

FOIA MARKER

**This is not a textual record. This is used as an
administrative marker by the William J. Clinton
Presidential Library Staff.**

Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: Chief of Staff

Series/Staff Member: George Stephanopoulos

Subseries:

OA/ID Number: 5848

FolderID:

Folder Title:

Speech File/President & GS [George Stephanopoulos] [1]

Stack:

S

Row:

22

Section:

2

Shelf:

3

Position:

1

OUTLINE
12/12/94 -- Mon. 5pm

Speed
file

- I. America is a great country at the dawn of a great era.
- II. Yet Americans are frustrated and worried: Reasons why.
- III. Brought home in letter from one woman
- IV. To answer those concerns, have worked for years to change yesterday's government to meet the demands of new times, different times. To build opportunity, responsibility and community.
- V. In last two years, have made mistakes
 - A. Caused questions about commitment to those principles.
 - B. Take responsibility for mistakes
- VI. But no one questions depth of efforts to try to help middle class. Progress in two years.
 - A. Deficit reduction. Show how much it has helped and how deep the problem is.
 - B. Other efforts to help middle class.
- VII. Elections say we must do more for middle class
 - A. GOP control of Congress
 - B. Election may not be good for my party, but can turn out to be good for America.
 1. Worked hard for years to create New Democratic Party to reward middle class, give poor a chance to work their way up, and strengthen values of family, community, responsibility.
 2. Hope election means emergence of New Republican Party to seek same.
 3. Much in common that needs to be done: Line item veto, welfare reform
 4. Even if a contest of ideas, America can be stronger
- VIII. Something else potentially in common: middle class tax cut
 - A. Why it is needed (stagnant income, growth goes to top brackets, less time for family)

B. Must be paid for by cutting government, not exploding deficit.

IX. Cutting government

X. But cannot retreat on:

A. Opportunity: Can't make it harder on middle class and poor to get ahead (education and training reform, health care, political reform, safer streets). Leaner but not meaner government.

B. Responsibility: Government cannot do it all. Citizens must do their part. Can't promise our way out of this.

C. Community: Fighting intolerance, meanness and negativism. Rise to the challenge without coming apart.

XI. Not about reelection. About fighting for people over whom elections are fought.

XII. America should be encouraged, not discouraged

A. Hard to do all this.

B. But we have done it before. I have lived the American Dream.

C. Now we can do it again. Doorstep of new century, with world coming our way and poised for great opportunity.

Suggested Remarks for George Stephanopoulos
~~Teach for America AmeriCorps Reception~~
~~January, 1995~~

Thank you. The success of national service has always depended on the contributions of so many people. I want to thank Wendy Kopp for her leadership and [other thanks].

But my deepest appreciation today does not go to any individual. It goes, instead, to a very special group of people, distinguished leaders in this community from whom I know we will all be hearing a lot more in the next twelve months. Will the Teach for America alumni please stand? [Applaud AM's]

More than three decades ago, President Kennedy challenged Americans to ask not what their country could do for them, but what they could do for their country. Young people responded to that challenge by serving in the Peace Corps. For this generation, Teach for America and programs like it have been models, showing citizens all across America that service can help rebuild our country, neighborhood by neighborhood and block by block -- and that young people can provide leadership in this effort.

Your presence here today is testimony to the fact that the American ethic of service is not weaker today than it was in 1961; if anything, you, growing up in a time when there are so many needs to be met and so much work to be done, are more determined, more creative, more courageous than your mothers and fathers. I congratulate you and thank you for being here.

In the coming months, I challenge you to continue to deliver on your commitment by helping Teach for America and the other AmeriCorps programs in your community get things done. I challenge you to reach out -- to AmeriCorps Members of different backgrounds; to your counterparts in schools, police departments, community centers, and businesses; even to those who are not yet friends of service, but with whom we can and should find common ground. I also challenge you to reach in -- to find in yourselves the resources to keep serving and to find renewed determination in every success. I challenge you to do everything you can do to make your community smarter, safer, healthier and stronger during this first and most critical year of AmeriCorps.

Which brings me to one last point. I hope you will remember, as you continue to serve your community in the months and years ahead, that you are part of something much larger than yourselves. Your efforts and the efforts of the AmeriCorps Members now serving in Teach for America will be fortified by the efforts of 20,000 AmeriCorps Members in over 300 AmeriCorps programs all over the country. AmeriCorps will be supported by the network of service program alumni nationwide, by half a million seniors in the National Senior Service Corps and by thousands of school-age young people bringing service into their communities and classrooms through Learn and Serve America. Together, you will serve in every American community, and in every generation of American life.

