He led the department through a dramatic period of change, marked by the hiring of more police officers and a drop in crime rates.

"Thank you for providing important leadership at a critical time," said 1st District Councilwoman Jenny Oropeza. "You did a job better than anyone else could have at a critical time."

Alan Lowenthal recalled joining the council in 1992, after Long Beach had been scarred by the

riots following the verdicts in the Rodney King beating case. He went on a ride-along with police officers who told him they were going to retire, but changed their minds after Ellis was appointed chief.

"When I think of leadership, I think of you," Lowenthal said.

Ellis, 53, thanked council members and his family. But he made a special effort to recognize Police Department employees.

"I stand up here and get a lot of accolades and credit, but I have to say, it's truly these people who have made my career a joy, a pleasure and, to some degree, a success," he said.

After being presented with the proclamation from O'Neill, Ellis left the council chambers to a second standing ovation. Walking

up the aisle to leave, he stopped to shake hands with some of the 50 or so police officers and top brass who attended the meeting.

Ellis will be replaced March 2 by Deputy Chief Bob Luman.



Outgoing Police Chief William Ellis gets a standing ovation from L.B. City Council chambers on Tuesday. Matthew J. Lee / Photo

WHEN FIREFIGHTERS

more than fighting fires

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Smile will b misse

5TH STORY of Level 1 printed in FULL format.

Copyright 1995 The Washington Post
The Washington Post

December 16, 1995, Saturday, Final Edition

SECTION: METRO; Pg. B01

LENGTH: 1179 words

HEADLINE: Anger, Fear, Sadness Grip Oxon Hill; High School Mourns Student Who Was Killed While Waiting for Bus

BYLINE: Lisa Frazier; Philip P. Pan, Washington Post Staff Writers

BODY:

A student's amplified voice stilled the halls and classrooms at Oxon Hill High School yesterday morning.

She had some announcements to make: cheerleader practice, canceled; the basketball game against Largo High School, canceled; the wrestling match against Central High School, canceled; the swimming meet at the community college, canceled; the field trip to the District, canceled.

Today was their day to grieve for Charles Marsh, for "Chuckie," the 17-year-old honor student shot to death just outside the school by a masked youth trying to steal a jacket at gunpoint as students waited for their buses Thursday.

School officials said the robbery that led to Marsh's slaying was the latest in a series of such incidents around Prince George's County high schools. Detectives, who continued to investigate the shooting yesterday, were reviewing all armed robbery cases in the Oxon Hill area in the past month.

At the high school, grief paralyzed the routine -- the grief of children feeling vulnerable in a place where they want to feel safe, the grief of teachers and administrators feeling helpless in a place where they want to have control, the grief of parents feeling frustrated in a place where they want encouragement.

"We are a family here at Oxon Hill, and we will get through this as a family," Pamela Robinson, dean of academic and student affairs, said over the school intercom. "Some family members are stronger than others. . . . If you need someone to talk to, please don't think this makes you weak."

A crisis intervention team of 12 counselors, 6 psychologists and 5 pupil-personnel workers set up a makeshift counseling center in the school library to help them make it through the day. Students in groups of twos, threes or fours, some so pained they could barely walk, flocked to the center and huddled in small clusters around tables, in corners and on nearby steps with the counselors.

Sobs rose above the soft chatter.

The Washington Post, December 16, 1995

At a table near the entrance of the room, a teenage boy cried softly, dabbing his swollen, red-rimmed eyes with the tissue balled in his hand. On his blue-striped shirt, he wore a black and white label made by a computer: "I love you, Chuckie," it said.

At another table, a girl wearing a camouflage jacket rested her head on a table and sobbed. A counselor with a kind face and streaks of gray in her hair, leaned over the teenager and gently stroked her back. Eventually, the girl lifted her head from the table and fell into the counselor's chest. Saying nothing, the counselor just held her and rocked.

Across the room, a thin boy, at least 6 feet tall, popped out of his seat, disrupting the subdued discussion among the teenagers in his group. Balling his hand into a fist, he jerked toward a wooden bookshelf, as if he were going to punch it. His mouth formed words that wouldn't come out. And just like that, he relented. By now, a counselor, a young man not quite as tall, was holding the teenager by the waist, telling him everything would be just fine.

"Why?" one student shouted to no one in particular.

The tough guys bopped in, too, their baggy jeans sagging below their hips, their faces wearing angry scowls, the bounce in their steps not quite as brazen. One boy plopped in his seat, gripped his four-inch Afro with his hands and stared blankly at the floor. He seemed oblivious to the counselor sitting in front of him.

"Normally, if a tragedy occurs away from the building, it's not as traumatic," said Martha Walston, head of the crisis intervention team. "But this occurred just outside the school. Now, they're feeling especially vulnerable."

One boy, wearing a blue and white Junior Air Force ROTC uniform, told other uniformed teenagers that he ached with guilt.

"I left a minute earlier," he said, his voice rising with every sentence. "I wish I was here. Maybe I could have helped him. I'm trained for that. I'm 14 years old, and I know CPR. I'm trained for that. Man, I heard he had straight A's. He played sports. You know he was going to college. It makes no sense."

At times, grief got the best of the counselors, too.

"I talked to one of his classmates, and she said he that even though he was short in stature, he would tell her she could lean on him," said Regina Humain, who works in the school system's human relations department. "She said he was so gentlemanly and respectful that she wished there would be many more boys like him, that they could learn from the life he lived."

Tears welled in Humain's eyes. "I had to take a step out and come back in," she said. "It wears on you."

One student, closely guarded by school officials, stayed in the counseling center the entire morning. The robber suspected of killing Charles Marsh attempted to rob the student first, he told his friends.

The Washington Post, December 16, 1995

Investigators initially said Marsh was shot because he refused to give his jacket to an armed robber. But police confirmed yesterday that Marsh was a bystander, one in a crowd of students waiting to board the bus.

Police said two youths with bandannas tied across their faces ordered a student to give them his coat. The student refused and tried to escape by jumping onto the school bus. In the confusion, a shot was fired. One witness said that the robber grabbed the student's jacket with the same hand that held the gun and that the gun went off. The bullet pierced the jacket and struck Marsh, the witness said.

At least one of the robbers followed the student with the jacket onto the crowded bus, flashed a gun, and the student surrendered, police said.

A few days before Thanksgiving, three Potomac High School students were forced at gunpoint to give their coats to four young men who stopped them about a block from the school. Less than a week later, according to Jack Powell, the school's investigative counselor, a student and an older relative were robbed at gunpoint at the same location.

On Tuesday morning, about five Oxon Hill High School students were robbed at gunpoint on a trail between the school and its annex. Some cash, jackets and sneakers were taken, school officials said. That same day, about lunch time, four young men -- two of them with guns -- attempted to take jackets from two students at Friendly High School, according to a relative of one of the victims.

By the end of school Friday, the Prince George's Police Department had dispatched officers to all of the high schools and middle schools. But some worried parents escorted their children to and from school.

"We're frightened for our children," said Diana Lockett, who accompanied her two sons to Oxon Hill High yesterday. "This could have been any one of our children."

Cecil Short, chief educational administrator of the Oxon Hill cluster of schools, offered encouragement over the intercom: "Schools are not immune from violence and tragedy, like the ones we are experiencing. . . ." he said. "As a parent and grandparent, my feelings are very, very deep, but we will get the necessary energy and the necessary sustenance to move ahead."

GRAPHIC: Photo, bill o'leary;ph,,craig herndon, Students stop at the spot where Charles Marsh, a 17-year-old honor student, was killed by a masked youth trying to steal a jacket. A shaken Prince George's County School Superintendent Jerome Clark talks with reporters at the school. Prince George's State's Attorney Jack B. Johnson makes a plea for the robbers to turn themselves in. With television cameras trained on him, Prince George's Officer Aaron Anderson talks with a driver stopped at a police roadblock at Oxon Hill High School.

LANGUAGE: ENGLISH

LOAD-DATE: December 16, 1995

* 5 PAGES 124 LINES *

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13TH STORY of Level 1 printed in FULL format.

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Los Angeles Times

May 23, 1995, Tuesday, Home Edition

SECTION: Metro; Part B; Page 3; Metro Desk

LENGTH: 931 words

HEADLINE: UNIFORMS REQUIRED AT SCHOOL;

EDUCATION: THE DECISION BY PARENTS IS DESIGNED TO HEAD OFF POTENTIAL ACTS OF VIOLENCE OVER GANG ATTIRE AT PACOIMA ELEMENTARY CAMPUS. AN OPTIONAL DRESS POLICY FAILED TO WORK, OFFICIALS SAY.

BYLINE: By MARTHA L. WILLMAN, TIMES STAFF WRITER

BODY:

Vaughn Street Elementary School in Pacoima, the first in the Los Angeles Unified School District to adopt a voluntary uniform policy, will become the first to make them mandatory. Dismayed parents and officials have concluded that the optional plan simply does not work.

The reason is fairly obvious: Youngsters think uniforms -- eschewed by more than 60% of the Vaughn student body -- "look squarey," as Vaughn Street fifth-grader David Macias put it.

Other adjectives used by classmates who will not wear the gray and burgundy outfits included "yucky" and "ugly." Uniformed youngsters, on the other hand, prefer words like "pretty," "comfortable" and "neat."

Stylistic differences will soon become moot. Vaughn Street parents, who continue to fear that gang-style attire could prompt acts of violence, have voted overwhelmingly to require all 1,150 students to wear uniforms.

Parents were able to establish the new policy, which takes effect in July, because the campus is among the district's experimental charter schools where parents and officials have more control.

Last year, similar concerns about gang violence prompted the Long Beach Unified School District to become the first urban public school system in the nation to adopt a mandatory uniform policy.

Once the trademark of exclusive private and parochial schools, uniforms have become a national trend at public schools in the '90s as an antidote to the spread of gangs, whose members' baggy pants and adopted colors are often viewed as invitations to violence.

More than 200 schools in the Los Angeles district, nearly a third of all campuses, have voluntary uniform policies.

Such policies need to be mandatory because "if 100% of the kids are not wearing uniforms, then the whole idea quickly becomes uncool," said Rochelle

Los Angeles Times, May 23, 1995

Neal, principal of La Mesa Junior High School in the Santa Clarita Valley, where uniforms have been mandatory since the new junior high opened in September. The uniform policy has made La Mesa a popular choice in the William S. Hart district, which has an open enrollment policy. With an expected capacity enrollment of 1,020 in the fall, La Mesa already has a waiting list of 130 seventh- and eighth-graders.

"I firmly believe voluntary programs do not work," Neal said. "The kids that you want most to wear a uniform -- the gangbangers, the ones with not a lot of parental control at home and who cause the most trouble at school -- will not wear them."

The alternatives at La Mesa are simple: If you will not wear the school's black and teal colors, you can go to one of three other junior highs in the district -- although two of those are considering mandatory uniform rules.

Until now, most public schools across the nation have adopted voluntary standards, largely to offset legal challenges that questioned the constitutionality of mandatory uniforms. School officials say they have to constantly promote uniforms by conducting contests and urging parents to participate. One school recently put on a uniform fashion show during a parent open house.

The state Education Code, as amended last year, permits individual schools and districts to mandate uniforms as long as parents are allowed to either transfer their children to a school where uniforms are not required or sign a paper exempting their children from the rule. In the Long Beach district, fewer than 1% of parents have exercised the waiver and many of those have later rescinded their action, officials said.

The law previously allowed schools to ban students from wearing gang-related colors and accessories such as bandannas, caps and jackets with the logos of sports teams such as the Los Angeles Raiders.

However, many parents and administrators felt that stronger control over student attire was needed because of growing pressure among elementary-age children and preteens to wear expensive, brand-name clothing and shoes. Parents complained that the cost of clothes had taken over as the criteria of a child's acceptance or rejection at school. In some cases, children have been injured or killed for their clothing.

While the custom of wearing uniforms at public schools is nothing new -- middy blouses were the norm through the 1930s -- many schools, particularly on the East Coast, began turning to uniforms in the late 1980s as a stabilizer in the clothes competition.

Educators also credit uniforms with bolstering school spirit and promoting better behavior, although opponents argue there is no sound evidence that uniforms prevent gang violence.

On the West Coast, the idea is particularly popular among Latino families and immigrants accustomed to children wearing school uniforms in their native countries in Central and South America, Europe and Asia.

Los Angeles Times, May 23, 1995

The legislation that amended California's Education Code was authored by former Sen. Phil Wyman (R-Bakersfield), a Kern County rancher who said he was inspired by a high school student's petition drive in 1993 calling for uniforms. The measure was signed in August by Gov. Pete Wilson.

*

At Vaughn Street Elementary, where a majority of students come from low-income families, parents are organizing the sale of used uniforms and homemade uniforms for those who cannot afford to buy new ones.

Proponents expect the mandatory policy to address a phenomenon they began noticing early on with the voluntary approach: that younger children enjoyed wearing the uniforms because they made them feel part of the school, but abandoned their use as they grew older because they were not popular with independent-minded preteens.

GRAPHIC: Photo, Vaughn students, from left, Lourdes Perez, Yussef Esmail and Silvia Angiano. DAVID BOHRER / For The Times

LANGUAGE: ENGLISH

LOAD-DATE: May 24, 1995

4TH STORY of Level 1 printed in FULL format.

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December 21, 1995, Thursday, Final Edition

SECTION: METRO; Pg. D01; STEVE TWOMEY

LENGTH: 845 words

HEADLINE: Senseless Violence Too Long the Fashion

BYLINE: Steve Twomey

BODY:

Over the years, I've avoided covering the funerals of our murdered youth. What was there to say that hadn't been said? Each new shooting brought the same analysis: This must stop; something must be done. The killing went on.

I went to a funeral yesterday.

It was lovely, in a heartbreaking way. The children's choir of Ebenezer AME Church was magnificent. The church and the flowers were stunning. The tributes of classmates, friends and family came from down deep, because Charles Lewis Marsh Jr., 17, was no gang-banger. By all accounts, he was a striving, decent, obedient, happy kid whose luck simply went bad one crummy day.

No sudden insight about violence prompted my attendance. Chuckie's slaying merely seemed more pointless than most and, consequently, more enraging and more worthy of note.

Someone killed him, police say, for a winter coat.

And not even his.

Before the service in Fort Washington, a friend, Jeremy Bull, said Chuckie had only a "regular" coat, not a hot number. He wasn't into flash. "Chuck, he really didn't care," Bull said. "He was about schoolwork. . . . He knew where his priorities were."

But having proper perspective didn't matter as Chuckie stood in his no-big-deal coat outside Oxon Hill High School last week. Someone fired a shot as a way to persuade a nearby third party to surrender his winter coat. Chuckie caught the slug and died, 11 days before Christmas.

Someday, perhaps, the shooter will reveal his thought process, assuming he had one. Maybe he will say the goal merely was to satisfy the primal need for warmth. More likely, though, he was making a style move.

At some point when I wasn't looking, winter coats became a fashion statement. I used to think cold weather was an acceptable excuse for looking like a geek. Earflaps? Sure, whatever it took. But evidently there are youngsters who must be au courant even when it's below freezing, who think certain expensive Big Name

The Washington Post, December 21, 1995

parkas, jackets and coats are image-enhancers. The coats proclaim they have money, I suppose, even though the whole world knows they don't. It's Potemkin clothing.

Evidently, the third party outside Oxon Hill High School had such a coat, an "Eddie Bauer-type," police say, which is why the shooter singled him out. And so Chuckie is dead, but at least the shooter got a coat and now, presumably, looks swell. It's a typical trade-off of the '90s. I hope they arrest him in the coat. He'll be all set for his appearance on TV.

"Chuckie Marsh did absolutely nothing to cause his death," Tiffany Chin, the Oxon Hill senior class president, told the assembly of 700 mourners. "He was not a menace to society." He had plans, she said, sobbing, and "the ignorance of one permanently destroyed those plans."

However mindless a killing it was, though, is there really that much that separates the shooter from the rest of us?

This is an image-crazed town. People kill figuratively for better job titles and bigger offices. They boast of their access to more important people because it makes them seem more important, too. They wear Gucci, drive BMW, eat Red Sage, shop Sutton Place, vacation Nantucket. I'm sure they seek the better job titles for the money and the better offices for the windows, and I'm sure they buy Nordstrom and Lexus for the quality -- and I'm just as sure those aren't the only reasons for any of those actions. Otherwise, why would sport shirts come with those damn polo logos?

The whole culture pumps image. Movies. Advertisements. Television. It's all about standing out. Fans at a Chicago Bears home game in December don't take off their clothes because they're hot. People don't make an appearance on "Sally" because they're seeking her wisdom and guidance. Distant homeowners don't ask for a Middleburg post office box because they like the drive.

So it's hardly incomprehensible that some young guy might dream of a winter coat that will be the chatter of his world. He selects a highly inappropriate means to attain his desire -- robbery, ending in death -- but his end is the same as that of a guy who insists on Perrier with a twist. They're both working on the legend of themselves.

That's not to say they're equals. For one thing, they're separated by money: One doesn't have it; the other does. For another, they're separated by values: One doesn't know a life is more valuable than a coat or a Perrier; the other does. The issue is how to get the shooter -- all the shooters, everywhere -- money and values.