As national service alumni, you are as diverse as the communities you serve. But you are all part of a common effort to bring the American community together again. I know you're proud to be a part of the movement to rebuild our country through national service -- and I know that each of you will continue to make the movement proud.

AmeriCorps

Recruitment Talking Points

What is AmeriCorps?

- AmeriCorps is President Clinton's new national service initiative that will engage thousands of Americans of all ages -- but especially young adults -- in solving the most pressing problems in our communities.
- AmeriCorps Members get things done by providing direct service to meet communities' education, public safety, environmental and human needs. They tutor grade school children and mentor teen-age parents; develop crime prevention workshops and provide victims assistance; help the homebound and disabled live independently and coordinate needed services for public housing projects; start city-wide recycling programs and restore national parks.
- In exchange for one or two years of service, Members receive education awards of up to \$4,725 per year to help finance their college education or vocational training, or to pay back their student loans.
- Members gain important skills and experiences that may help them in their careers. Through their programs, they may become certified in CPR and first aid, develop communications and conflict resolution skills, and learn about important community issues. These skills and experiences will also enhance their understanding of what it means to be a citizen.
- AmeriCorps Members have the opportunity to serve with people from all different backgrounds, and to learn about how diversity can be used as a resource to strengthen communities.

How to Join AmeriCorps

- AmeriCorps programs will select some Members from a national database. To be listed in the database, you should fill out an AmeriCorps Referral Form, which you can get by calling toll-free 1-800-94-ACORPS (1-800-942-2677 or TDD# 1-800-833-3722). When you return the Referral Form, you will be entered into the database. You will also be sent a list of programs that you can apply to directly.
- About 20,000 AmeriCorps Members will be selected this year. Some programs may be very competitive. If you are not selected, you can be part of the spirit of AmeriCorps by serving in your own community through your school, employer, religious or civic organizations, or local volunteer center.

Membership Requirements and Benefits

- To receive education awards, AmeriCorps Members must be at least sixteen years of age and must have a high school diploma or its equivalent, or agree to obtain one before using their education award. The award is paid directly to a lending or educational institution.
- AmeriCorps*VISTA Members must be at least 18 years old, and AmeriCorps*NCCC corps members must be between the ages of 16 and 24, with a preference for applicants 18 and older.
- In exchange for a year of full-time service (1700 hours), AmeriCorps Members may receive health insurance, a child care allowance and, upon successful completion of a term of service, an education award of \$4,725. Part-time Members, who serve 900 hours over two or three years, receive education awards of \$2,362.
- VISTAs may choose to accept a post-service readjustment allowance of \$95 per month of service instead of the education award, but must make this decision before they begin serving. NCCC corps members may also choose to accept half the education award in cash.

To Find Out More...

Call 1-800-94-ACORPS. (1-800-942-2677 or TDD# 1-800-833-3722)

TALKING POINT ABOUT AMERICORPS

- Right now, there are nearly 20,000 AmeriCorps members all over this country. They are saving babies in south Texas and raising reading scores in Seattle; they're walking the NYPD beat in Brooklyn and patrolling Balboa Park in San Diego; they're saving the Gulf coastline from a boat and the Chesapeake from an army base; they're taking seniors safely to the doctor in St. Louis and keeping kids out of gangs in Killen, Texas; they're making real homes in Roxbury, Massachusetts and making better parents in Auburn, Mississippi.

November 1, 1994

PROGRAM OVERVIEW¹*Friday, January 13*

8:30 - 9:00AM

EARLY REGISTRATION *Teach For America (TFA) D.C. Regional Office*
(For those heading Back to School only)

9:00 - 10:00AM

BACK TO SCHOOL BREAKFAST *Location to be announced*

10:00AM - 3:00PM

BACK TO SCHOOL. D.C. Public Schools

Alumni from across the country will visit the classrooms of current Teach For America D.C. corps members. Alumni will have the chance to teach lessons, interact with students, and spend time with 1993 and 1994 corps members.

In the afternoon, alumni will tour the Duke Ellington School of the Arts, a renowned alternative public high school that represents one of many creative initiatives within the education reform movement. Classes to be observed include instrumental and vocal music, theatre, visual arts, and literary media. *(Pre-registration required)*

3:00 - 5:00PM

FREE TIME

Fifty free tickets to the internationally renowned U.S. Holocaust Memorial Museum will be available on a first come, first serve basis. Interested parties should call the D.C. Regional Office to reserve tickets in advance.

5:00 - 7:30PM

GENERAL REGISTRATION*Third Floor Lobby, Marvin Center, The George Washington University*

Late registration will continue through the evening until 11:00 PM. However, alumni are strongly encouraged to arrive in time for the Welcome Reception at 6:30 PM.

6:30 - 9:00PM

WELCOME RECEPTION*Continental Ballroom, Marvin Center, The George Washington University*

Keynote Speaker: U.S. Senator Paul Simon (D-IL)

Senator Paul Simon, long-standing champion for children, education, and public service, will kick off the weekend with an overview of federal education policy initiatives and a celebration of current efforts to promote positive change in public education. *(Friends of TFA and current TFA corps members also invited)**Saturday, January 14*

7:30 - 8:30AM

LATE REGISTRATION*Third Floor Lobby, Marvin Center, The George Washington University*

8:00 - 8:45 AM

WELCOME BREAKFAST AND WEEKEND OVERVIEW*Continental Ballroom, Marvin Center, The George Washington University*

8:45 - 9:45AM

SUMMIT UP TFA, INC. PANEL*Continental Ballroom, Marvin Center, The George Washington University*This panel will take a comprehensive look at Teach For America through the perspective of current staff, many of whom are alumni. The session, which will include a question and answer period, will allow alumni to see how the Teach For America program has evolved since the program was launched five years ago. *(Current TFA corps members also invited)*

10:00 - 11:30AM

YOUNG LEADERS PANEL*Dorothy Bern Marvin Theatre, Marvin Center, The George Washington University*Building on the weekend theme of highlighting personal initiative, six young social entrepreneurs will discuss the challenges and rewards of starting their own service and education programs. During this interactive session, the panelists will outline their visions and projects, and guide the audience in critically thinking through what it takes to start one's own organization. *(Friends of TFA and current TFA corps members also invited)*Moderated by Leslie Crutchfield, *Founder, Who Cares*Douglas Becker, *President, Sylum Learning Systems*Michael Canul, *Founder, Project Motivation*Sarah Kass, *Founder, City on a Hill*Alan Khazai, *Founder, City Year*Vanessa Kirsch, *Founder, Public Allies*

Harris Wofford - closes the panel 1120-1135

¹ Schedule as of January 3, 1995. May be slightly modified due to pending confirmation of distinguished guest.

Saturday (continued)

11:45AM - 1:15PM

NETWORKING LUNCHEON*Continental Ballroom, Marvin Center, The George Washington University*

Over a buffet-style lunch, alumni will have the chance to connect with representatives from over 25 graduate programs, innovative schools, and educational, advocacy, and service organizations, each of whom will host or co-host a table. Alumni are encouraged to spend the first half of lunch in a small group discussion with the table of their choice; the second half will allow alumni to meet other hosts, ask questions, and collect materials on teaching resources, grants, and volunteer and job opportunities. *[Current TPA corps members also invited]*

Participating organizations include:

*AmeriCorps/Learn and Serve America
Coalition for Essential Schools
The Coalition for National and Community Service
Columbia University
Coro Fellows Program in Public Affairs
The Learning Project
Interlocking Multicultural Educational Adventures
Third Millennium
U. S. Departments of Education
Youth National Organization for Tomorrow*

1:30 - 3:00PM

INTERACTIVE WORKSHOPS*Fourth Floor Conference Rooms, Marvin Center, The George Washington University*

Both alumni and outside guests will lead a selection of interactive workshops that serve to inform, inspire, and educate Teach For America alumni. Each workshop will emphasize action and cover the how-to's of taking initiative and effecting change. Some workshops include:

*Knowledge is Power Program (KTPP)
Mike Feinberg and Dave Levin, 1992 Houston corps members
Promising Community-Based, Community-Building Strategies
John Calhoun, Executive Director, National Crime Prevention Council
Politics: The American Way
Bertie Ray, New York-based political consultant
Teaching Entrepreneurship to At-Risk Youths
Steve Mariotti, Founder, National Foundation for Teaching Entrepreneurship
How Does National Service Promote Education Reform?
Jim Pirofsky, National Association for Partners in Education
*[To be joined by a member of the Corporation for National Service]**

3:00 - 3:30PM

COFFEE BREAK*Continental Ballroom, Marvin Center, The George Washington University*

3:30 - 5:30PM

EDUCATION REFORM SYMPOSIUM*Dorothy Betts Marvin Theater, Marvin Center, The George Washington University*