I have no idea, at least not a fresh one. I have only the old ones about increasing opportunity, improving job training, volunteering as a Big Brother, all the stuff that most of us probably have tuned out. Most of the time, we don't know the sons and brothers, daughters and sisters being killed, so we forget.

But I do know this: This must stop; something must be done. I won't be forgetting the sight of Charles Lewis Marsh Sr. sitting in a pew, his son gone, his right hand clutching a tissue, his head moving from side to side.

No, no, no, no, no.

LANGUAGE: ENGLISH

LOAD-DATE: December 21, 1995

The Administration's Uninformed Approach to School Uniforms

A paragraph of the State of the Union Address and a PR blitz by Attorney General Janet Reno have combined to make the Clinton administration the latest champion of mandatory school uniforms.

Nationwide, concerned educators, parents and local residents are asking whether school uniforms are the panacea for youth delinquency and academic failure. Local politicians are listening.

This fascination with school uniforms has emerged after forays by Reno into classrooms of the Long Beach (Calif.) Unified School District, the first district to require uniforms for elementary school children.

The administration has recently focused on the purported benefits of uniforms—Long Beach claims decreases in misconduct and improvements in academics—and aligned itself with those who believe school uniforms are the latest cure for the problems of youth violence and gangs.

But for those of us who have become closely involved in the controversy, the administration line is disconcertingly uncritical. It fails to take note of the importance of

scrutinizing how a uniform policy is implemented, not just that it exists.

There will be no argument from us that many parents in gang-ridden communities believe school uniforms reduce the risk of their children being gunned down in gang shootings that sometimes victimize kids based on their clothing. It is equally clear that, especially in poor communities, some parents see uniforms as a way to neutralize pressures from the marketing of expensive designer clothing that is affordable to the more affluent but beyond reach for them.

But in this field, as in so many, the devil is in the details. It may be true that Long Beach set out to implement its uniform policy with the best of intentions, but as the policy has actually trickled down to individual schools, problems have emerged.

Although the school district made modest attempts at providing uniforms for poor families, officials woefully underestimated the number of families that would be unable to afford uniforms. Indigent families rely on low- or no-cost secondhand clothing for their children. Many were unable to find conforming uniform articles at other

than full retail cost. In some cases, parents literally had to choose between paying rent or utilities and obeying the district's uniform mandates.

The school district was eager to reap the public relations harvest from its uniform policy, but reluctant to commit the financial resources necessary to provide uniforms to all. It made uniforms a priority equal to textbooks—which *are* provided without cost to all children—but then left many poor families with a staggering burden to make district administrators look good.

Moreover, district employees at the school-site level widely disregarded a California state law that recognizes that, although many parents agree with school uniform policies, some don't. This statute guarantees that families may, for any private reason—financial, religious or otherwise—exercise the right to exempt their children.

In our experience, some of these so-called "opt-out" decisions were forced on families because they could not afford uniforms, while others were made by parents who simply felt that wearing uniforms was not the best course for their kids.

In some cases, we found that children were being given detention, academically penalized, forced to wear gym clothes to class and removed from lunch to endure lectures by uninformed school officials long after their parents had filed exemption notices.

Although the district is now making good-faith efforts to resolve a pending legal dispute over these practices, it, like many of our nation's school systems, faces the daunting task of fulfilling great need with scarce resources. The situation exemplifies the trend in American social policy to institute programs that permit full participation only by the affluent.

The Clinton administration should make sure it has looked closely at Long Beach before engaging in uninformed advocacy. If this does not occur, districts all over the country are bound to repeat the same mistakes and squander the potential for good that sensitive uniform policies may offer.

Alan L. Friel is a Los Angeles attorney and a board member of the ACLU Foundation of Southern California. Ramona Ripston is executive director of the American Civil Liberties Union of Southern California.

James K. Glassman

It's the Economy Again, (Stupid)

This Friday, the Commerce Department will tell us how fast the economy grew in the fourth quarter of 1995. The number is almost certain to be small and getting smaller.

In fact, it's a good bet that the growth rate in 1996 will be lower than it was in 1992, when the economy (stupid!) sank George Bush. And history shows that the president gets blamed for a poor economy at election time—even when it isn't his fault. If Clinton didn't understand this a few weeks ago, he must now. Anxiety over the economy is clearly the source of Pat Buchanan's surge in New Hampshire.

So forget welfare, abortion, health care, crime, moral decline. The big issue of the 1996 campaign will be the flat economy—what caused it and what can be done about it. Here is where the candidates line up:

Bill Clinton: He's in a box. He'd like to brag about those 8 million new jobs, but if he does he'll be called insensi-

tive—just like Bush. And he can't blame the economy on the Republicans' budget plan because he's defeated it.

What's left? On Thursday in New York, Clinton tried a new tack, obliquely criticizing the Federal Reserve Board for keeping interest rates too high.

An anti-Fed line might work—except for a severe timing problem. Clinton has to decide soon whether to reappoint Alan Greenspan as Fed chairman. To reject Greenspan is almost unthinkable; it would wreak havoc in the financial markets. But to reappoint him this close to the election will deprive the White House of using the Fed as an issue in the campaign. It will also leave Greenspan (who testifies before the House Banking Committee today) free to keep money tight and to criticize the Democrats for killing the balanced budget.

Clinton could, of course, blame greedy rich people and corporations. His secretary of labor, Robert Reich, has been pushing this approach, but Clinton

will have a tough time repositioning his technocrat administration as populist.

Pat Buchanan: The D.C.-born rhetorician has been riding the populist pony, arguing that the culprits are immigration and free trade, plus, of course, the Fed. In other words, it's all a plot by Wall Street and Washington cosmopolitans to impoverish the workers. (Marx couldn't have said it better.) This line is flat-out wrong, but it clearly has a visceral appeal.

The truth is that immigrants—mainly because they're young, smart and eager—help the economy, rather than hurt it. The payroll taxes of young immigrants pay for the Medicare and Social Security benefits of retired natives. And, in a world gone capitalist, free trade gives the U.S. markets it never had before.

Mainstream Republicans: The populist temptation is strong. Bob Dole was even taking swipes in New Hampshire at corporate profits, forgetting perhaps

that such profits buy new plants that employ more workers, etc. But I suspect that Republicans will come to their senses.

A recent report by the Joint Economic Committee (JEC) is a reminder of what conservatives are supposed to believe: "Real growth is the result of entrepreneurial activity which boosts investment and the output of new goods and services." In recent years, "a burdensome federal government, high taxes and onerous regulations" have shackled entrepreneurial activity. Got that, guys?

The truth about the economy is that Clinton really hasn't done such a bad job. He might have—but the Republicans stopped him from getting his way on the "stimulus package" and on nationalized health care. If the economy heads down now, the reasons will be mainly cyclical; in good times, consumers and businesses take on debt that eventually becomes too burdensome and chokes off growth.

It's doubtful that we'll ever smooth out these cycles enough to erase temporary pain. And while the current cycle may defeat Clinton (as the last one did Bush), the real issue is far bigger. Clinton alluded to it in his speech in New York: "Nobody, but nobody, knows for sure that this economy can't grow any faster in the information age. It ought to be debated."

It already is, in academic circles. Paul R. Krugman, professor of economics at Stanford, writes in the New York Times magazine that the notion of "sustained, '60s-style growth [i.e., 4 percent] without inflation" is just a "fairy tale." In the new issue of the International Economy, James K. Galbraith of the University of Texas responds, "Who says 2.5 percent U.S. growth is the limit? Who appointed Paul Krugman God, anyway?" Galbraith thinks we won't know whether there are limits "unless we try."

Ultimately, growth is the answer to

what ails this country. That's the message of conservatives such as Steve Forbes and Dick Armey and of liberals such as Galbraith and (who knows?) perhaps even Bill Clinton. The alleged parsimony of the Fed isn't to blame. As the JEC says, "Real growth does not come from printing money; if it did, counterfeiting would be a positive force in the economy."

So where does growth come from? My own answer is from economic freedom, from a loosening of shackles imposed by governments. (Just compare the vitality of Asia with the anemia of Europe.) Reich, on the other hand, believes that government ought to play a bigger role in promoting growth through education and training.

But, as Clinton says, "It ought to be debated." That debate on economic growth—with intelligence and clarity—could become the focus of the 1996 elections. Or am I dreaming?

E.J. Dionne

Laying an Egg in N.H. . . .

My, my. The campaign for the Republican presidential nomination has turned into a brawl so nasty that party loyalists are petrified over their prospects for the fall.

We had such unity, drive and purpose after the 1994 elections, say Republicans to each other. How did we get into this mess?

In fact, the Republicans' troubles involve hordes of chickens who decided in 1996 to come home—or at least come to Iowa and New Hampshire—to roost. Almost everything that upsets Republicans about this campaign is the product of strategies the party pursued on its own behalf in the past. Now a price is being paid.

Take the awful negativism of the Iowa and New Hampshire contests. No, negative campaigning is not exclusively a Republican specialty. Democrats have run plenty of nasty and misleading television ads. But the Republican twist on the theme has been to run constantly against government as an evil and alien force dominated by horrid "bureaucrats" and "corrupt politicians."

But wait a minute. Haven't the two most probable Republican nominees, Bob Dole and Lamar Alexander spent much of their lives in—gasps!—government? If government is the dishonorable thing Republicans keep saying it is, Dole and Alexander must be pretty wretched folks to hang around in it for so long.

That is what Steve Forbes said in his atomic assault of negative ads, and many Republicans acted as if this poor multimillionaire newcomer had actually invented something new.

"He bashes all the people who work for government," Minnesota Republican Gov. Arne Carlson told my colleague David Broder. "He clearly suggests that all elected officials are there for their own personal gain and have all sorts of venal motives, that bureaucrats are useless and worthless."

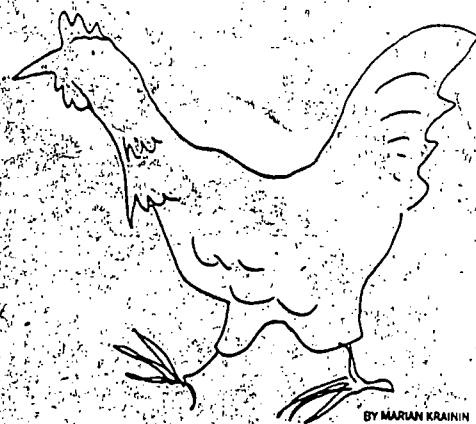
Now Carlson, a serious governor who has tangled with his party's right wing, has to know that Forbes's government-bashing is actually a poor tactical imperative of most Republican campaigns these days.

To his credit, Carlson rejects the premise of such campaigns, describing democratic government as "a noble profession" and "the institution that has allowed this nation to become the most successful in the history of the world." Alas, once all the primary fighting is over, Carlson's warning will be lost. It would be nice to have a Republican nominee echo Carlson, but don't count on it. Then there is all the fear and trembling over the influence of the religious right. For the Wall Street Journal editorial page to criticize Republicans is, as John F. Kennedy once said, a little like the L'Osservatore Romano criticizing the pope. But there was the Journal last week in an editorial with the delightful headline "McGovern Republicans" wondering why social and economic conservatives just couldn't get along.

The reason is that Republicans have spent years courting the resentments of the religious conservatives and heightening their fears. Party leaders loved all the votes that poured out of the churches.

But many of the very same Republicans knew that they couldn't deliver in policy what their rhetoric seemed to promise. Few Republicans were honest enough to tell the religious right: You can't possibly get all that you hoped for. It just won't happen in a pluralist democracy.

The rank-and-file of the religious right is in fact far smarter than either its putative allies or avowed enemies think. Religious conservatives knew that they were being pandered to by the party establishment, and they're getting their revenge by voting for Pat Buchanan, the one candidate who actually does believe what he says about social issues. Now, mainstream conservatives are complaining about the genie they themselves let out of the bottle.



Finally, there is the matter of the Buchanan campaign co-chair, caught speaking to white supremacists and extremist militia groups. The best thing about that story is that it focused attention on the extremist things Buchanan himself has said in the past.

But in truth, much of the Republican party has pandered to pro-gun extremists. With the extreme gun crowd as with the religious right, Republican politicians want their political efforts to take place underground and out of public view. They complain only when the crazy aunt in the attic insists on making a public statement.

So think of Iowa and New Hampshire as the triumph of accountability. There are a lot of Republicans who are not reflexively anti-government, who want their party to be socially conservative in a reasonable and moderate sort of way, who know it needs to shun the most rabid of the gun and militia cadres. Will they speak up as Carlson did?

Democratic nominees are routinely required to stand up to their party's "special interests." Will Dole and Alexander be put to the same test?

Richard Cohen

... And the Cant on Character

KEENE, N.H.—Lamar Alexander likes to have fun with Bill Clinton. He says the president is capable of getting up on both sides of the bed at the same time. He says Clinton believes whatever he happens to say, and he calls Clinton the only president who has "worked out his midlife crisis in public." His audiences laugh, even though it's not at all clear what Alexander means by a midlife crisis. It doesn't matter. The subject is funny: Clinton and character.

The campaign against Clinton has already begun and a major—if not dominant—issue will be character. The president is almost universally thought to be deficient in that area—what with Gennifergate, Paulagate and, of course, Whitewater, which will remain a scandal as long as Sen. Alfonse D'Amato has anything to do with it. And he does.

There has never been a president quite like Clinton. The appeal and notoriety of the anonymously published novel, "Primary Colors," is its purported veracity. Its portrayal of a Clinton-like politician is said to be dead on. Even White House aides testify to the book's uncanny accuracy, and in open-mouthed awe forget to denounce the characterization of the fictional Clinton, a womanizer of Olympic caliber. Instead, they join the posse for the real author, who seems to really know his man.

This, I submit, is something new under the sun. It makes me wonder whether the Clinton camp has lost its mind or if times have changed more than I imagined. For New Hampshire audiences inclined to vote Republican, the anti-Clinton zingers that all

the candidates employ go over well. But while New Hampshire may be first in the nation when it comes to primaries, it is hardly representative of the United States. Among other things, it's so white it's like visiting the set of the old "Ozzie and Harriet" show—and may be more like the '50s in other ways as well.

For a part of this campaign season, I've been toting around a book called "Character Above All." It's a collection of 10 essays about 10 different presidents—Roosevelt, Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan and Bush. I have peeked at it in spare moments in the hope—always vain—that this one issue will become clear to me: Is personal character important? Is it determinative? And, as long as we're asking the question, what constitutes character anyway?

For obvious reasons, any talk about Clinton's character summons up Kennedy, and so it was to that essay that I turned first. As I expected, it didn't answer the question. Instead, its author, Richard Reeves, refreshingly admits he has no answers either. Moreover, he isn't quite sure what character is. The world has become transfixed by Kennedy's sex life, but it was really his persistent lying about his health—he had Addison's disease—that mattered more and showed a lack of relevant character, Reeves argues. Medically, not morally, he was unfit for the presidency.

When it comes to Clinton's character, I confess to having some troubling doubts. The past is past,

and personal is personal, but the man really does have a capacity to say whatever it takes to seduce whomever is before him—be it a reporter, an audience or a campaign crowd. But I confess, further, to bristling when Clinton's character is questioned by say, a Pat Buchanan, who has been personally punctilious while holding ideological positions so repugnant they have understandably been denounced as racist or antisemitic—and who now lies about the meaning of what he once said.

The same holds for Lamar Alexander, a bionically unauthentic man, whose shirt, like some parts of his business career, is checkered. As for Steve Forbes, he's been Mister Nice Guy on the stump but a terrible meanie in his ads—a character in search of character. Only Bob Dole, among the majors, has what I would call character. Unfortunately, he has no ideas.

My guess is that a GOP that is going to make character an issue in 1996 is not going to get the gratitude of the American people. Voters might be more interested in economic issues, job security for one, than in the past of a president whose secret life is, really, no secret at all.

In writing about Kennedy, Reeves concludes by saying that maybe more important than presidential character is the character of the American people. I'm not exactly sure what that means, but I like it. Maybe if we can repudiate negative advertising and prurient appeals to our appetite for trash, we will show some character of our own.

DRAFT

MANUAL ON SCHOOL UNIFORMS

President Clinton today signed a Directive instructing the Secretary of Education to distribute a new Manual on School Uniforms to each of the nation's 16,000 school districts.

The Manual, developed by the Department of Education in consultation with the Department of Justice, provides a central source of information about the school uniform initiatives that have been undertaken by various school districts throughout the nation. The Manual provides a road map on how to establish a school uniform policy.

Creating Safe and Disciplined Schools

Since 1993, the Clinton Administration has supported and implemented numerous initiatives to support local efforts to create safe and disciplined schools. Quality education is critical to America's future, but we cannot educate our children in schools where weapons, gang violence and drugs threaten their safety.

In recent years, a number of local school districts -- including in Baltimore, Cincinnati, Dayton, Detroit, Los Angeles, Miami, Memphis, Milwaukee, Nashville, New Orleans, Phoenix, Seattle and St. Louis -- have determined that school uniforms should be part of an overall program to promote safety and discipline. As the President said in his State of the Union Address, "if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms."

Why have school districts chosen school uniforms?

The potential benefits of school uniforms include:

- decreasing violence and theft among students over designer clothing or sneakers;
- helping prevent gang members from wearing gang colors or insignia at school;
- instilling students with discipline and a sense of pride;
- helping students concentrate on their school work.

What is in the Manual?

- 1) **Benefits:** The Manual sets forth the benefits of school uniform programs.
- 2) **User Guide:** The Manual provides a user guide on how to implement a uniform program for schools that are interested in uniforms.
- 3) **Model Programs:** The Manual describes school uniform programs from various local school districts across the nation.

DRAFT -- 2/21

February 23, 1996

MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: MANUAL ON SCHOOL UNIFORMS

Quality education is critical to America's future and the future of our children and families. We cannot educate our children, however, in schools where weapons, gang violence and drugs threaten their safety. We must do everything possible to ensure that schools provide a safe and secure environment where the values of discipline, hard work and study, responsibility and respect can thrive and be passed on to our children. Most schools are safe. But we must have zero tolerance for threats to safety in our schools. It is time to make every school the safest place in its community. Parents should be able to send their children to learn free of fear.

Many local school districts have made school uniforms an important part of an overall program to improve school safety and discipline. Too often, we learn that students resort to violence and theft simply to obtain designer clothes or fancy sneakers. Too often, we learn that clothing items worn at school, bearing special colors or insignias, are used to identify gang membership or instill fear among students and teachers alike.

If student uniforms can help deter school violence, promote discipline, and foster a better learning environment, then we should offer our strong support to the schools and parents that try them. We should applaud parents, teachers, and school leaders when they take courageous action to make our schools safe and free of gangs, drugs and violence.

The Long Beach, California school district recently found that after students started wearing uniforms, there was a substantial decrease in student drug cases, sex offenses, assault and battery cases, and fights. The learning environment improved as teachers could focus more on education and less on discipline. Many other schools -- in Baltimore, Cincinnati, Dayton, Detroit, Los Angeles, Miami, Memphis, Milwaukee, Nashville, New Orleans, Phoenix, Seattle and St. Louis -- have also adopted mandatory or voluntary school uniform policies with promising results. There is great interest in this issue, as evidenced by the numerous inquiries this Administration received after I discussed school uniforms in my recent State of the Union Address.

I thus asked the Secretary of Education, in consultation with the Attorney General, to develop information about how local school districts have made uniforms part of their school safety and discipline programs. The Education Department, with input from the Department of Justice, has now developed a new "Manual on School Uniforms," which sets forth the benefits of school uniforms; and provide's a user's guide on establishing a school uniform policy for schools interested in school uniforms; and describes various model uniform programs from a number of school districts across the nation.

Because maintaining safe and disciplined schools is an urgent priority in every local community, I today direct the Secretary of Education promptly to distribute the Manual on School Uniforms to each of the nation's 16,000 public school districts. I also direct the Secretary to provide copies of the Manual of School Uniforms to appropriate organizations representing parents, teachers and school administrators, and to make the Manual available to interested members of the public.

School uniform programs are just one of the many initiatives undertaken by local communities to improve school safety and discipline. Other steps -- such as training teachers to address discipline problems, truancy reduction programs, student athlete drug testing, zero tolerance for weapons, conflict resolution programs and character education initiatives -- have also been used to improve the education of our children. The Education Department, in consultation with the Department of Justice, should continue to develop guidance and information about these and other initiatives so that local organizations, families and educators throughout the nation have the tools available to make our schools safe, drug-free and crime-free.

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ACROSS THE NATION

'Dressing For Success'

Calif. District Touts Uniforms for Putting Focus on Learning

By Jessica Portner
Long Beach, Calif.

Linda Moore has been feeling especially proud lately.

And she has President Clinton to thank.

In his State of the Union Address last month, Mr. Clinton praised student uniforms as a way to promote safety and discipline in public schools. Ms. Moore, the principal of Will Rogers Middle School here, felt a particular satisfaction in the endorsement.

"Everybody is looking for answers, and here is a district that is doing something that is working," she said. For more than a year, the 83,000-student Long Beach system has required its elementary and middle school students to dress in uniform fashion. It was the first public school district in the nation to do so.

Mr. Clinton may have had this Southern California school system in mind when, in his speech, he challenged public schools to mandate uniforms "if it meant that teenagers [would] stop killing each other over designer jackets."

Dramatic Results

Since the mandatory-uniform policy was launched in 56 elementary and 14 middle schools here in fall 1994, violence and discipline problems have decreased dramatically, a recent survey by the district shows.

From the year before uniforms were required, 1993-94, to last year, assault and battery cases in grades K-8 have dropped 34 percent. Physical fights between students have dropped by 51 percent, and there were 32 percent fewer suspensions.

Though each school in the district can choose its own uniform, most Long Beach students are required to wear black or blue pants, skirts, or shorts with white shirts. Nearly 60,000 K-8 students are affected by the policy.

Parents have the option of excusing their children from the requirement. But, so far, only 500 parents have filled out petitions to

Continued on Page 12



The 83,000-student Long Beach, Calif., school district has required that students in its 56 elementary and 14 middle schools dress in uniform fashion since the fall of 1994. Educators in the district credit the dress code for reducing fights, increasing academic achievement, and discouraging gang members from harassing students. But some students aren't as high on the idea as their parents and teachers. "It's totally bogus," one student says.

Uniforms Get Credit for Decrease in Discipline Problems

Continued from Page 1

exempt their children, according to Dick Van DerLaan, a spokesman for the district.

In addition to Long Beach, a few other districts in California and across the country are testing the benefits of requiring students to come to school in color-specific, and sometimes style-specific, clothing.

The Oakland, Calif., schools began a similar uniform policy last September. And a small number of other districts—including Dade County, Fla.; Seattle; and Charleston, S.C.—allow schools to decide for themselves whether to require uniforms. (See *Education Week*, March 15, 1995.)

But Long Beach appears to be the first school system to have documented measurable success in improving student behavior.

Since students at Rogers Middle School started wearing black bottoms, white tops, and red jackets or sweaters, fights have declined by 40 percent, and academic performance has improved, school official said.

Uniforms are an effective method of reducing unwanted behavior, she said, because the more formal clothing puts students in the right mind-set to learn.

"It's about dressing for success," said Ms. Moore, who said she wears the school uniform as a gesture of solidarity with her students. She has a selection of bright red blazers in her home closet.

Not one parent at Rogers Middle School has opted out of the plan this year, and a quick look around campus at the unbroken stream of red, white, and black shows that students are largely compliant. But there are some exceptions.

Last week, as Ms. Moore darted down the hall between classes, the former basketball coach was scanning the crowds.

"Tuck in that shirt," she called out to one disheveled teenager who was slouching against a locker. She looked disparagingly at another whose sweatshirt was clearly purple, not red.

In addition to choosing uniform colors, each of the district's schools is allowed to choose the fabric and style of dress. One elementary school requires its pupils to wear ties, and a few others prefer plaid, but most stuck with blue or black and white.

"This isn't a private, prep school, with a coat-of-arms and saddle shoes look," Mr. Van DerLaan said. "It's a little more California casual."

Generation Gap

A catalyst for adopting uniforms in Long Beach was parents' fears over students being attacked for inadvertently wearing a wrong color scarf or hat that might provoke rivalry among local gangs.

The district adopted a dress code more than a decade ago that prohibits gang-related attire, as well as caps, bandanas, baggy pants, and electronic pagers. But many felt the district had to take a more drastic approach.

When Judy Jacobs had two children attending Rogers Middle



School, she was among the organizers of the effort to bring uniforms to that school. She now has a child in a district elementary school and has remained enthusiastic about uniforms. "There are so few boundaries for kids these days, with the drug use and violence, so if we can give them some limits, that's good," she said.

The uniformity tends to bolster safety because it makes it easier to spot people who may not belong on campus, school leaders say.

Many who teach in areas where gangs are prevalent argue that students are safer walking to school when dressed in uniform.

"If gang members see one of our students in uniform, they'll leave them alone," as if they belong to a different clique, said Wilma Ferguson, who has been a gym teacher at Franklin Middle School here for 14 years.

But a large portion of the district's students aren't as upbeat as parents and teachers appear to be. And the older they get, the less they seem to like it—which may not bode well for talk in the district of expanding the uniform requirement to high schools.

"It's like we're all in jail," said Hector Gonzalez, a 7th grader at Rogers.

"It's totally bogus," said Gan Luong, an 8th grader at Franklin. "If you wear decent clothes, you shouldn't have to wear uniforms."

Alicia Nunez, also an 8th grader at Franklin, complained that the regimented attire stifles her creativity. "You come to school to get your education, not for them to tell you how to dress," the 14-year-old said as she strode across campus wearing a chocolate-brown T-shirt and jeans.

Legal Challenge

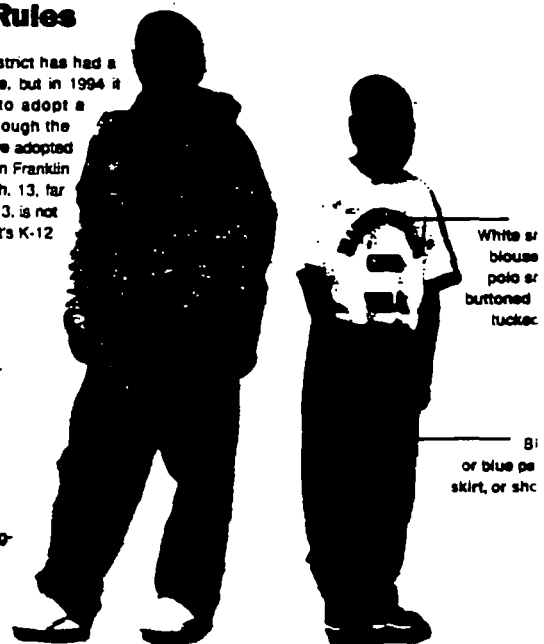
The U.S. Supreme Court hasn't directly addressed the question of

The Dressing Rules

The Long Beach, Calif., school district has had a dress code for more than a decade, but in 1994 it became the first in the nation to adopt a districtwide K-8 uniform policy. Though the uniforms can vary, most schools have adopted a version of the one pictured here on Franklin Middle School student Shawn Smith, 13, far right. His classmate, Donta Sandler, 13, is not in uniform but is following the district's K-12 dress code, detailed below:

- Students must be clean.
- No oversized or sagging clothing.
- No open-toed shoes or sandals.
- No jewelry that could cause injury.
- No beepers or pagers.
- No gang-related clothing.
- No hats, unless part of a school uniform or medically required.
- No sunglasses in class unless medically required.
- No bandanas, rags, gloves, or gang-related decorative articles.
- No visible gang-related tattoos.

SOURCE: Long Beach, Calif., School District



whether public schools can impose dress requirements on their students. Lower courts, however, have generally upheld school dress codes.

Last fall, in one of the first legal tests of a mandatory-uniform policy, an Arizona state judge upheld a Phoenix middle school's policy, even though it does not give students the right to opt out of the requirement.

Most public schools and districts offer a parent or guardian the opportunity to excuse a child from wearing a uniform. And most do not impose harsh penalties on students who are supposed to wear uniforms but don't.

"Schools generally feel they need to exercise latitude when they put

their foot down," said Gary Marx, a spokesman for the American Association of School Administrators in Arlington, Va.

The American Civil Liberties Union of Southern California, on behalf of a group of low-income families, filed a lawsuit in state court last October against the Long Beach Unified School District, claiming that the district's uniform policy is a financial burden on poor families. The ACLU also claimed that the district has violated state law by neglecting to adequately inform parents about their right to exempt their children from the program.

The law signed in 1994 by California Gov. Pete Wilson to allow state public schools to require uni-

forms also says that parents have a way to opt out of such requirements.

The ACLU lawyers say many parents can't afford the cost of uniforms. About 66 percent of the district's elementary and middle school students qualify for reduced-price lunches. The case is currently in mediation.

Hope Carradine, who is one of three of her five children in uniforms, said she had to ask family members to help pay for them. "I shop thrift and bulk, and you can't do the uniforms," she said.

Other Strategies

But district officials say parents can buy the es-

MORE



Since the Long Beach school system adopted its mandatory-uniform policy in 1994, it has recorded a significant drop in behavior problems and a marked rise in academic achievement. Top left and top right, students at Roosevelt Elementary School wear their matching outfits during their physical-education class. Under the policy, each school can choose its own colors and style of dress. Above, Shaquane Harrison, and Jennifer Conrad wear different versions of Franklin Middle School's approved T-shirts.

items—a white shirt and a pair of pants—for \$25 from several area stores. In addition, many schools sell sweatshirts or shorts for \$6 each. Many local charities also provide free uniforms, backpacks, and shoes to needy students.

And if parents find the costs too burdensome, Mr. Van DerLaan, the district spokesman, said, they can always opt out. A flier explaining this right was sent to parents nine months before any uniform policies became effective, he said.

Despite their commitment to the school-uniform policy, Long Beach officials don't view it as a panacea for discipline problems.

Other efforts, such as stepped-up parent involvement and additional conflict-resolution classes also

have contributed to the more peaceful climate on campuses, school leaders here say.

The district is continuing to evaluate the benefits of uniforms to determine whether last year's improved numbers for behavior were more than a blip on the screen.

And while some Long Beach students complain that the regulation dress is monotonous and dampens their personal style, many also see a positive side.

"The good thing is people judge you on your inner characteristics rather than what you wear," said Nick Duran, an 8th grader and the student-body president at Rogers Middle School. Plus, he said, it's easier to choose what to put on in the morning.

END

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**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
MANUAL ON SCHOOL UNIFORMS
JACKIE ROBINSON ELEMENTARY SCHOOL
LONG BEACH, CALIFORNIA
FEBRUARY 23, 1996**

[Acknowledgements: Carl Cohn, Superintendent of Long Beach Schools for introduction; Senator Boxer; Mayor Beverly O'Neill; Bill Ellis, Chief of Police; principals; students; parents; and friends...]

It's great to be back in California and in Long Beach. I came here today to applaud your creative efforts to take the threat of violence out of your schools and return your schools to their original purpose -- as safe havens of high quality education. In just two years, your ground-breaking school uniform program has made tremendous progress towards freeing teachers to focus only on the job of teaching and students to focus only on the job of learning. The rest of the nation can learn a lot from you are doing here.

The rebirth of the Long Beach schools reminds us that we live in an age of great possibility. More Americans, from all walks of life, will have more chances to build the future of their dreams than ever before. New technologies being taught in your schools are opening remarkable vistas of prosperity. A growing global marketplace is putting a premium on American ingenuity and skill.

We see evidence of this all around us even now. In the last three years we have cut the deficit nearly in half. We have the lowest combined rates of unemployment and inflation in 27 years. We have created almost 8 million new jobs. Homeownership is at a 15-year high. Right here in California, the unemployment rate has dropped from 9.4 percent to 7.7 percent. More than 290,000 new jobs have been added in the last three years, after a loss of 63,200 jobs during the previous four years. And new business incorporations in this state have increased 7 percent per year -- after decreasing 11 percent during the previous four years. So America and California are on the move.

Our leadership in the world is also strong, bringing new hope for peace from Haiti to the Middle East to Bosnia. But., perhaps most important, the American people are coming together again around our most fundamental values. The crime rate, the welfare and food stamp rolls, the poverty rate, and teen pregnancy are all down. The future for our children is brighter than it's ever been before.

But we also know that this new era is producing new pressures and stiff challenges for our people. While more of our citizens are living better, too many of them are working harder just to keep up. And they justifiably wonder if they and their children will be winners in the new age, or if they will be left behind.

After what I have seen today, I believe more strongly than ever that the answer to the

problems of those who are not yet benefiting from the information age is not to put up walls or turn around and go back -- it is to keep moving forward until every child and every family in every home, in every school can accomplish what you are accomplishing here.

So what we have to do now is look to the future. In my State of the Union address, I outlined what I believe are the seven great challenges facing America -- challenges we must face if we are to give all Americans a chance at the American Dream...a chance to make the most of their lives. Those challenges are: strengthening our families and giving our children better childhoods; building economic security for every single working family that is genuinely willing to work for it; fighting crime and drugs and gangs until crime is the exception, not the rule in America again; working to clean our environment while we grow our economy; maintaining our leadership for peace and freedom in the world; continuing to reform and reinvent our government so that it serves the American people better.

I think it is fair to say that none of these goals can be achieved unless we meet this final challenge: We must improve the quality of education for all Americans. Quality education is critical to America's future and the future of our children and families. But, we cannot educate our children in schools where weapons, gang violence and drugs threaten their safety. Most schools are safe. But we must have zero tolerance for violence in our schools. Every parent who sends a child to school in the morning has a right to expect the safety of that child on the way to school, throughout the school day, and on the way home. Every parent must know that their children are spending the day learning and teachers are spending the day teaching -- not breaking up fights or fighting for their lives. It is time to make every school the safest place in its community.

For the past three years, my Administration has been doing everything we can to make our schools as safe and excellent as they can be. And we are doing it through a partnership -- not big government. The most important lesson I have learned in three years as President is that we cannot solve the complex problems of the modern world unless we work together in the genuine spirit of community -- each of us doing our part. Businesses getting involved in their communities. Religious institutions bringing their teachings to life through service to the community. Parents loving their children and teaching them right from wrong. Schools providing the highest quality education and recognizing they cannot walk away from teaching values. And government, at every level, helping too -- not by trying to do more than it should, but by giving every citizen the tools and challenging them to take personal responsibility for making the most of their lives.