The symposium will begin with an overview of standards-based education reform. Using this overview as a backdrop for discussion, leaders from different sectors of the education community will examine with alumni the issue of student achievement. Focus groups will explore strategies of standards-based reform at the classroom, community, and federal levels, as well as investigate alternatives to standards-based systemic reform. *[Friends of TFA and current TFA corps members also invited]*

Panelists include:

*Edwina Branch, Principal, New School for Arts and Sciences, NY
Bill Galston, Domestic Policy Advisor to President Clinton
Kati Haycock, Director, Education Trust, American Association of Higher Education
Michelle Rhee, TFA '92 Teacher, Baltimore Educational Alternatives, Inc., School
Ralph Smith, Director of Planning & Development, The Annie E. Casey Foundation*

5:30 - 7:00PM

FREE TIME

Tour D.C. on a double decker bus, catch up with former teaching friends, or just relax and prepare for the exciting evening to come!

Saturday (continued)

7:00-9:30PM

DINNER & EVENING CEREMONY*Continental Ballroom, Marvin Center, The George Washington University**Keynote Speaker: Peter Edelman, Counselor to the Secretary of Health and Human Services*

Over 300 alumni and special guests of Teach For America will gather to celebrate the accomplishments of the 1990, 1991, and 1992 corps. Dinner will be served, and alumni will have the chance to relax and reflect as they listen to the voices of their fellow alumni, and enjoy performances by students from the D.C. area. Other highlights include a slide show of past Initiatives, a "retrospective" piece written and performed by corps members from each of the TFA years, and a brief ceremony honoring the 1992 corps' commencement.

9:30-10:00PM

COFFEE BAR*Third Floor Lobby, Marvin Center, The George Washington University*

Alumni will have the chance to mingle with old colleagues and staff members as our roving photographers take candid shots to memorialize the weekend.

10:00PM - 2:00AM

PARTY & DANCE*Continental Ballroom, Marvin Center, The George Washington University*

Come celebrate with us! Cash bar and dancing.

(Friends of TFA and current TFA corps members also invited)

Sunday, January 15

9:00 - 9:45AM

CONTINENTAL BREAKFAST*Continental Ballroom, Marvin Center, The George Washington University*

10:00 - 11:00AM

REGIONAL MEETINGS*Fourth Floor Conference Rooms, Marvin Center, The George Washington University*

This is the time for alumni living in the same region to chart their collective course of action. Groups will organize themselves and create specific action plans for their regions.

11:15AM - 12:25PM

CLOSING MEETING*Dorothy Burt Marvin Theatre, Marvin Center, The George Washington University*

Keynote Speaker: ~~To Be Announced~~ *Sen. Jeffords from VT - Sub. Chair for Education*

The Closing Meeting will allow alumni to reflect on the weekend and focus on the new knowledge and insights they have gained. Regional groups will share with each other their goals and strategies for local advocacy initiatives, leaving alumni with a clear sense of how they will move forward together to promote educational equity for all students.

12:30 - 5:00PM

LUNCH & SCHOOL SERVICE PROJECT*D.C. Public Schools (exact location to be announced)*

Keynote Speaker: Former U. S. Senator Harris Wofford (D-PA)*

Harris Wofford, pioneer of the national service movement and former advisor to Dr. Martin Luther King, Jr., will lead Teach For America participants, D.C. students, and local service groups in a school improvement project. The event will take place at two D.C. public schools where Teach For America corps members are now teaching. Each project has been inspired by the staff of the school and designed by a committee comprised of the school leadership and participating service organizations. * Mr. Wofford's address might be shifted to Saturday morning; please call to confirm.

TEACH FOR AMERICA

Education Reform Symposium: A Focus on Student Achievement

**Teach For America Alumni Summit
at The George Washington University's Marvin Center*
Saturday, January 14, 1995 • 3:30 - 5:30 p.m.**

SYMPOSIUM PRESENTERS

Mr. John Anderson, Executive Director, New American Schools Development Corporation
Mr. Craig Berkowitch, Public Engagement Specialist, The National Alliance for Restructuring Education,
The National Center on Education and the Economy
Ms. Edwina Branch, Principal, Coalition School, NYC
Mr. Steven Farkas, Director of Research, Public Agenda Foundation
Mr. Bill Galston, Domestic Policy Advisor to President Clinton
Ms. Kati Haycock, Director, Education Trust, American Association of Higher Education
Ms. Michelle Rhee, Baltimore Teach For America teacher, Education Alternatives, Inc. School
Mr. Ralph Smith, Director of Planning and Development, The Annie E. Casey Foundation

PURPOSE OF SYMPOSIUM

Teach For America, Inc. and its alumni are committed to equal opportunity and educational excellence for all children in this country. As advocates for educational reform, TFA alumni strive to ensure that students in urban and rural public schools realize their true potential.