In partnership with you and school districts across this country, we are pursuing a comprehensive strategy for improving overall safety and quality in our schools. This includes keeping guns out of our schools with the help of the Gun Free Schools Act...keeping drugs out of our schools with the help of the Safe and Drug Free Schools initiative...tackling student drug use through our support of the Oregon school district's program for random drug testing of student athletes...getting tough on criminals by permitting the prosecution of hardened young criminals as adults...teaching our children

values, such as hard work, discipline, study and respect through the introduction of character education in our schools...and affirming to every school district in America that our schools are not religion-free zones. But we must do more. And states and local school districts must lead the way.

Following ABC reported to B-3 after, sent to the White House has received many inquiries and interest

In my State of the Union Address, I suggested that one step school districts might take in their efforts to fight crime and teach students good values and good citizenship is to require their students to wear school uniforms. Too often, we learn that the colors or insignia on some clothing worn at school are used to identify gang membership or instill fear among both teachers and students. Too often we have seen the tragic headlines screaming of the senseless death of a teenager who was killed for a pair of sneakers or jewelry or a designer jacket. In Detroit, a 15-year-old boy is shot for his \$86 basketball shoes. In Fort Lauderdale, a 15-year-old student is robbed of his jewelry. And just this past December in Oxen Hill, Maryland a 17-year-old honor student is killed at a bus stop -- caught in the crossfire during the robbery of another student's designer jacket. We cannot stand idly by while our children are being snatched from us by criminals who place more value on things than on a human life.

The Long Beach Unified School District is not standing idly by. Two years ago, you were the first school district in the nation to require elementary and middle school students to wear uniforms to class in an effort to deal with violence, truancy and other behavior problems. The results have been remarkable.

After the first year of the program, fights decreased 51 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent -- overall school crime dropped 36 percent. And you did this as a community -- together: the board of education voting to start a uniform program...parents supporting it...businesses and churches and civic organizations helping defray the cost for needy students...and students seizing the opportunity to take the spotlight off of crime and violence and shine it on the job of learning.

more parents

We need to support your efforts and make it easier for other school districts to do what you have done. As I said in the State of the Union, if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms. Maintaining safe and disciplined schools is an urgent priority in every local community. That's why today, I am signing a directive, instructing the Secretary of Education to distribute a new manual on School Uniforms to each of the nation's 16,000 school districts. Developed by the Department of Education in consultation with the Department of Justice, the manual provides a road map for the establishment of a school uniform policy and it provides a central source of information about successful programs that are making a difference across the nation.

got to take the best of what is working and sharing it with the rest of the country

Let me be clear: this is not a big government program. The decision whether to adopt a uniform policy is a local decision. What is right for one school district may not be right for another. The manual we are distributing is meant to give local parents, teachers

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and school officials the tools they need if they decide to make uniforms part of their overall efforts to promote school safety and discipline.

I know there are some who say these efforts are unproven; they want you to produce a sheaf of statistics to justify your efforts. And I know you will in time. But in the meantime, we have a duty to protect our children in school and if one child's life is saved, that's all the justification you need. One life saved is a huge statistic, and the only one that really matters. All over the country we are seeing that school uniforms are helping to deter school violence, promote discipline and foster a better learning environment. We should applaud parents, teachers and school leaders, like those here in Long Beach, who have taken courageous action to make our schools safe and free of gangs, drugs and violence.

School uniforms are not a panacea. They are simply one important tool that can be used to decrease violence, theft and intimidation, while inspiring a sense of pride among students. Parents are still the most important influence in the lives of their children. The lessons and values learned at home are still the most enduring. James Baldwin once said, "Children have never been very good at listening to their parents, but they have never failed to imitate them." So we have a responsibility to teach our children right from wrong and to be good role models. No matter what our children wear, if they are not wrapped in the love of a caring parent, they will never be properly dressed for success. up

Thank you and God bless you all.

when he spoke at hotel
(Jonathan)
New York - 1992
ending

**PRESIDENT WILLIAM JEFFERSON CLINTON
ROUNDTABLE ON SCHOOL UNIFORMS
JACKIE ROBINSON ACADEMY
LONG BEACH, CALIFORNIA
FEBRUARY 23, 1996**

[Acknowledgements: Carl Cohn, Superintendent of Schools; Mayor Beverly O'Neill; Alexis Ruiz-Alessi (UH-LESS-EE), Principal of Jackie Robinson Academy; Bobbie Smith, President, Board of Education; Bill Ellis, Chief of Police who is retiring after 30 years of service; Students: Charlene Higa; Melissa Machit (MOCK-IT); Parents: LaWanda Reynolds, Seth Greenberg; Shawn Ashley, Principal of Franklin Middle School; Joanne Stubbs, teacher]

- It's great to be back here in California. I was here in September to convene the leaders of California's high tech economy to discuss ways to bring the information superhighway to every classroom in this state.. I pleased to say that California is rising to the challenge I set forth in September. And on March 9, I will be back here to kick-off NetDay, the day when companies, unions, engineers, parents, and educators all over this state begin to wire California schools. More than 20 percent of your schools will be wired this year. I'm really looking forward to NetDay and I know many of you are too.
- But, I'm here today to hear what you have to say about another program that is moving your schools and your students forward. I appreciate this opportunity to learn more about your highly successful school uniform program.
- Quality education is critical to America's future and the future of our children and families. But, we cannot educate our children in schools where weapons, gang violence, and drugs threaten their safety. Every parent has a right to expect that when their child goes off to school in the morning, they will return home safe in the evening. And every parent has a right to expect that their children are spending the day learning and teachers are spending the day teaching.
- My Administration has been committed to making our schools as safe and excellent as they can be: Gun Free Schools; Safe and Drug Free Schools; random drug testing for student athletes; prosecuting hardened young criminals as adults; Family Partnership for Learning; character education; religious freedom.
- In State of the Union I suggested that one step local school districts might want to take to fight crime and teach values and discipline is to follow the example of Long Beach and require students to wear uniforms. As parents we've all read too many stories of children beaten up or even killed by criminals who were trying to steal a designer jacket or a pair of expensive basketball shoes. School uniforms are not a panacea -- they don't teach values. We still need parents and teachers for that. But, they can instill discipline and reduce crime.

- The program you put in place two years ago is working -- crime is down, learning is up here. Parental involvement is central to your success.
- We need to support your efforts and make it easier for other local school districts to do what you have done. That's why I have just signed a directive, instructing the Secretary of Education to distribute a new manual on School Uniforms to each of the nation's 16,000 school districts. The manual provides a road map for the establishment of a school uniform policy for schools who choose to start one. It also highlights successful programs that are working across the country -- including the program here in Long Beach.
- This is not Washington telling schools what to do. The decision whether to adopt a uniform policy is a local decision. The manual gives parents, teachers, and local officials the tools they need should they decide to start a uniform program.
- We know this is not a panacea. Parents and all of us have a role to play in teaching our children right from wrong and being good role models.
- I'm really here to listen to what you have to say. I want to know more about how your program is working and how we can support you. Thank you.

PRESIDENT WILLIAM JEFFERSON CLINTON
ROUNDTABLE ON SCHOOL UNIFORMS
JACKIE ROBINSON ACADEMY
LONG BEACH, CALIFORNIA
FEBRUARY 23, 1996

who is sitting today

[Acknowledgements: Carl Cohn, Superintendent of Schools; Mayor Beverly O'Neill; Senator Boxer; Alexis Ruiz-Alessi (UH-LESS-EE), Principal of Jackie Robinson Academy; Bobbie Smith, President, Board of Education; Bill Ellis, Chief of Police; Students: Charlene Higa; Melissa Machit; Parents: LaWanda Reynolds, Seth Greenberg, Samnang Nou (from Cambodia); Shawn Ashley, Principal, ~~Joanne~~ Joanne Stubbs, teacher]

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**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
MANUAL ON SCHOOL UNIFORMS
JACKIE ROBINSON ACADEMY
LONG BEACH, CALIFORNIA
FEBRUARY 23, 1996**

[Acknowledgements: Carl Cohn, Superintendent of Long Beach Schools for introduction; Members of Congress: Xavier Becerra (HAV-EE-ER BES-ERA); Matthew Martinez; Lucille Roybal-Allard; Esteban Torres; Secretary Federico Pena; L.A. County Supervisor, Gloria Molina; Mayor Beverly O'Neill; Bill Ellis, Chief of Police who is retiring after 30 years of service; Alexis Ruiz-Alessi (UH-LESS-EE), Principal of Jackie Robinson Academy; Bobbie Smith, President, Board of Education; and friends...]

It's great to be back in California and in Long Beach. I came here today to applaud your creative efforts to take the threat of violence out of your schools and return your schools to their original purpose -- as places of learning. In just two years, your ground-breaking school uniform program has made tremendous progress towards freeing teachers to focus only on the job of teaching and students to focus only on the job of learning. The rest of the nation can learn a lot from what you are doing here.

The renewed vitality of the Long Beach schools reminds us that we live in an age of great possibility. More Americans, from all walks of life, will have more chances to build the future of their dreams than ever before. New technologies being taught in your schools are opening remarkable vistas of prosperity. A growing global marketplace is putting a premium on American ingenuity and skill.

We see evidence of this all around us even now. In the last three years we have cut the deficit nearly in half. We have the lowest combined rates of unemployment and inflation in 27 years. We have created almost 8 million new jobs. Homeownership is at a 15-year high. Right here in California, the unemployment rate has dropped from 9.4 percent to 7.7 percent. More than 290,000 new jobs have been added in the last three years, after a loss of 63,200 jobs during the previous four years. And new business incorporations in this state have increased 7 percent per year -- after decreasing 11 percent during the previous four years. So America and California are on the move.

Our leadership in the world is also strong, bringing new hope for peace from Haiti to the Middle East to Bosnia. But, perhaps most important, the American people are coming together again around our most fundamental values. After years of spiraling out of control, the crime rate, the welfare and food stamp rolls, the poverty rate, and teen pregnancy are all down. The future for our children is brighter than it's ever been before.

But any full accounting requires us to look at the full picture. Even though we have created almost 8 million new jobs and unemployment is down significantly, people still feel economically insecure. Who would believe that we could bring the crime rate down, but

that violence among juveniles would go up? Who would believe that drug use could go down, but that casual drug use and rampant illegal cigarette smoking among juveniles would go up? How could things be so good on the one hand and we still have all these troubling signs on the other?

The reason is that we are undergoing a period of profound change. We are moving from an era when people mostly made their livings from factories to an era dominated by information and technology. And this great uprooting has created an enormous age of possibility for the American people. The young people in this audience will have an opportunity to do more things to live out their dreams than any generation of Americans in history. But, whenever things change this much, there is bound to be uncertainty, people who worry about whether they will be a part of that future.

The only way we will move forward in this time of change is together, as one America. The most important lesson I have learned in three years as President is that we cannot solve the complex problems of the modern world unless we work together in the genuine spirit of community -- each of us doing our part. The great lesson of American democracy is that when we are together we are never defeated, and when we are divided we defeat ourselves.

So what we have to do now is look to the future. In my State of the Union address, I outlined what I believe are the seven great challenges facing America -- challenges we must face if we are to give all Americans a chance at the American Dream...a chance to make the most of their lives. Those challenges are: strengthening our families and giving our children better childhoods; building economic security for every single working family that is genuinely willing to work for it; fighting crime and drugs and gangs until people feel safe enough to sit on their front steps and unlock their doors; working to clean our environment while we grow our economy; maintaining our leadership for peace and freedom in the world; continuing to reform and reinvent our government so that it serves the American people better.

I think it is fair to say that none of these goals can be achieved unless we meet this final challenge: We must improve the quality of education for all Americans. Quality education is critical to America's future and the future of our children and families. But, we cannot educate our children in schools where weapons, gang violence and drugs threaten their safety. Most schools are safe. But we must have zero tolerance for violence in our schools. Every parent who walks a child to the bus stop and waves goodbye in the morning, should not have to wonder if that child will return home safely when the last bell rings. We, as parents, have a right to expect that our children will be safe in school. We, as parents, have a right to expect that our children are spending the day learning and teachers are spending the day teaching.

In partnership with you and school districts across this country, we are pursuing a comprehensive strategy for improving overall safety and quality in our schools. We are

keeping guns out of our schools with the help of the Gun Free Schools Act. We are educating our children about the dangers of drugs with the help of the Safe and Drug Free Schools initiative. We are tackling student drug use through our support of random drug testing of student athletes. We are getting tough on criminals by permitting the prosecution of hardened young criminals as adults. We are promoting greater parental involvement through the Department of Education's Family Partnership for Learning initiative. We are teaching our children the values of hard work, discipline, study and respect through the introduction of character education in our schools. And we are affirming to every school district in America that our schools are not religion-free zones. But we must do more. And states and local school districts must lead the way.

In my State of the Union Address, I suggested that one step school districts might take in their efforts to fight crime and teach students good values and discipline is to follow the example of Long Beach and other local school districts and require their students to wear school uniforms. Too often, we have seen the tragic headlines screaming of the senseless death of a teenager who was killed for a pair of sneakers or jewelry or a designer jacket. In Detroit, a 15-year-old boy is shot for his \$86 basketball shoes. In Fort Lauderdale, a 15-year-old student is robbed of his jewelry. And just this past December in Oxon Hill, Maryland a 17-year-old honor student is killed at a bus stop -- caught in the crossfire during the robbery of another student's designer jacket. As parents, who among us has not been wrenched by these stories of lost innocence and wasted youth. We cannot stand idly by while our children are being snatched from us by criminals who place more value on material things than on a human life.

The Long Beach Unified School District and the parents here are not standing idly by. Two years ago, you were the first school district in the nation to require elementary and middle school students to wear uniforms to class in an effort to deal with violence, truancy and other disturbances. Parental support for the program has been central to this effort. The results have been remarkable.

After the first year of the program, fights decreased 51 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent -- overall school crime dropped 36 percent. And you did this as a community -- together: the board of education voting to start a uniform program...parents actively supporting it...businesses and churches and civic organizations helping defray the cost for needy students...and students seizing the opportunity to take the spotlight off of crime and violence and shine it on the job of learning.

We need to support your efforts and make it easier for other local school districts and parents to do what you have done. As I said in the State of the Union, if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms.

After I mentioned this in the State of the Union, we were deluged with calls from

around the country asking how to start school uniform programs. In order to support the efforts of parents, teachers and local school districts, we took on the job of finding out what was working so we could share it with others across the nation. And I have just signed a directive, instructing the Secretary of Education to distribute a new manual on School Uniforms to each of the nation's 16,000 school districts. Developed by the Department of Education in consultation with the Department of Justice, the manual provides a road map for the establishment of a school uniform policy for schools that want to use this tool. It also provides a central source of information about successful programs that are making a difference across the nation.

Let me be clear: this is not big government. This is not Washington telling schools what to do. The decision whether to adopt a uniform policy as a tool in an overall program to promote school safety and discipline is a local decision to be made by parents, teachers and local schools.

In closing, let me say that I am proud of what you have done here to nourish your children and create safe schools. Washington has a role to play, but you are the people who are leading the way. Nothing we do in Washington will ever replace the power of a parent's love. And we all know that the best teacher for a child has always been a loving parent. You have never forgotten that. And it is making a difference.

We have made a lot of progress, but there is still much more to do. Four years ago, I met a man in New York hotel who was a waiter at one of my campaign dinners. He was an immigrant, with a 10-year-old son. That night he said to me, "Where I came from, we were very poor, and we're much better off here economically. But where we live, we are not free." He said, "We have a park across the street from our apartment, but my boy can't play in the park unless I go with him. We have a school down the street from our apartment, but my boy can't walk to school unless I go with him." So, he said to me, "If I vote for you, will you make my boy free?"

Last week, I saw that man again. His name is Demetrius. And I said, "Your son is about 14 now?" "Yes." "How's he doing?" "Fine." And I asked him did he have a message for me. He said, "Yes. Keep fighting for the working people, it's still tough out there."

You are showing America that things can get better, if we all fight the good fight together.

Thank you and God bless you all.

But any full accounting, my fellow Americans, would require us to look at the full picture. Isn't it perplexing that we could have almost 8 million new jobs, that your unemployment rate could be cut by more than half, and that people could still feel economic insecurity. Why is that? Who would have believed we could have this many more jobs and more than half the American people would still be working harder without a raise? Who would believe we could generate this many more jobs and still the great companies of America would be downsizing -- their stock price goes up, but their middle-aged middle managers trying to send their kids to school go on, and what happens to them?

Who would believe that we could bring the crime rate down, but that violence among juveniles would go up? Who would believe that drug use could go down, but that casual drug use and rampant illegal cigarette smoking among juveniles would go up? What explains this? How could things be so good on the one hand and still have these troubling elements?

MORE

Look at the rest of the world. Everybody ought to know that peace is better than war, that economic competition is better than terrorism. But here we are on the brink of a new peace in the Middle East and my friend, the Prime Minister, is murdered. Here we are on the brink of a new peace in Ireland and, foolishly, the peace is broken by a bomb. Here we are on the brink of making our people safer than ever before, but we know that none of us are free from terrorism generated at home and abroad.

So we are moving in the right direction, but there are challenges we have to face. How did this happen? It is happening because I see now more clearly even than I did when I came here four years ago that we are going through a period of change more profound than anything the American people have experienced in 100 years. About 100 years ago, we moved from mostly being people who lived in rural areas to mostly living in towns and cities. We moved from being people who mostly made their living on farms to being people who mostly made a living from factories and the economic opportunities that factories generated.

Today we are moving from people who mostly make a living based on information and technology; we are moving into a period where, no matter where people live, they operate all over the world because of technology and computers. We are moving to a period where we sell things, our goods, our services, and our money throughout the world.

And this great uprooting has created an enormous age of possibility for the American people. The young people in this audience will have an opportunity to do more things to live out their dreams than any generation of Americans ever has. But whenever things change this much there is bound to be dislocation, uncertainty, people who worry about whether they will be a part of that future. And whenever that happens, it is our common responsibility as Americans to make sure, as I said four years ago, that everybody who will work for it has access to the American Dream, that we do it together and that we continue to be the great beacon of hope and freedom and peace that this country was meant to be. That is our mission, and we still have to fulfill it. (Applause.)

And in the State of the Union address I said that the most important lesson I have learned in three years as President is something I knew when I took office, but something I now feel in my bones and the very fiber of my being. And that is, when we are together we are never defeated, and when we are divided we defeat ourselves. We have to go forward together. We have to work these issues through together. We have to seize these opportunities together. We have to face these challenges together.

That is what the balanced budget debate is all about. I hate these big deficits. We cut the deficit in half in three years. We do have to finish the job, but we have to do it together, which means we have to honor our responsibilities to our parents and to our children through Medicare and Medicaid; to the future through investments in education and the environment. We have to remember that all among us deserve a chance at the present, and all among us deserve to have our children have the kind of future they deserve. That is how we must balance the budget. (Applause.)

And let me just say that I told you here in this county four years ago that I did not believe that government had the answer to all the problems, that I was not a Democrat who favored big government bureaucracies. Look at the record. The United States government is 205,000 employees smaller today than it was the day I took the oath of office. It's the smallest it's

MORE

been in 30 years. At the end of this year, it will be the smallest it's been since John Kennedy was the President of the United States of America. (Applause.)

We are getting rid of unneeded regulations and unneeded programs and unneeded bureaucracies. But just because we don't need a big government doesn't mean we need a weak one. Just because we don't need a big government to solve all of our problems doesn't mean we can go back to a time when Americans were left to fend for themselves, when people were told "you're on your own." We have to do this together.

And if you look at the challenges we faced in moving to the 21st century and meeting our mission of guaranteeing the American Dream for all and maintaining our leadership and bringing the American people together, you can see it. What are those challenges?

One, we have to strengthen our families and give all children a childhood. Yes, it begins with parents. But it also includes things like having the American national government help as we did last week when the telecommunications bill gave parents the V-chip so they can decide whether their children should see this mindless violence on television. (Applause.)

We have to make sure we educate everyone for the 21st century. Yes, it begins with parents and teachers and local schools. But we need a national effort to see that all of our classrooms and all of our libraries are hooked up to the Information Superhighway by the year 2000. (Applause.)

And we need -- it is in the nation's interest to see that every child who wants to go on to college can do it with a scholarship, with a loan, and, I believe, with a tax deduction for college tuition for the parents. (Applause.)

We have to see -- we cannot ask parents to wait for their children to achieve economic security. If people are out there working hard, they deserve to be able to raise their children and have a stable, secure life.

And, yes, it begins with people's willingness to work and to learn and to acquire new skills, but it is legitimate for the government to say, we're going to give all working families access to health care. And there is a bill that would prevent -- (applause) -- there is a bill before the Congress today, before the Senate, that would say insurance companies can't cut you off when you change jobs; insurance companies can't cut you off if someone in your family gets sick. That's what insurance is for.

It is a simple bill. It has 45 Democratic and Republican cosponsors. It's been voted out of the committee

unanimously. But because the insurance lobby is holding it up, we cannot bring it to the floor vote. It is out of the committee. It will pass. It should pass the Senate. It should pass the House. It is an American bill. It's in America's interest. We ought to do it for the people of the United States. (Applause.)

Yes, people have to take care of themselves, but we ought not to let our government once again go back to the time when companies could raid their workers' pension funds. Instead, it should be easier for small businesses to take out pensions for their employees and for themselves. (Applause.)

Yes, people ought to have to get retraining if they need it, but we ought to make it easier. I have asked the Congress to get rid of dozens and dozens of these training programs and create a pool -- and create a G.I. Bill for America's workers. Just give a simple training voucher to

MORE

THE WHITE HOUSE

Office of the Press Secretary
(New York, New York)

For Immediate Release

February 15, 1996

REMARKS BY THE PRESIDENT
ON EDUCATION TECHNOLOGY INITIATIVE

St. Michael's School
Union City, New Jersey

11:30 A.M. EST

THE PRESIDENT: Thank you very much. Mr. Vice President, thank you for that introduction and for your leadership to advance the technological revolution in America and especially to bring its benefits to all of our children. Thank you, Mr. Mayor; Superintendent Highton; Senator Lautenberg; Congressman Menendez, Secretary of Education Klagholz; Bob Fazio, the principal of this fine high school -- (applause) -- I'm glad he's not running for President this year. (Laughter and applause.)

Jim Cullen, the vice chairman of Bell Atlantic, thank you so much for everything you have done to make this school district a success, and the work you have done throughout this state and throughout your area of service. To the folks at Bergen Academy, and Secretary Riley and to others joining us on the Information Superhighway, including students from 65 schools in three counties, and I believe Congressman Torricelli is out there in cyberspace somewhere. It's nice to have all of you with us. And let me say a special word of thanks to the parents, the teachers and the students of this school and the Bergen Academy who joined us today to talk about what all this means to our children and our future. And let me ask us all to give a special word of recognition to the two students who just spoke, who must have been somewhat nervous, but did not betray it, Marlon Grenados and Tonya Nagahwatte, they did a great job. (Applause.)

I've very glad to be back in New Jersey and in Union City. All of you know that the Vice President and I came here today because this school system is undergoing a remarkable transformation. I want the rest of the country to know about it, and I want everybody in the country to be able to emulate it. Let me begin by acknowledging the contributions of Congressman Bob Menendez, who was formerly mayor here, a true native son of Union City -- (applause) -- a sponsor of the New Jersey Telecommunications Act in 1991 that set the stage for the remarkable events we are celebrating today.

The rebirth of Union City and your schools reminds us that we do live in an age of great possibility if people are willing to work together to make the most of it. More Americans from all walks of life will have more chances to live up to their dreams than at any time in our nation's history. New technologies are opening prospects for vast new areas of human activity that will bring prosperity. A growing global marketplace is putting a premium on the kind of ingenuity and skills Americans can contribute to the present and the future.

But, let's face it. We also know that this new era is a time of great new challenges, putting new pressures on families that are not particularly well equipped to deal with it. More and more of our citizens are living better, but more and more of our families are working harder and harder just to keep up. They justifiably wonder if they and their children will be winners in this new age, or if they will be left behind in some downsizing or in some job in which they never get a raise.

After what I have seen today, I believe more strongly than ever before the answer to the problems of those who are not yet benefitting from the Information Age is not to try to put walls up or turn around and go back, it is to keep going forward until every child and every family in every home, in every workplace can see what we are seeing here today. (Applause.)

You know, in the State of the Union address, I talked about the importance of the budget discussions we have been having in Washington for the last year, the need to finish the work of balancing the budget but to do it in a way that recognizes our obligations to our future through investments in education and environmental protection, and that recognized our obligations to our families and to our larger American family, including those who through no fault of their own need help from all of us and that's why we ought to preserve the Medicare and Medicaid programs. (Applause.)

But I also said there, and I would like to reiterate here, I believe there is a broad bipartisan consensus in this country to continue the work until we have eliminated this permanent deficit, until we are living within our means, until we are committed, all of us, in living on a balanced budget.

So what we have to do now is look to the future. In that address, I outlined what I believe are the seven great challenges facing America if we want all Americans to have a chance at the American Dream, and if we want to grow together, not be driven apart. We must build stronger families and better childhoods. We must have better education. (Applause.)

We must make sure all of our children -- every single one of them -- has access to the educational opportunities of the present and the future. We must build economic security for every single working family genuinely willing to work for it to hook into

literate, to connect every classroom and library in our country by the dawn of the 21st century, which is just a few years away, to connect them with quality computers, trained teachers, creative software. We must do everywhere what you have done here.

We are making real progress. We are bringing companies and volunteers together in California to wire 20 percent of those schools this year alone. And the Vice President and I are going out there in a few days to celebrate that. And in the telecommunications bill which I signed last week, there is a requirement for companies to provide a discount for connecting all of our classrooms and libraries to the Information Superhighway. And I thank the people in Congress who unanimously -- almost unanimously -- passed that bill, and the industries that supported it. We must all continue to do our part.

But our national government must do its part, too. Consistent with the recommendations of the National Information Infrastructure Advisory Committee, which I appointed and which recently issued its last reports full of communications executives and others expert in communication around our country, I am today announcing a major initiative to energize our people to work to fulfill that mission even more quickly. I am proposing in my present budget, paid for in the balanced budget, a \$2 billion technology literacy challenge that will put the future at the fingertips of every child in every classroom in America. (Applause.)

The two members of Congress here present are in a unique position to support this endeavor -- Senator Lautenberg, because before he became a senator, he was in the information business, and he saw the possibilities of computers, and he knows it should be used to do more than make successful businesses, it should make successful students; and Congressman Menendez because of what he has done with you here.

Together, working with like-minded Democrats and Republicans, we can make this America's cause. We can do this. We can have computers in every classroom. We can have all students eager to learn. We can have the face of every, single child light up, and we can know that down deep inside every child can believe again that he or she -- no matter what their background, no matter what their economic challenges -- can fulfill the mission that they have the capacity to fulfill. We can do this. We can do it together and I believe we will. (Applause.)

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

END

12:50 P.M. EST

supermarket, at the check-out counter, in video arcades, in their homes. You know, to them it's all second nature. I'd venture to say that at least half the adults in this room have learned more about computers from their kids than from any other source.

But it's a real misfortune that not every schoolroom in America has the computers we celebrate today here and at the Bergen Academy. That is wrong. And that's why I have issued this challenge to our nation to form a national partnership to make sure every young American has access to the future through the Information Superhighway.

When I was young, I thought the future was there for every American who would work for it. It turned out to be true for my generation. It will be true for this generation, too, and it will be a bigger, brighter, broader future, but only if we bring the benefits of the information revolution to every single one of them. (Applause.)

Bob Menendez talked about the achievements of this school district. But think about it. Not so long ago the school system was on the brink of a state takeover under New Jersey's law that, actually, has a lot to recommend it, saying that if students aren't learning, the state should have a right to move in. But you rescued it. And you did it the way we have to meet our challenges -- everybody working together, everyone doing their part, the Board of Education voting to modernize, Bell Atlantic making all the contributions it made linking up the schools, the state of New Jersey helping with its resources, teachers and experts writing a new curriculum, parents actually coming here for weekend training taught by a teacher and her students, parents who now can work with their children at home on the computer. And the students have taken this opportunity and this responsibility. They feel empowered, and they know it makes learning more fun.

You know that with the computers in the classroom and at home, linked together, homework is being done in a new way; classrooms, lessons take on a new life; parents and teachers can keep in touch by e-mail. Test scores have gone up and truancy and dropout rates have gone down. In the words of the Vice President, that he coined four years ago: everything that should be up is up and everything that should be down is down, and that's the way it ought to be all over America. (Applause.)

We're not just talking about an option that it would be nice for schools to have. Over 130 recent academic studies have shown clearly that the use of technology and support of instruction has led to higher achievement and language and art and math and social studies and, of course, in science. We have dramatic proof of the power of technology to expand opportunity for our young people. We have to harness that power and spread it throughout this country.

In the State of the Union, I called on Americans to join in this national mission to make every child technologically

We have worked hard to expand Head Start, to implement the Goals 2000 program, which gives to states and school districts the ability to advance toward high national standards through grass roots reform, like public school choice or even letting teachers start their own public schools; or doing things like you have done here that can't be done everywhere in the beginning. We have worked to create a network of School-to-Work programs to help young people who don't go on to college immediately to at least find good jobs and to continue their education when they leave high school. We have set challenges to schools to recognize that they must impart the basic values that keep our society together, through character education and teaching good values and good citizenship.

All these things we have done. We have expanded Pell Grants and created a new direct lending program that makes it easier for young people to borrow money for college and easier for them to repay it. Our AmeriCorps program is now giving 25,000 young Americans a chance to work in their communities to solve problems at the grass roots and earn money for college.

But we have to do more. In the State of the Union I proposed giving \$1,000 merit scholarship to the top five percent of every high school graduating class, to expand work study to include a million students so more people can work their way through college. (Applause.) And if we are going to cut taxes, what better way to do it than to give a tax deduction of up to \$10,000 to every American family for the cost of college tuition. That would be a good way to cut taxes. (Applause.)

But we know that none of these things will work until we bring the information and technology revolution into every school; and through the schools, into the homes of every school student in the United States of America. You heard the Vice President say he was in Philadelphia yesterday to celebrate the birthday of ENIAC, the first computer. He was too delicate to say it's 50 years old this year, and it was born in the same year I was. (Laughter.) The computer and I this year will become eligible to join the American Association of Retired Persons. (Laughter and applause.) I don't know about the computer, but I hope I don't quite qualify this year. (Laughter.)

Let me just say, when I was the age of the students here -- let me just give you some examples of what has happened in this 50 years. When I was the age of the students that we met with today, the big technological breakthroughs were technicolor movies and stereo music. I can remember when 3-D movies came out and you got to wear little glasses to look at the movies and we really thought that was hot stuff, that we had to put glasses on to see movies that looked like real people. I remember when color televisions and cellular telephones and computers that could fit on somebody's desk were science fiction; nobody could even imagine it.

For our young people today that all seems like ancient history, not science fiction. They interact with computers at the

that future so that they will not be left behind. We must continue the fight to make our streets safer until crime in America is once again the exception, not the rule. We must work to clean up our environment while we grow our economy and forever dispose of the myth that you cannot have a strong economy unless you are destroying your environment. We cannot afford any more of the luxury of pretending that that is true. (Applause.)

We must continue to work to lead the world toward a direction that is more peaceful and free. And, finally, our government must be one that serves and works and earns your trust, instead of your distrust.

I think it is fair to say that none of those goals can be achieved unless we are successful in improving the quality of education for all Americans. We will do this through a partnership, not through big government. The high-tech Information Age means that all large bureaucracies will be restructured, that more decisions will be pushed down to the grass roots, that people will be able to make more decisions for themselves.

But we dare not go back to an era when all of our people were left to fend for themselves. We have to go forward together, with teamwork, just the way Union City has gone forward together, with teamwork to have this remarkable educational achievement we celebrate today. (Applause.)

I thank Congressman Menendez for what he said and echoing the title of the First Lady's book, which I'm pretty proud of. (Applause.) He is right, it does take a whole village to raise and educate our children. And it takes all of us to meet all these common challenges.

That's what Union City is an example of. That's why we wanted to come here today. I loved looking into the eyes of young people in the meeting which we just came from and hearing one of them say, you know, the thing about this technology is we can all achieve. It doesn't matter whether we're the richest family in the state or not. It doesn't matter what our background is. It doesn't matter if our parents came here just a few years ago. This is the great equalizer. We can have high standards and high expectations and we can all make it if we work together. That is the message America needs to heed today. (Applause.)

For three years, working with our distinguished Education Secretary, Dick Riley. who may not be a cheerleader in his next life -- (laughter) -- but has been a terrific cheerleader for America's children for the last three years and, indeed, even before. We have worked on a simple strategy for education. We believe in high standards. We believe in high expectations. We believe in high levels of opportunity. We believe in high technology. And we believe the doors of college should be open to every single American citizen. (Applause.)

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
MANUAL ON SCHOOL UNIFORMS
JACKIE ROBINSON ELEMENTARY SCHOOL
LONG BEACH, CALIFORNIA
FEBRUARY 23, 1996**

[Acknowledgements:

It's great to be back in California and in Long Beach. I came here today to applaud your creative efforts to take the threat of violence out of your schools and return them to their original purpose -- as safe havens of high quality education. In just two years, your ground-breaking school uniform program has made tremendous progress towards freeing teachers to focus only on the job of teaching and students to focus only on the job of learning. The rest of the nation can learn a lot from you are doing here.

The rebirth of the Long Beach schools reminds us that we live in an age of great possibility. More Americans, from all walks of life, will have more chances to build the future of their dreams than ever before. New technologies being taught in your schools are opening remarkable vistas of prosperity. A growing global marketplace is putting a premium on American ingenuity and skill.

But we also know that this new era is producing new pressures and stiff challenges for our people. While more of our citizens are living better, too many of them are working harder just to keep up. And they justifiably wonder if they and their children will be winners in the new age, or if they will be left behind.

After what I have seen today, I believe more strongly than ever that the answer to the problems of those who are not yet benefiting from the information age is not to put up walls or turn around and go back -- it is to keep moving forward until every child and every family in every home, in every school can accomplish what you are accomplishing here.