TFA alumni boast varying degrees of knowledge about current efforts to reform education. National, state, and local measures designed to improve schools, increase student achievement and enhance educational equity continue to take shape across the United States. Alumni seek to learn about these reform initiatives and how to better contribute to these efforts.

GOALS OF SYMPOSIUM

A successful Symposium will ensure that TFA alumni:

- reflect on the many reform initiatives under way in schools and school systems that seek to advance the achievement and development of school children; and
- discover how they might join in these reform efforts and take action to increase student successes.

DESCRIPTION OF SYMPOSIUM

The Symposium will begin with an overview of the present state of student achievement in the United States and will highlight the different initiatives to promote student learning and growth. Following the overview, the audience will divide into three groups to explore one of three targeted discussion questions. The first group will focus on how recently passed federal legislation can assist teachers in their efforts to promote student achievement. The second group - geared for those out of the classroom - will explore how to build community-wide support for and belief in education reforms to boost student achievement. The third group will outline some alternatives to the more traditional approaches to school system reform.

*The Marvin Center is located at 800 21st Street, NW Washington, DC.

Press List**Contact Name****Media**

Scott	CNN (Friday Classes, Simon/Wendy, Service)
Kate Kelliher	The Daily Report Card
Barbara Pape	The Daily Report Card
Meg Sommerfeld	Education Week (Ed Reform)
Hollis Engley	Cannet News Service
Anna Cifelli-Isagro	Glamour (Saturday)
Elissa Leibowitz	GW Hatchet
Claire Duggan	CW Hatchet
Michelle Von Fuw	GW Hatchet
Donna Brutkoski	GW Hatchet
Mark Binker	Johns Hopkins Newsletter
Marlo Smith	Johns Hopkins Newsletter
Bill Fischer	NEA Today (Ed Reform)
Sara Mosle	New Republic
Rich Blow	Regardie's
Michael Kramer	Time Magazine
Suneel Ratan	Time Magazine
Warren Cohen	U.S. News and World Report (Young Leaders)
Diane Boozer	WJLA-TV Channel 7
Bill Albert	WTTC-TV Fox Channel 5
Mike Ahlers	WUSA-TV Channel 9
Connie Chung	WUSA-TV Channel 9

Other Press Generated

Laurye Blackford	America's Talking in Depth/CNBC - Two Weeks
Joan Hamburg	Joan Hamburg Show/WOR-Radio
Bill Fischer	NEA Today
Michael Shore	MTV News
	<i>WTOP Radio</i>

Add'l Press - Marlene

202/452-6703

Tom Geier
Colman McCarthy
Susan Uice

U.S. News & World
Washington Post
Houston Post

FAX TRANSMISSION SHEET

TEACH FOR AMERICA**WASHINGTON, DC REGIONAL OFFICE**

1455 F STREET, NW • SUITE 250 (F STREET LOBBY) • WASHINGTON, DC 20005
MAIN PHONE LINE: 202/737-3122 • FAX LINE: 202/737-3972

FROM: TTA

DATE: 1/13/95

TO: Marlene

FAX NO.: 202-456-6703

NOTE:

THIS IS PAGE 1 OF 1 PAGE(S).

PLEASE CALL IF THERE ARE ANY PROBLEMS WITH THIS TRANSMISSION. THANK YOU!

UPI

Congressional Quarterly -
Robert Wells

Also coming -

**Corporation for National Service
FACSIMILE TRANSMITTAL SHEET**

**CORPORATION
FOR NATIONAL
★ SERVICE**

TO: George Stephanopoulos

LOCATION: _____

FAX #: 456-6703 PHONE #: _____

FROM: Rick Allen

FAX #: (202) 565-2784 TELEPHONE #: (202) 606-5000, Ext.

COMMENTS:

Here are some recent materials - we haven't
done full talking points for a long time.