In my State of the Union, I talked about the need to finish the budget discussions we've been having in Washington for the last year -- the need to finish the work of balancing the budget but to do it in a way that recognizes our obligations to our future through investments in education, environmental protection, and health care. I believe we must never forget the obligations we owe to our families and our larger American family, including those who through no fault of their own need help from all of us. That's why we fought to preserve Medicare and Medicaid.

But I also said that there is a broad bipartisan consensus in this country to continue our work until we have eliminated this permanent deficit...until we are living within our means...until we are committed, once and for all, to living on a balanced budget. We all agree we must do this.

So what we have to do now is look to the future. In that address, I outlined what I believe are the seven great challenges facing America -- challenges we must face if we are to give all Americans a chance at the American Dream...a chance to make the most of their lives. Those challenges are: strengthening our families and giving our children better childhoods; building economic security for every single working family that is genuinely willing to work for it; fighting crime and drugs and gangs until crime is the exception, not the rule in America again; working to clean our environment while we grow our economy; maintaining our leadership for peace and freedom in the world; continuing to reform and reinvent our government so that it serves the American people better.

this I think it is fair to say that none of these goals can be achieved unless we meet the final challenge. ~~I set forth.~~ We must improve the quality of education for all Americans. Quality education is critical to America's future and the future of our children and families. But, we cannot educate our children in schools where weapons, gang violence and drugs threaten their safety. ~~We must do everything possible to restore rock-solid security to the learning environment.~~ Most schools are safe. But we must have zero tolerance for violence in our schools. Every parent who sends a child to school in the morning has a right to expect the safety of that child on the way to school, throughout the school day, and on the way home. Every parent must know that their children are spending the day learning and ~~their~~ teachers are spending the day teaching -- not being distracted by disciplinary problems or paralyzed by fear. *...breaking up fights or fighting for their lives* It is time to make every school the safest place in its community.

For the past three years, my Administration has been doing everything we can to make our schools as safe and excellent as they can be. And we are doing it through a partnership -- not big government. The most important lesson I have learned in three years as President is that we cannot solve the complex problems of the modern world unless we work together in the genuine spirit of community -- each of us doing our part. Businesses getting involved in their communities. Religious institutions bringing their teachings to life through service to the community. Parents loving their children and teaching them right from wrong. Schools providing the highest quality education and recognizing they cannot walk away from teaching values. And government, at every level, helping too -- not by trying to do more than it should, but by giving every citizen the tools and challenging them to take personal responsibility for making the most of their lives.

with the help of In partnership with you and school districts across this country, we are pursuing a comprehensive strategy for improving ~~overall~~ safety and quality in our schools. This includes keeping guns out of our schools ~~through~~ the Gun Free Schools Act...keeping drugs out of our schools through the Safe and Drug Free Schools initiative...tackling student drug use through our support of the Oregon school district's program for random drug testing of student athletes...~~getting tough on criminals through provisions in the Crime Act designed to decrease violent crimes by our youth and permit the prosecution of hardened young criminals as adults...teaching our children values, such as hard work, discipline, study and respect through the introduction of character education in our schools...and affirming that our schools are not religion-free zones through our distribution to every school district in the~~ *to every school district in the*

with the help of

~~country, a manual on religion in public schools.~~ But we must do more. And states and local school districts must lead the way.

In my State of the Union Address, I suggested that one step school districts might take in their efforts to fight crime and teach students good values and good citizenship is to require their students to wear school uniforms. Too often, we learn that some clothing worn at school, ~~bearing special colors or insignias~~, are used to identify gang membership or instill fear among both teachers and students. Too often we have seen the tragic headlines screaming of the senseless death of a teenager who was killed for a pair of ~~basketball shoes~~ or jewelry or a designer jacket. In Detroit, a 15-year-old boy ~~was~~ shot for his \$86 basketball shoes. In Fort Lauderdale, a 15-year-old student is robbed of his jewelry. And just this past December in Oxen Hill, Maryland a 17-year-old honor student ~~was~~ killed at a bus stop -- caught in the crossfire during the robbery of another student's designer jacket. We cannot stand idly by while our children ~~are being terrorized and killed over coats and shoes.~~

~~by criminals who place a value on them and~~ The Long Beach Unified School District is not standing idly by. Two years ago, you were the first school district in the nation to require elementary and middle school students to wear uniforms to class in an effort to deal with violence, truancy and other behavior problems. The results have been remarkable.

After the first year of the program, fights decreased 51 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent -- overall school crime dropped 36 percent. And you did this as a community -- together: the board of education voting to start a uniform program...parents supporting it...businesses and churches and civic organizations helping defray the cost for needy students...and students seizing the opportunity to reduce tensions and violence and concentrate more on the job of learning.

We need to support your efforts and make it easier for other school districts to do what you have done. As I said in the State of the Union, if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms. Maintaining safe and disciplined schools is an urgent priority in every local community. That's why today, I am signing a directive, instructing the Secretary of Education to distribute a new manual on School Uniforms to each of the nation's 16,000 school districts. Developed by the Department of Education in consultation with the Department of Justice, the manual provides a road map for the establishment of a school uniform policy and it provides a central source of information about successful programs that are making a difference across the nation.

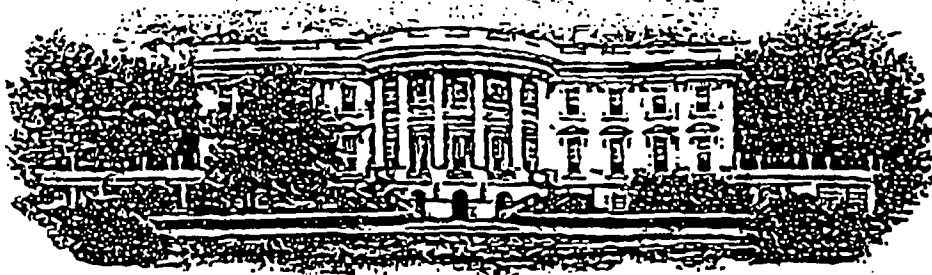
Let me be clear: this is not a big government program. The decision whether to adopt a uniform policy is a local decision. What is right for one school district may not be right for another. The manual we are distributing is meant to give local parents, teachers and school officials the tools they need if they decide to make uniforms part of their overall efforts to promote school safety and discipline.

and I know you will in time in the meantime
I know there are some who say these efforts are unproven; they want you to produce a sheaf of statistics to justify your efforts. But, we have a duty to protect our children in school and if one child's life is saved, that's all the justification you need. One child saved is the only statistic that matters. All over the country we are seeing that school uniforms are helping to deter school violence, promote discipline and foster a better learning environment. We should applaud parents, teachers and school leaders, like those here in Long Beach, who have taken courageous action to make our schools safe and free of gangs, drugs and violence.

among students. inspiring
School uniforms are not a panacea. They are simply one important tool that can be used to decrease violence, theft and intimidation, while ~~instilling students with~~ *inspiring* a sense of pride ~~and seriousness about their education~~. Parents are still the most important influence in the lives of their children. The lessons and values learned at home are still the most enduring. James Baldwin once said, "Children have never been very good at listening to their parents, but they have never failed to imitate them." So we have a responsibility to teach our children right from wrong and to be good role models. No matter what our children wear, if they are not wrapped in the love of a caring parent then they are not properly dressed for success.

Thank you and God bless you all.

*Superintendent
intro*



FAX COVER SHEET

White House Press Office

Date: 2/22

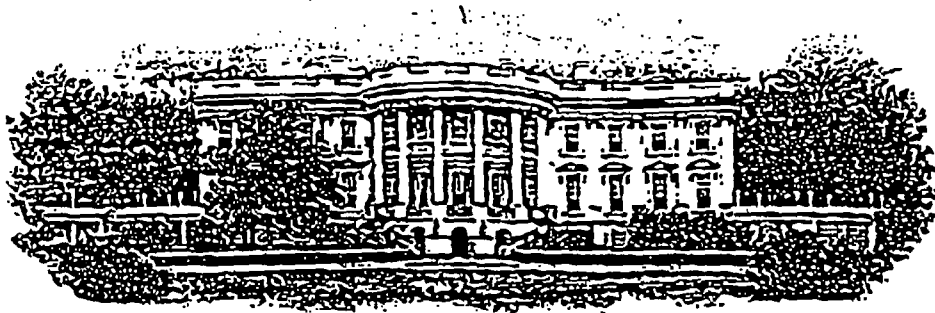
Number of Pages (w/cover) 2

To: Terry

From: Christa

FAX Number: 65709

Comments: hope this is helpful



FAX COVER SHEET

White House Press Office

Date: 2/22

Number of Pages (w/cover) 2

To: Terry Edmonds

From: Christa Robinson

FAX Number: 6-5709

Comments: _____

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Fr 2/23	pm	CA	Long Beach - C17	Tony
	pm	CA	Tape Radio	
	pm	CA	Los Angeles - Dinner	??
	pm	CA	Radio Address	
Sa 2/24	am	CA	School Uniforms R-table	Terry
	am	CA	School Uniforms	Terry
	pm	WA	Worker Retraining R-t	Gabrielle
	pm	WA	Shoreline Comm Coll	David
Su 2/25	pm	WH	ME Caucus Conf Call	
Mo 2/26	am	WH	Videos	
	pm	WH	Atlanta Braves	
We 2/27			Event TBD	
	pm		DCCC Dinner	
Th 2/29		WH	Network Executives	

DRAFT

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
MANUAL ON SCHOOL UNIFORMS
JACKIE ROBINSON ELEMENTARY SCHOOL
LONG BEACH, CALIFORNIA
FEBRUARY 23, 1996**

[Acknowledgements: Carl Cohn, Superintendent of Long Beach Schools for introduction; Senator Boxer; Mayor Beverly O'Neill; Bill Ellis, Chief of Police; principals; students; parents; and friends...]

It's great to be back in California and in Long Beach. I came here today to applaud your creative efforts to take the threat of violence out of your schools and return your schools to their original purpose -- as safe havens of high quality education. In just two years, your ground-breaking school uniform program has made tremendous progress towards freeing teachers to focus only on the job of teaching and students to focus only on the job of learning. The rest of the nation can learn a lot from you are doing here.

The rebirth of the Long Beach schools reminds us that we live in an age of great possibility. More Americans, from all walks of life, will have more chances to build the future of their dreams than ever before. New technologies being taught in your schools are opening remarkable vistas of prosperity. A growing global marketplace is putting a premium on American ingenuity and skill.

We see evidence of this all around us even now. In the last three years we have cut the deficit nearly in half. We have the lowest combined rates of unemployment and inflation in 27 years. We have created almost 8 million new jobs. Homeownership is at a 15-year high. Right here in California, the unemployment rate has dropped from 9.4 percent to 7.7 percent. More than 290,000 new jobs have been added in the last three years, after a loss of 63,200 jobs during the previous four years. And new business incorporations in this state have increased 7 percent per year -- after decreasing 11 percent during the previous four years. So America and California are on the move.

Our leadership in the world is also strong, bringing new hope for peace from Haiti to the Middle East to Bosnia. But., perhaps most important, the American people are coming together again around our most fundamental values. The crime rate, the welfare and food stamp rolls, the poverty rate, and teen pregnancy are all down. The future for our children is brighter than it's ever been before.

But we also know that this new era is producing new pressures and stiff challenges for our people. While more of our citizens are living better, too many of them are working harder just to keep up. And they justifiably wonder if they and their children will be winners in the new age, or if they will be left behind.

After what I have seen today, I believe more strongly than ever that the answer to the

problems of those who are not yet benefiting from the information age is not to put up walls or turn around and go back -- it is to keep moving forward until every child and every family in every home, in every school can accomplish what you are accomplishing here.

So what we have to do now is look to the future. In my State of the Union address, I outlined what I believe are the seven great challenges facing America -- challenges we must face if we are to give all Americans a chance at the American Dream...a chance to make the most of their lives. Those challenges are: strengthening our families and giving our children better childhoods; building economic security for every single working family that is genuinely willing to work for it; fighting crime and drugs and gangs until crime is the exception, not the rule in America again; working to clean our environment while we grow our economy; maintaining our leadership for peace and freedom in the world; continuing to reform and reinvent our government so that it serves the American people better.

I think it is fair to say that none of these goals can be achieved unless we meet this final challenge: We must improve the quality of education for all Americans. Quality education is critical to America's future and the future of our children and families. But, we cannot educate our children in schools where weapons, gang violence and drugs threaten their safety. Most schools are safe. But we must have zero tolerance for violence in our schools. Every parent who sends a child to school in the morning has a right to expect the safety of that child on the way to school, throughout the school day, and on the way home. Every parent must know that their children are spending the day learning and teachers are spending the day teaching -- not breaking up fights or fighting for their lives. It is time to make every school the safest place in its community.

For the past three years, my Administration has been doing everything we can to make our schools as safe and excellent as they can be. And we are doing it through a partnership -- not big government. The most important lesson I have learned in three years as President is that we cannot solve the complex problems of the modern world unless we work together in the genuine spirit of community -- each of us doing our part. Businesses getting involved in their communities. Religious institutions bringing their teachings to life through service to the community. Parents loving their children and teaching them right from wrong. Schools providing the highest quality education and recognizing they cannot walk away from teaching values. And government, at every level, helping too -- not by trying to do more than it should, but by giving every citizen the tools and challenging them to take personal responsibility for making the most of their lives.

In partnership with you and school districts across this country, we are pursuing a comprehensive strategy for improving overall safety and quality in our schools. This includes keeping guns out of our schools with the help of the Gun Free Schools Act...keeping drugs out of our schools with the help of the Safe and Drug Free Schools initiative...tackling student drug use through our support of the Oregon school district's program for random drug testing of student athletes...getting tough on criminals by permitting the prosecution of hardened young criminals as adults...teaching our children

values, such as hard work, discipline, study and respect through the introduction of character education in our schools...and affirming to every school district in America that our schools are not religion-free zones. But we must do more. And states and local school districts must lead the way.

In my State of the Union Address, I suggested that one step school districts might take in their efforts to fight crime and teach students good values and good citizenship is to require their students to wear school uniforms. Too often, we learn that the colors or insignia on some clothing worn at school are used to identify gang membership or instill fear among both teachers and students. Too often we have seen the tragic headlines screaming of the senseless death of a teenager who was killed for a pair of sneakers or jewelry or a designer jacket. In Detroit, a 15-year-old boy is shot for his \$86 basketball shoes. In Fort Lauderdale, a 15-year-old student is robbed of his jewelry. And just this past December in Oxen Hill, Maryland a 17-year-old honor student is killed at a bus stop -- caught in the crossfire during the robbery of another student's designer jacket. We cannot stand idly by while our children are being snatched from us by criminals who place more value on things than on a human life.

The Long Beach Unified School District is not standing idly by. Two years ago, you were the first school district in the nation to require elementary and middle school students to wear uniforms to class in an effort to deal with violence, truancy and other behavior problems. The results have been remarkable.

After the first year of the program, fights decreased 51 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent -- overall school crime dropped 36 percent. And you did this as a community -- together: the board of education voting to start a uniform program...parents supporting it...businesses and churches and civic organizations helping defray the cost for needy students...and students seizing the opportunity to take the spotlight off of crime and violence and shine it on the job of learning.

We need to support your efforts and make it easier for other school districts to do what you have done. As I said in the State of the Union, if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms. Maintaining safe and disciplined schools is an urgent priority in every local community. That's why today, I am signing a directive, instructing the Secretary of Education to distribute a new manual on School Uniforms to each of the nation's 16,000 school districts. Developed by the Department of Education in consultation with the Department of Justice, the manual provides a road map for the establishment of a school uniform policy and it provides a central source of information about successful programs that are making a difference across the nation.

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and school officials the tools they need if they decide to make uniforms part of their overall efforts to promote school safety and discipline.

I know there are some who say these efforts are unproven; they want you to produce a sheaf of statistics to justify your efforts. And I know you will in time. But in the meantime, we have a duty to protect our children in school and if one child's life is saved, that's all the justification you need. One life saved is a huge statistic, and the only one that really matters. All over the country we are seeing that school uniforms are helping to deter school violence, promote discipline and foster a better learning environment. We should applaud parents, teachers and school leaders, like those here in Long Beach, who have taken courageous action to make our schools safe and free of gangs, drugs and violence.

School uniforms are not a panacea. They are simply one important tool that can be used to decrease violence, theft and intimidation, while inspiring a sense of pride among students. Parents are still the most important influence in the lives of their children. The lessons and values learned at home are still the most enduring. James Baldwin once said, "Children have never been very good at listening to their parents, but they have never failed to imitate them." So we have a responsibility to teach our children right from wrong and to be good role models. No matter what our children wear, if they are not wrapped in the love of a caring parent, they will never be properly dressed for success.

Thank you and God bless you all.

Los Angeles Times, September 19, 1993

discourage gangs. In principle, the district allows clothing of any fashion, style or design.

Such freedoms afford protection from an occasionally troublesome gang: lawyers.

Attorneys have successfully challenged many provisions of school dress codes, said Levine of the ACLU. "Dressing is a form of expression in our view," she said. "Unless something causes a material or substantial disruption, it's got to be allowed."

Levine said gang-linked clothing can be legally banned to protect students, but that sometimes schools are regulating fashion rather than alleviating danger. Prohibiting boys from wearing earrings is "sexist and most likely homophobic," she said.

The rules that won't survive challenges are discriminatory, overly vague or give too much discretion to administrators, she said.

"A lot of times, unbridled discretion leads to discrimination," Levine said. "A white seventh-grade girl may wear something that on an 11th-grade African-American boy might be considered gang-related -- simply because the administrator decides it's a lot more likely that the African-American boy might be in a gang."

Dress codes work well when enforced with common sense, said Van Der Laan of Long Beach Unified.

"It's a judgment call," he said. "You look at the regulation and the appearance of the student. If somebody comes in and he's got a zero inseam and pants hanging around his ankles, that might be a problem. It's a matter of degree more than anything else."

Community correspondent Psyche Pascual contributed to this story.

Crossing the Dress Code Line

A selection of items that are accepted in some schools but banned in others:

- Bandanna: is a Boy Scout staple turned gang symbol
- Earrings: should be worn by girls only
- Raiders: gear should be left at the stadium
- Cutoffs: are OK for the beach, but banned in Compton.
- Combat boots: also get the boot in Whittier
- Hats: off in most districts, unless boosting school teams
- T-shirts: depicting drugs, alcohol, cigarettes or profanity are out in Bellflower
- Button downs: must be buttoned down and neither baggy nor skin tight
- Big belt: buckles are banned in Long Beach
- Wallets: are fine, but chains are over the line
- Baggy pants: are a no-no in Downey

Researched by JODI WILGOREN, ROSE APODACA and SUZAN SCHILL / Los Angeles Times

**PRESIDENT WILLIAM JEFFERSON CLINTON
ROUNDTABLE ON SCHOOL UNIFORMS
JACKIE ROBINSON ACADEMY
LONG BEACH, CALIFORNIA
FEBRUARY 23, 1996**

[Acknowledgements: Carl Cohn, Superintendent of Schools; Mayor Beverly O'Neill; Alexis Ruiz-Alessi (UH-LESS-EE), Principal of Jackie Robinson Academy; Bobbie Smith, President, Board of Education; Bill Ellis, Chief of Police who is retiring after 30 years of service; Students: Charlene Higa; Melissa Machit; Parents: LaWanda Reynolds, Seth Greenberg, Samnang Nou (from Cambodia); School Principal, Shawn Ashley; Joanne Stubbs, teacher]

- Thank you for this opportunity to learn more about your highly successful school uniform program.
- Quality education is critical to America's future and the future of our children and families. But, we cannot educate our children in schools where weapons, gang violence, and drugs threaten their safety. Every parent has a right to expect that when their child goes off to school in the morning, they will return home safe in the evening. And every parent has a right to expect that their children are spending the day learning and teachers are spending the day teaching -- not breaking up fights or fighting for their lives.
- My Administration has been committed to making our schools as safe and excellent as they can be: Gun Free Schools; Safe and Drug Free Schools; random drug testing for student athletes; prosecuting hardened young criminals as adults; Family Partnership for Learning; character education; religious freedom.
- In State of the Union I suggested that one step local school districts might want to take to fight crime and teach values and discipline is to follow the example of Long Beach and require students to wear uniforms. As parents we've all read too many stories of children beaten up or even killed by criminals who were trying to steal a designer jacket or a pair of expensive basketball shoes. School uniforms are not a panacea -- they don't teach values. We still need parents and teachers for that. But, they can instill discipline and reduce crime.
- The program you put in place two years ago is working -- crime is down, learning is up here. Parental involvement is central to your success.
- We need to support your efforts and make it easier for other local school districts to do what you have done. That's why today, I am signing a directive, instructing the Secretary of Education to distribute a new manual on School Uniforms to each of the nation's 16,000 school districts. The manual provides a road map for the establishment of a school uniform policy for schools who choose to start one. It also highlights successful programs that are working across the country -- including the

program here in Long Beach.

- This is not Washington telling schools what to do. The decision whether to adopt a uniform policy is a local decision. The manual gives parents, teachers, and local officials the tools they need should they decide to start a uniform program.
- We know this is not a panacea. Parents and all of us have a role to play in teaching our children right from wrong and being good role models.
- I'm really here to listen to what you have to say. I want to know more about how your program is working and how we can support you. Thank you.

anybody who loses their job and let them decide where to spend it and how to spend it at the nearest and best educational institution. (Applause.)

We have to continue the fight against crime. Even though the crime rate is going down, you know it's too high. It is still too high. When will we know we have won that fight? When you turn on the television news and you see a report of a crime and you're surprised. That's when we know. (Applause.) When you're surprised. When once again it is the exception rather than the rule. When people do not feel afraid on their streets, or for their children in their schoolyards. We have to continue that.

That means we cannot -- we cannot -- reverse our commitment to put 100,000 more police officers on the street. It means we should not walk back on any of our anti-crime initiatives. But let me say this in New Hampshire: I know it wasn't popular here when I signed the Brady Bill and when I signed the assault weapons ban. And I know what the hunters were told. But let me say this -- let me say this -- in my home state we just had a great duck season. And in New Hampshire you just had a great deer season. And I'll bet you anything every hunter that wanted to, shot deer in New Hampshire and ducks in Arkansas with the same gun they had last year. They did not tell you the truth. I'll tell you who doesn't have guns -- 41,000 criminals who couldn't get them because we passed the Brady Bill. (Applause.)

Let me say this: For a very long time in America our commitment to the environment was a common bipartisan commitment. It has only recently become partisan. My fellow Americans, we must make it bipartisan again by the vote and the voice of the American people in this election. We cannot afford the illusion of believing that the only way we can grow this economy is to destroy our natural resources and undermine our future. All the evidence we have indicates that that is a fool's choice that we will pay for dearly. And we have evidence that is overwhelming that we can create good new jobs by having the right kind of environmental protection. I will not weaken our commitment to preserve and protect the environment of this country. (Applause.)

Nor will I walk away from the responsibilities of this country in the world of today and tomorrow to lead for peace and freedom. No one else can do this. We have to do the right thing, and the right thing makes us more secure. We can be hit by terrorists from anywhere. It is the right thing to stand up against terrorism everywhere. We have to stand for the things we believe in.

And finally, let me say this: We have got to make democracy work. And all these other challenges -- you say it

starts with the citizens and ends with the government. In this case it starts with the government and ends with the citizen. I have worked hard. We have passed tough new lobbying laws, as I pledged we would in '92. We have eliminated the tax deduction for lobbying in Washington, as I promised we would in 1992. (Applause.) We have applied to Congress the laws they impose on the private sector, as I said I would try to do in 1992.

There are two more things we have to do. The Congress should give me the line-item veto they have been promising. (Applause.) And we should join hands, as the Speaker and I did when we shook hands in Claremont not very long ago, and finally pass a bipartisan campaign finance reform bill to give elections back to the people of New Hampshire and the people of the United States of America. (Applause.)

But it ends with you. It ends with you. There is no call -- they say a politician is never supposed to disagree

MORE

- 8 -

with the majority at election time, but I'm going to tell you something -- there is no call for the cynicism, for the negativism, for the apathy that so many express today.

364-4283
mike

Yes, it is true that we have not solved all the problems in the last three years, but what I said was -- in Dover four years ago -- that the presidency is the most important hiring decision the American people ever make. If you vote for me, I won't solve all the problems, I won't give you a miracle -- but I will give you movement. You won't have to worry about whether I'm working every day, caring about you every day, or making progress.

My fellow Americans, by any standard we have made progress. But most important is what will we do tomorrow, what is your vision of the future, and are you willing to do something about it. Cynicism is a very cheap excuse for inaction, and it is ultimately frustrating and unrewarding. It guarantees the failure of democracy.

So I ask you again to participate in democracy. They say, well, there is no opponent in the primary. Oh, yes, there is. Cynicism is our opponent. Apathy is our opponent. Division is our opponent. The siren song of simple answers that are wrong is our opponent. And you should know that, whatever anybody says, this is still the greatest country in human history. Most people would give anything to be in your shoes around the world today. (Applause.) And this system will work if you will make it work. This system will work if you will make it work.

All my life I have been driven by the conviction that it is simply wrong -- it is wrong when any person is deprived of the opportunity to live up the fullest of their God-given potential. I now know more strongly than I ever had that it is also wrong to believe for a moment that we can ever become all we ought to be unless we do it together.

And so I say to you, I have tried to be there for you. I have loved the opportunity to be your President. I am grateful beyond words for the chance you gave me in New Hampshire when everybody who was an expert said it was over. I am grateful. But I do not want you to reelect me based on what we have done, or even based on your personal feelings. I want you to do it because the only way you and your children and your community and your state and your country are going to meet the challenges of today and tomorrow is if we do it together -- together 'til the last dog dies.

God bless you and thank you. (Applause.)

END

12:25 P.M. EST

Distribution:

TO: Margaret M. Suntum
TO: Melissa M. Murray
TO: FAX (9-862-0340, William Safire)

~~Amtrak~~

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We need to support your efforts and make it easier for other local school districts and parents to do what you have done. As I said in the State of the Union, if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms. Maintaining safe and disciplined schools is an urgent priority in every local community.

I have always sought to highlight the important, ^{basic}~~courageous~~ steps that local school officials and parents are taking to improve our schools. No one knows better than you what needs to be done. In recent months, we have seen growing interest in the use of school uniforms as one way to increase school safety and discipline. We are responding to this interest by creating an information clearinghouse for school districts that are considering whether to adopt a uniform policy. We need to find out what is working well in local communities and share that information with others across the nation. That's why today, I am signing a directive, instructing the Secretary of Education to distribute a new manual on School Uniforms to each of the nation's 16,000 school districts. Developed by the Department of Education in consultation with the Department of Justice, the manual provides a road map for the establishment of a school uniform policy for schools that want to use this tool. It also provides a central source of information about successful programs that are making a difference across the nation.

Let me be clear: this is not big government. This is not Washington telling schools what to do. The decision whether to adopt a uniform policy is a local decision. What is right for one school district may not be right for another. The manual we are distributing is meant to give local parents, teachers and school officials the tools they need if they decide to make uniforms part of their overall efforts to promote school safety and discipline.

I know there are some who say these efforts are unproven; they want you to produce a sheaf of statistics to justify your efforts. And I know you will in time. But in the meantime, we have a duty to protect our children in school and if one child's life is saved, that's all the justification you need. One life saved is a huge statistic, and the only one that really matters. All over the country we are seeing that school uniforms are helping to deter school violence, promote discipline and foster a better learning environment. We should applaud parents, teachers and school leaders, like those here in Long Beach, who have taken courageous action to make our schools safe and free of gangs, drugs and violence.

School uniforms are not a panacea. They are simply one important tool that can be used to decrease violence, theft and intimidation, while inspiring a sense of pride among students. Parents are still the most important influence in the lives of their children. The lessons and values learned at home are still the most enduring. James Baldwin once said, "Children have never been very good at listening to their parents, but they have never failed to imitate them." So we have a responsibility to teach our children right from wrong and to be good role models. No matter what our children wear, if they are not wrapped in the love of a caring parent, they will never be properly dressed for success. Thank you and God bless you all.

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
SWEARING-IN CEREMONY FOR THE HONORABLE KWEISI MFUME
PRESIDENT AND CEO OF THE NAACP
THE DEPARTMENT OF JUSTICE, GREAT HALL
WASHINGTON, DC
FEBRUARY 20, 1996**

[Acknowledgements: Myrlie Evers-Williams, for introduction; Jason Hines, political science senior at Morgan State University from Warren, Arkansas; Vice President Gore; Roger Wilkins; Cardinal Keeler; Rev. Johnson; Rev. McKenzie; Rabbi Adler; Attorney General Reno; Judge Higginbotham; Ms. Jaimie Smith of Baltimore School for the Arts; Ayinde Jean-Baptiste (EYE-YIN-DAY JON BAPTEEST) of Whitney Young Magnet High School in Chicago; and the Honorable Kweisi Mfume (KWY-EE-SEE UMM-FOO-MAY)]

I am honored to be here today to share in this celebration of rebirth and renewal for both Kweisi Mfume and the NAACP. Before I go any further, let me say that the talent and energy in this room is truly amazing. When I heard that young Ayinde Jean-Baptiste was going to be here, I polished up on my oratory skills so I'd at least have a chance of measuring up to him.

It is also great to see so many accomplished women here today. Young Jaimie Smith appears to be well on her way to carrying on the legacy of many of the great African American women who came before her. In my proclamation marking the observance of African American History Month this year, I urged all Americans to recognize and honor the often unsung contributions of African American heroines -- leaders like Sojourner Truth, Mary McLeod Bethune, Rosa Parks, Barbara Jordan, Dorothy Height, Mary Frances Berry and Myrlie Evers-Williams. Throughout our history, these and countless other brave and eloquent women have challenged America to end its ignoble association with the twin evils of racism and sexism. And we are all better because of their sacrifices.

This is a day of great expectation -- both for the new President and CEO of the NAACP, and for all Americans who share our hope that under his dynamic leadership the nation's most important civil rights organization will emerge from a time of turmoil, stronger and more focused than at any time in its illustrious history.

As I said in the State of the Union, we live in an age of great possibility. More Americans, from all walks of life, will have more chances to build the future of their dreams than ever before -- and our nation will be stronger for it. We see the evidence of this all around us even now. We have the lowest combined rates of unemployment and inflation in 27 years. Unemployment in the African American community is in single digits for the first time since the Vietnam war. And for three years in a row, we have had a record number of new businesses started in our country -- nearly 100,000 of them by African Americans.

Our leadership in the world is also strong, bringing new hope for peace from the

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
MANUAL ON SCHOOL UNIFORMS
JACKIE ROBINSON ELEMENTARY SCHOOL
LONG BEACH, CALIFORNIA
FEBRUARY 23, 1996**

[Acknowledgements: Carl Cohn, Superintendent of Long Beach Schools for introduction; Senator Boxer; Mayor Beverly O'Neill; Bill Ellis, Chief of Police; principals; students; parents; and friends...]

It's great to be back in California and in Long Beach. I came here today to applaud your creative efforts to take the threat of violence out of your schools and return your schools to their original purpose -- as safe havens of high quality education. In just two years, your ground-breaking school uniform program has made tremendous progress towards freeing teachers to focus only on the job of teaching and students to focus only on the job of learning. The rest of the nation can learn a lot from what you are doing here.

The rebirth of the Long Beach schools reminds us that we live in an age of great possibility. More Americans, from all walks of life, will have more chances to build the future of their dreams than ever before. New technologies being taught in your schools are opening remarkable vistas of prosperity. A growing global marketplace is putting a premium on American ingenuity and skill.

We see evidence of this all around us even now. In the last three years we have cut the deficit nearly in half. We have the lowest combined rates of unemployment and inflation in 27 years. We have created almost 8 million new jobs. Homeownership is at a 15-year high. Right here in California, the unemployment rate has dropped from 9.4 percent to 7.7 percent. More than 290,000 new jobs have been added in the last three years, after a loss of 63,200 jobs during the previous four years. And new business incorporations in this state have increased 7 percent per year -- after decreasing 11 percent during the previous four years. So America and California are on the move.

Our leadership in the world is also strong, bringing new hope for peace from Haiti to the Middle East to Bosnia. But., perhaps most important, the American people are coming together again around our most fundamental values. The crime rate, the welfare and food stamp rolls, the poverty rate, and teen pregnancy are all down. The future for our children is brighter than it's ever been before.

But we also know that this new era is producing new pressures and stiff challenges for our people. While more of our citizens are living better, too many of them are working harder just to keep up. And they justifiably wonder if they and their children will be winners in the new age, or if they will be left behind.

After what I have seen today, I believe more strongly than ever that the answer to the

problems of those who are not yet benefiting from the information age is not to put up walls or turn around and go back -- it is to keep moving forward until every child and every family in every home, in every school can accomplish what you are accomplishing here.

So what we have to do now is look to the future. In my State of the Union address, I outlined what I believe are the seven great challenges facing America -- challenges we must face if we are to give all Americans a chance at the American Dream...a chance to make the most of their lives. Those challenges are: strengthening our families and giving our children better childhoods; building economic security for every single working family that is genuinely willing to work for it; fighting crime and drugs and gangs until crime is the exception, not the rule in America again; working to clean our environment while we grow our economy; maintaining our leadership for peace and freedom in the world; continuing to reform and reinvent our government so that it serves the American people better.

I think it is fair to say that none of these goals can be achieved unless we meet this final challenge: We must improve the quality of education for all Americans. Quality education is critical to America's future and the future of our children and families. But, we cannot educate our children in schools where weapons, gang violence and drugs threaten their safety. Most schools are safe. But we must have zero tolerance for violence in our schools. Every parent who sends a child to school in the morning has a right to expect the safety of that child on the way to school, throughout the school day, and on the way home. Every parent must know that their children are spending the day learning and teachers are spending the day teaching -- not breaking up fights or fighting for their lives. It is time to make every school the safest place in its community.

For the past three years, my Administration has been doing everything we can to make our schools as safe and excellent as they can be. And we are doing it through a partnership -- not big government. The most important lesson I have learned in three years as President is that we cannot solve the complex problems of the modern world unless we work together in the genuine spirit of community -- each of us doing our part. Businesses getting involved in their communities. Religious institutions bringing their teachings to life through service to the community. Parents loving their children and teaching them right from wrong. Schools providing the highest quality education and recognizing they cannot walk away from teaching values. And government, at every level, helping too -- not by trying to do more than it should, but by giving every citizen the tools and challenging them to take personal responsibility for making the most of their lives.