My home # is 301 469-2080

NUMBER OF PAGES (INCLUDING COVER SHEET) _____

**IF THERE IS ANY PROBLEM WITH THIS TRANSMISSION, PLEASE CALL THE EXTENSION NOTED
ABOVE.**

1201 New York Avenue, NW
Washington, DC 20525
Telephone 202-606-5000

Getting Things Done.
AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

THE WHITE HOUSE
WASHINGTON

January 13, 1994

MEMORANDUM FOR GEORGE STEPHANOPOULOS

FROM: RICK ALLEN *RA*

SUBJECT: TEACH FOR AMERICA

Attached are some paltry materials; call me to talk through anything you want.

From our point of view the three most important messages are:

- Teach For America is part of AmeriCorps. Many TFA teachers don't really grasp this -- a case of the conflict between national identity (ours) and market niche (their's).
- AmeriCorps is big: 20,000, which is more than the Peace Corps at its height.
- AmeriCorps is under attack just as it begins. With Republicans wielding a chain-saw in budget cutting, the newest and most innovative programs are in danger.

I am sorry for the rushed nature of this -- feel free to call me.

**CHAIRMAN DAVID WILHELM
REMARKS ABOUT AMERICORPS
TO CHICAGO CORPORATE LEADERS
MONDAY, SEPTEMBER 12, 1994**

Today is a milestone in our history -- and not just because the Bears will beat the Eagles tonight. Today, September 12, marks the launch of the largest national movement in a generation.

As we speak, from the South Lawn of the White House and by satellite to the hills of Los Angeles and the flats of Texas; the center of Boston and the Badlands of the Dakotas -- and to Chicago's own Navy Pier -- and nearly a hundred places in between, the President, Vice President and First Lady will celebrate the beginning of AmeriCorps.

AmeriCorps is our national service movement -- our domestic Peace Corps. Like FDR's Civilian Conservation Corps during the Great Depression, AmeriCorps will make change real in cities, towns and rural hamlets throughout this country. Like the Peace Corps, AmeriCorps will call upon the best of a generation to reclaim what has always been best about America.

AmeriCorps isn't simply a last chance for high school drop-outs nor a last fling for Ivy graduates. It may be the toughest job its members ever have. The pay is low, the hours long, and the goal is as tough as it gets: to make America better. So that the squiggles on a page become a child's first story. So that a back-country stream runs clear as when the bison roamed. So that a park is where our families play, not where crime can rule the grounds. So that America's work is getting done.

As the President promised during the 1992 campaign, AmeriCorps reunites opportunity and responsibility. When AmeriCorps members help bring hope and hard work to our country, they'll earn education awards they can use to pay for college or pay off student loans. And through their common effort, we will reclaim for the country what has always made Chicago the nation's best city -- a coming together, a sense of community despite differences -- an excitement in a common future.



AmeriCorps

What is AmeriCorps?

AmeriCorps is a new national initiative that involves people of all ages and backgrounds in strengthening America's communities through service. Currently, over 20,000 AmeriCorps Members serve full or part-time in more than 300 AmeriCorps programs nationwide. In exchange for service, members receive education awards.

AmeriCorps programs are as diverse as the communities they serve, but they are united by a common mission:

- *Getting Things Done* to help communities meet their education, public safety, human and environmental needs.
- *Strengthening Communities* by bringing together people from all backgrounds to solve problems at the local level.
- *Encouraging Responsibility* through service and civic education.
- *Expanding Opportunity* by helping to make postsecondary education more affordable.

How does AmeriCorps benefit communities?

AmeriCorps service produces direct and demonstrable results in American communities. AmeriCorps Members tutor and mentor at-risk youth, organize neighborhood watch associations, provide assistance to crime victims and prevent crime through conflict resolution training. They build affordable housing, help seniors live independently, and immunize children against preventable diseases. They clean up city streets, restore national parks, and provide relief to areas hardest hit by natural disasters.

Beyond the tangible benefits, AmeriCorps helps strengthen communities by bringing together a wide range of community members in both planning and implementing programs: city, state and federal leaders; local businesses and nonprofit organizations; and citizens of all ages and backgrounds.

How are AmeriCorps funds distributed?

Two thirds of AmeriCorps funds go directly to State Commissions on National Service, which select local programs. The Corporation distributes the remainder of AmeriCorps funds to national programs and special initiatives through a competitive grants process. AmeriCorps programs are required to demonstrate local support by raising matching funds from businesses and other local sources.

How do organizations apply to be AmeriCorps programs?

Eligible organizations include those run by nonprofit organizations; local, state and federal governments; Indian tribes, institutions of higher education, and school and police districts. Interested applicants should contact their State Commissions on National Service for application information and materials. Organizations in nonparticipating states should contact the Corporation for National Service directly at (202) 606-5000. Application deadlines are in early spring.

Do Members receive benefits?

Full-time AmeriCorps Members receive a modest living allowance, health and child care benefits as needed, and a post-service award of \$4,725 to help pay for higher education or vocational training. Part-time Members receive adjusted benefits.

Who can be an AmeriCorps Member?

AmeriCorps Members must be citizens or permanent residents of the U.S. and at least 17 years of age. To request an application, call 1-800-94-ACORPS (1-800-942-2677) TDD# 1-800-835-3722).

What is the Corporation for National Service?

The federally-funded Corporation for National Service offers opportunities for Americans of all ages and backgrounds to make their communities smarter, safer, healthier, and stronger through service. In addition to AmeriCorps, the Corporation oversees Learn and Serve America programs for students and the National Senior Service Corps for Americans age 55 and older.

AmeriCorps Information: 1 - 800 - 94 - ACORPS

Corporation for National Service ★ 1201 New York Avenue, Washington, DC 20525 ★ 202 606 - 5000

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

September 21, 1993

REMARKS BY THE PRESIDENT
IN SIGNING CEREMONY OF THE NATIONAL SERVICE BILL

The South Lawn

11:15 A.M. EDT

THE PRESIDENT: Thank you very much, Mr. Vice President. I always wanted to be introduced by the host of the David Letterman Show. (Laughter.)

I was thinking about what my Top 10 List would be -- the best things about having Al Gore as Vice President. (Laughter and applause.) He educates me on things great and trivial. (Laughter.) And that's 10, and numbers nine through one are: He has a vote in the United States Senate. (Laughter and applause.) He said, and I'm always on the winning side when I vote. (Laughter.)

I want to welcome you all to America's backyard, a fitting place to come to celebrate the opportunity to serve our neighbors and the opportunity to rebuild the American community. I have harbored this dream for years. It was stoked in me by so many thousands of experiences I cannot even recall them all.

When the Vice President and I went across this country last year, I was deeply moved by forces that were both good and bad that kept pushing me to believe that this was more important than so many other things that all of us do in public life. I saw the wreckage, the insanity, the lost human potential that you can find now not only in our biggest cities, but in every community. And yet, I saw even in the most difficult circumstances the light in the eyes of so many young people; the courage, the hunger for life; the desire to do something to reach beyond themselves and to reach out to others and to make things better.

I listened and learned from so many people. I saw the examples of the service programs that you have represented here on this stage. I watched people's dreams come to life. I watched the old and the young relate in ways they hadn't. I watched mean streets turn into safer and better and more humane places. I saw all these things happening, and I realized that there was no way any government program could solve these problems even if we had the money to spend on them, which we don't, but that the American people, if organized and directed and challenged and asked, would find a way.

I am in debt to so many people, all of whom have been at least referred to. But I would like to say a particular word of thanks to those who sponsored previous legislation for a limited basis. I want to say a special word of thanks to the Republicans and the Democrats who joined together in the Congress to make sure that this would know no party and that we would somehow reach beyond the normal debate and dialogue to unify this country, starting with the Congress.

I thank the people who helped me before I became President to understand more about national service -- the people who wrote books and articles, the people who worked with me in the DLC

MORE

and other organizations. I thank all of you because all of you played a role in this day.

But most of all, I want to thank the young people of this country who were so wonderfully represented by these three young people -- Richard and Derrick and Pricilla. Weren't they terrific? Let's give them another hand. (Applause.)

I don't believe there was a stop on our bus tour across the country when the Vice President and I didn't mention our commitment to national service as a part of our drive to make college education affordable to all, but also as a part of our deeper desire to bring the American community back together. (Applause.)

I have to say a special word of appreciation to Eli Segal. (Applause.) I have known him for about half my lifetime. I can still remember when we were young with the dreams and the enthusiasms that these young people on this stage have today. I could not have known when we first met in our attempt to do the best we could by our country so long ago that someday we would be standing here on this stage to do this. But I know this: This national service bill and this project would not be in the form it is and we would not be here celebrating today in the way we are if it had not been for his brilliant, dedicated leadership. And I thank him for that. (Applause.)

Relying on the ancient adage that if it ain't broke, don't fix it, I am today forwarding to Senator Kennedy and the United States Senate the nomination of Eli Segal to be the Chief Executive Officer of the Corporation for National and Community Service. (Applause.)