In partnership with you and school districts across this country, we are pursuing a comprehensive strategy for improving overall safety and quality in our schools. This includes keeping guns out of our schools with the help of the Gun Free Schools Act...keeping drugs out of our schools with the help of the Safe and Drug Free Schools initiative...tackling student drug use through our support of the Oregon school district's program for random drug testing of student athletes...getting tough on criminals by permitting the prosecution of hardened young criminals as adults...teaching our children

values, such as hard work, discipline, study and respect through the introduction of character education in our schools...and affirming to every school district in America that our schools are not religion-free zones. But we must do more. And states and local school districts must lead the way.

In my State of the Union Address, I suggested that one step school districts might take in their efforts to fight crime and teach students good values and good citizenship is to require their students to wear school uniforms. Too often, we learn that the colors or insignia on some clothing worn at school are used to identify gang membership or instill fear among both teachers and students. Too often we have seen the tragic headlines screaming of the senseless death of a teenager who was killed for a pair of sneakers or jewelry or a designer jacket. In Detroit, a 15-year-old boy is shot for his \$86 basketball shoes. In Fort Lauderdale, a 15-year-old student is robbed of his jewelry. And just this past December in Oxen Hill, Maryland a 17-year-old honor student is killed at a bus stop -- caught in the crossfire during the robbery of another student's designer jacket. We cannot stand idly by while our children are being snatched from us by criminals who place more value on things than on a human life.

The Long Beach Unified School District is not standing idly by. Two years ago, you were the first school district in the nation to require elementary and middle school students to wear uniforms to class in an effort to deal with violence, truancy and other behavior problems. The results have been remarkable.

After the first year of the program, fights decreased 51 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent -- overall school crime dropped 36 percent. And you did this as a community -- together: the board of education voting to start a uniform program...parents supporting it...businesses and churches and civic organizations helping defray the cost for needy students...and students seizing the opportunity to take the spotlight off of crime and violence and shine it on the job of learning.

We need to support your efforts and make it easier for other school districts to do what you have done. As I said in the State of the Union, if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms. Maintaining safe and disciplined schools is an urgent priority in every local community. That's why today, I am signing a directive, instructing the Secretary of Education to distribute a new manual on School Uniforms to each of the nation's 16,000 school districts. Developed by the Department of Education in consultation with the Department of Justice, the manual provides a road map for the establishment of a school uniform policy and it provides a central source of information about successful programs that are making a difference across the nation.

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Thank you and God bless you all.

Middle East to Bosnia. And I am proud that last week we saw the first peaceful democratic transfer of power in the history of Haiti. But, perhaps most important, the American people are coming together again around our most fundamental values. The crime rate, the welfare and food stamp rolls, the poverty rate, and teen pregnancy are all down.

The future for our children is brighter than it's ever been before. But we also know that great challenges lie ahead. This is a time of great change, requiring strength and resilience on the part of all our people. Too many of our people feel economically insecure. Too many are worried about whether they can give their children the values and care they'll need to lead successful lives. And they wonder if they and their children will be winners in the age of possibility.

Our mission is, first, to make the American Dream of opportunity a reality for all who are willing to work for it. Second, to preserve our old and enduring values as we move into the future. And third, to meet these challenges in the only way that has ever really worked in this country -- together, as one America.

All of this is why, now more than ever we need more groups doing what the NAACP has always done -- reaching out...taking the lead...helping us face up to our challenges and achieve our goals. And even as we celebrate our progress, we know that our work is not yet done. Recent news reports confirms this. Let me say in the strongest possible terms: we must not go back to the terrible days of black church bombings and other cowardly acts of racial terrorism. My Administration is doing everything we can to catch those who, in 1996 would dare commit these crimes.

We know that the era of big government is over. But we cannot go back to the time when our citizens were left to fend for themselves. As Thurgood Marshall once said, "None of us has gotten where we are solely by pulling ourselves up from our own bootstraps. We got here because somebody bent down and helped us."

The only way we are going to succeed in this new environment is if all of us bend down and pull together to help people make the most of their lives and to make this nation great. That means businesses taking an active part in their communities. Schools preparing our young people for the future and teaching citizenship and values. Religious institutions bringing their teachings to life through service to the community. Parents loving their children and teaching them right from wrong. And civic organizations like the NAACP pushing for social change, celebrating the strength of our diversity and caring about all our people where they work, where they live, and where they go to school. All of us -- expecting more of each other and facing our challenges together. The great lesson of American democracy is that when we are together we are never defeated, and when we are divided we defeat ourselves.

We are here today to pay tribute to a man who realizes that there are many different ways to move America forward. As a Congressman and head of the Congressional Black

Caucus, Kweisi Mfume captured the nation's attention with his powerful eloquence and leadership in the fight for freedom and justice at home and abroad. But he understands that government service is not the only service that matters. He understands that the NAACP, and other grassroots organizations, are essential to building strong communities, neighborhoods, and families.

That's why my initial sense of disappointment in learning that he was leaving his House seat to assume the presidency of the NAACP did not last long. Because, even though I will miss his support in the Congress, I know that he is the right man at the right time for this important job. And I know he will continue to offer me his wise counsel in his new role.

We know that we will never save our children from gangs and drugs...give our people the security they need to work hard...renew our cities...make our schools strong unless we learn from one another, work together, and join hands in a true spirit of community. But for all the opportunity we create, we have to have people who seize the moment and take personal responsibility for making their lives better. That is the lesson the NAACP has taught us for so many years. And that is the lesson I thought of when I heard about the 8 young Jobs Corps trainees who perished in the tragic train crash in Maryland a few days ago. Those young people were working to turn their lives around -- learning to become carpenters and nurses aides and bricklayers. They were participating in a government program that would never have been created without the struggles of groups like the NAACP. But it was a program that ultimately relied on the hard work of these young people -- taking personal responsibility. The hope that briefly illuminated their lives is a testament to our constant search for common sense, common ground solutions to our problems.

For 87 years, the NAACP has been a beacon of grass-roots activism in the struggle for a more just America. From the darkest days of segregation to this modern age of possibility, your voice has challenged all our fellow citizens to move from antipathy to equality...from apathy to action. I know you will rise to the new challenges we face. My confidence is bolstered by the caliber of leadership you have chosen to guide you into this new era.

Kweisi Mfume is without a doubt, one of America's most thoughtful, articulate, and effective advocates for equal justice and personal responsibility. The NAACP is fortunate to bring this true gentleman warrior aboard as its new President and CEO. Congratulations President Mfume. I look forward to an even greater partnership with you and the new NAACP as we continue our work of uplifting the land we both love.

At this time I would like to turn to another giant for justice...a man whom I recently appointed to the U.S. Civil Rights Commission and to whom I was proud to award the 1995 Medal of Freedom...the Honorable Judge A. Leon Higginbotham...who will administer the oath of office. Thank you.

values, such as hard work, discipline, study and respect through the introduction of character education in our schools...and affirming to every school district in America that our schools are not religion-free zones. But we must do more. And states and local school districts must lead the way.

In my State of the Union Address, I suggested that one step school districts might take in their efforts to fight crime and teach students good values and good citizenship is to require their students to wear school uniforms. Too often, we learn that the colors or insignia on some clothing worn at school are used to identify gang membership or instill fear among both teachers and students. Too often we have seen the tragic headlines screaming of the senseless death of a teenager who was killed for a pair of sneakers or jewelry or a designer jacket. In Detroit, a 15-year-old boy is shot for his \$86 basketball shoes. In Fort Lauderdale, a 15-year-old student is robbed of his jewelry. And just this past December in Oxen Hill, Maryland a 17-year-old honor student is killed at a bus stop -- caught in the crossfire during the robbery of another student's designer jacket. We cannot stand idly by while our children are being snatched from us by criminals who place more value on things than on a human life.

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Follow the example of Long Beach and other local school districts and

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This is not Washington telling schools what to do.

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DRAFT

Newworth

**REMARKS BY PRESIDENT WILLIAM JEFFERSON CLINTON
MANUAL ON SCHOOL UNIFORMS
JACKIE ROBINSON ELEMENTARY SCHOOL
LONG BEACH, CALIFORNIA
FEBRUARY 23, 1996**

[Acknowledgements: Carl Cohn, Superintendent of Long Beach Schools for introduction; Senator Boxer; Mayor Beverly O'Neill; Bill Ellis, Chief of Police; principals; students; parents; and friends...]

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Renewed vitality
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We see evidence of this all around us even now. In the last three years we have cut the deficit nearly in half. We have the lowest combined rates of unemployment and inflation in 27 years. We have created almost 8 million new jobs. Homeownership is at a 15-year high. Right here in California, the unemployment rate has dropped from 9.4 percent to 7.7 percent. More than 290,000 new jobs have been added in the last three years, after a loss of 63,200 jobs during the previous four years. And new business incorporations in this state have increased 7 percent per year -- after decreasing 11 percent during the previous four years. So America and California are on the move.

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problems of those who are not yet benefiting from the information age is not to put up walls or turn around and go back -- it is to keep moving forward until every child and every family in every home, in every school can accomplish what you are accomplishing here.

So what we have to do now is look to the future. In my State of the Union address, I outlined what I believe are the seven great challenges facing America -- challenges we must face if we are to give all Americans a chance at the American Dream...a chance to make the most of their lives. Those challenges are: strengthening our families and giving our children better childhoods; building economic security for every single working family that is genuinely willing to work for it; fighting crime and drugs and gangs until crime is the exception, not the rule in America again; working to clean our environment while we grow our economy; maintaining our leadership for peace and freedom in the world; continuing to reform and reinvent our government so that it serves the American people better.

I think it is fair to say that none of these goals can be achieved unless we meet this final challenge: We must improve the quality of education for all Americans. Quality education is critical to America's future and the future of our children and families. But, we cannot educate our children in schools where weapons, gang violence and drugs threaten their safety. Most schools are safe. But we must have zero tolerance for violence in our schools. Every parent who sends a child to school in the morning has a right to expect the ~~safety of that child on the way to school, throughout the school day, and on the way home.~~ Every parent must know that their children are spending the day learning and teachers are spending the day teaching -- not breaking up fights or fighting for their lives. It is time to make every school the safest place in its community.

For the past three years, my Administration has been doing everything we can to make our schools as safe and excellent as they can be. And we are doing it through a partnership -- not big government. The most important lesson I have learned in three years as President is that we cannot solve the complex problems of the modern world unless we work together in the genuine spirit of community -- each of us doing our part. Businesses getting involved in their communities. Religious institutions bringing their teachings to life through service to the community. Parents loving their children and teaching them right from wrong. Schools providing the highest quality education and recognizing they cannot walk away from teaching values. And government, at every level, helping too -- not by trying to do more than it should, but by giving every citizen the tools and challenging them to take personal responsibility for making the most of their lives.

In partnership with you and school districts across this country, we are pursuing a comprehensive strategy for improving overall safety and quality in our schools. This includes keeping guns out of our schools with the help of the Gun Free Schools Act...keeping drugs out of our schools with the help of the Safe and Drug Free Schools initiative...tackling student drug use through our support of the Oregon school district's program for random drug testing of student athletes...getting tough on criminals by permitting the prosecution of hardened young criminals as adults...teaching our children

2 A program to increase parental involvement in education

Involvement Partnership for Learning

Mention the Education Dept's Family

Child will be safe there.

Parents getting involved

uniforms don't reach all this

and school officials the tools they need if they decide to make uniforms part of their overall efforts to promote school safety and discipline.

I know there are some who say these efforts are unproven; they want you to produce a sheaf of statistics to justify your efforts. And I know you will in time. But in the meantime, we have a duty to protect our children in school and if one child's life is saved, that's all the justification you need. One life saved is a huge statistic, and the only one that really matters. All over the country we are seeing that school uniforms are helping to deter school violence, promote discipline and foster a better learning environment. We should applaud parents, teachers and school leaders, like those here in Long Beach, who have taken courageous action to make our schools safe and free of gangs, drugs and violence.

School uniforms are not a panacea. They are simply one important tool that can be used to decrease violence, theft and intimidation, while inspiring a sense of pride among students. Parents are still the most important influence in the lives of their children. The lessons and values learned at home are still the most enduring. James Baldwin once said, "Children have never been very good at listening to their parents, but they have never failed to imitate them." So we have a responsibility to teach our children right from wrong and to be good role models. No matter what our children wear, if they are not wrapped in the love of a caring parent, they will never be properly dressed for success.

Thank you and God bless you all.

E X E C U T I V E O F F I C E O F T H E P R E S I D E

17-Feb-1996 05:44pm

TO: (See Below)

FROM: Julie E. Mason
 Office of the Press Secretary

SUBJECT: 1995-02-17 Remarks to teh Citizen's of Rochester

THE WHITE HOUSE

Office of the Press Secretary
(Keene, New Hampshire)

For Immediate Release

February 17,

REMARKS BY THE PRESIDENT
TO PEOPLE OF SOUTHEAST NEW HAMPSHIRE

Rochester Community College
Rochester, New Hampshire

11:50 A.M. EST

THE PRESIDENT: Thank you very much. Thank you for wa
(Applause.) Thank you. I can see that someone was up to a lot of mis
before I got here. (Laughter.)

Let me say that I was all dressed up and ready to go a
a.m. sharp this morning, and they said I couldn't leave the White Hous
8:00 a.m. because of the weather. And when I got to the airport we sa
for another two hours. But I knew that I would wait for you if you wo
for me, and I thank you for being here. I'm glad to see you. (Applau

I want to thank the Rochester Middle School Rock and J
for playing and for playing "Hail To The Chief." Give them a hand the
(Applause.) I want to thank the Spaulding High Red Raiders -- the boy
the girls basketball teams, who have up their practice today to prepar

Thank you very much. (Applause.)

I thank my friend, Jeanne Shaheen for her leadership h
New Hampshire and for that wonderful introduction, and what she embodi
(Applause.) I want to thank George Stephanopoulos and my old friend,
Matthews, for warming the crowd up before I came. (Applause.) I want
thank you to the Mayor, your Deputy Mayor, your County Attorney, my ol
friend, George McClariss (phonetic), who was here earlier and, I think
few words; all the others who spoke before.

I'd also like to acknowledge two friends of mine from
years ago who aren't here today -- Mayor Roland Roberge and his wife,
Lorraine. I miss them and I know you remember them well here in Roche
(Applause.)

I know someone before I came here mentioned it, but fo
ago, I made 75 scheduled appearances and countless more unscheduled
appearances in New Hampshire in just the last six weeks of the campaig
MORE

New Year's Day forward. And not very far from here, at the Dover Elks gave what became a rather famous speech, because I said that I was try give the election for President back to the American people and back t people of New Hampshire, and that if you would give it to me, I would for you 'til the last dog dies. (Applause.)

I have come here today to give you an accounting of th pledge and to ask you to look to the future; and to ask you to bring a incredible enthusiasm with you into this election year as citizens; an you, yes, to go out and vote in the primary on Tuesday for Bill Clinto President of the United States. (Applause.)

I brought a straightforward vision to this job. I wanted to see the American Dream available for all Americans, not just a few. I wanted to see our country continue to be the world's greatest force for peace and freedom. And I wanted to see our country coming together, not being divided for cheap,

short-term political reasons. I said that I thought the only way we could achieve that is if all of us worked for more opportunity, all of showed more personal responsibility, and all of made a real commitment to build an American community.

Well, in the last three years, here's where we are -- the good and the not so good. Look at the economy. We have the lowest combined rates of unemployment and inflation in 27 years; almost 8 million new jobs; homeownership at a 15-year high. We're moving in the right direction.

The unemployment rate in New Hampshire is less than half of what it was on Election Day in 1992. (Applause.) And the commitments that I made to you helped that to occur. I said we would cut the deficit in half, and we did in three years. I said we would have 8 million more jobs, and in only three years we had 7.7 million more jobs. We're going to make that record and beat it by a good long ways this year. I said that we would expand trade in a fair way, and now, for the first time in years our exports to other countries are growing faster than imports into America and creating good jobs for the United States of America. (Applause.)

I said that we would invest in new technologies, that we would expand educational opportunity, and that we would find a way to protect the environment and grow the economy. That's the only way you can do it in the long run, and that's exactly what we have done. (Applause.)

I asked you to give me a chance to try to give America a more secure future and a more peaceful, more democratic world. And the fact that there are no nuclear missiles pointed at any American children for the first time since the dawn of the nuclear age is evidence of that commitment -- (applause.)

And I am proud of what the United States has done to stand up against terrorism, to limit the spread of dangerous weapons; to work for a ban on all nuclear testing; to stand up for peace in the Middle East and in Haiti and in Northern Ireland and in Bosnia today, where our brave soldiers are fighting for peace. I am proud of them. (Applause.)

And we are coming together around our basic values. In this country as a whole, the crime rate is down, the welfare rolls are down, the food stamp rolls are down, the poverty rate is down, the teen pregnancy rate is down. And I am proud of the work that we have done with our crime bill, with promoting welfare reform, with being tougher on child support enforcement -- the kinds of things that we have done to support good family values, to bring people together and to help our country work again. I am proud of that. And you should be proud that those things are going in the right direction. (Applause.)