I also want to acknowledge, as has already been referred to, the roots of our history in all this day and people who have contributed to this day because of what they did in their time. Twice before in this century Americans have been called to great adventures in civilian service. Sixty years ago, in the depths of the Depression, Franklin Roosevelt created the CCC and gave Americans the chance not only to do meaningful work so that they could feed themselves and their families, but so that they could build America for the future. And down to this day there is not a state in this country that is untouched by the continuing impact of the good work done by the people who labored in the CCC. (Applause.)

Today we have two veterans of President Roosevelt's Civilian Conservation Corps -- William Bailey and Owen Davis. Would they please stand wherever they are? (Applause.) There they are. Thank you. (Applause.)

It is with special pride that I will use President Franklin Roosevelt's pen set, with which he signed nearly every piece of legislation as President, to sign our bill here today.

We also point with pride, as the Vice President said, to the enduring legacy and the continued vitality of John Kennedy's Peace Corps, created by legislation which President Kennedy signed 3 years ago tomorrow. I want to acknowledge, as the Vice President did, the wonderful work of Sergeant Shriver not only as the first director and guiding spirit of the Peace Corps, but for what he did with the VISTA program. And I want to acknowledge -- (Applause) -- thank you -- and to say with some pride that it was my privilege, influenced by people like the Vice President whose sister served with such distinction in the Peace Corps, to appoint the first Peace Corps volunteer to actually direct the Peace Corps, Carol Bellamy. And I thank her for her leadership. (Applause.)

Thanks to the generosity of Sergeant Shriver, I will also use the pen President Kennedy used 30 years ago -- 32 years ago

MORE

-- to sign the Peace Corps legislation to create a new national service corp for America. We will call it Americorp. (Applause.)

When I asked our country's young people to give something back to our country through grass-roots service, they responded by the thousands. You heard a couple of them here today. Eli's office was literally swamped with letters asking to serve. These two young people today represent 20,000 young people next year and 100,000 young people three years from now. And I hope, believe and dream that national service will remain throughout the life of America not a series of promises, but a series of challenges, across all the generations and all walks of life to help us to rebuild our troubled but wonderful land. I hope that some day the success of this program will make it possible for every young American who wishes to serve and earn credit against a college education, or other kinds of education and training, to do that. And I believe it will happen.

This morning our Cabinet and the heads of our federal agencies were directed to redouble their efforts to use service -- community grass-roots service -- to accomplish their fundamental missions. We want them to help reinvent our government to do more and cost less by creating new ways for citizens to fulfill the mission of the public. We believe we can do that. Already departments have enlisted young people and not-so-young people to do everything from flood cleanup to housing rehabilitation; from being tour guides in our national parks to being teachers' aides in our schools.

In the coming months we will also challenge states and nonprofit organizations to compete for Americorp volunteers. We'll ask our friends in higher education and the foundation world and in business to continue their leadership in the growing movement of national service.

But beyond the concrete achievements of Americorp, beyond the expanded educational opportunities those achievements will earn, national service, I hope and pray, will help us to strengthen the cords that bind us together as a people; will help us to remember in the quiet of every night that what each of us can become is to some extent determined by whether all of us can become what God means us to be. (Applause.)

And I hope it will remind every American that there can be no opportunity without responsibility. The great English historian, Edward Gibbon, warned that when the Athenians finally wanted not to give to society, but for society to give to them, when the freedom they wished for most was freedom from responsibility, then Athens ceased to be free.

My fellow Americans, there are streets and neighborhoods and communities today where people are not free. There are millions of Americans who are not really free today, because they cannot reach down inside them and bring out what was put there by the Almighty. This National Service Corps should send a loud and clear message across this country that the young people of America will preserve the freedom of America for themselves and for all those of their generations by assuming the responsibility to rebuild the American family. That is the dream which drove this idea to the reality we find today.

I am so proud of all of you who are a part of this. I am profoundly grateful to you. I ask you only now to remember that as we move toward the 21st century, the success of our great voyage of this, the longest experiment in free society in human history -- to remember that it is at the grass roots, in the heart of every citizen that we will succeed or fail. Today we are taking a stand this country for the proposition that if we challenge people to serve

MORE

and we give them a chance to fulfill their abilities, more and more and more we will all understand that we must go forward together. This is the profoundest lesson of this whole endeavor. And it will be the great legacy of the wonderful people who make it come alive.

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

END

11:34 A.M. EDT

—
Howard - National Service

National Service Kitzoff

HARVARD 05.10.94

- ① Less than a month, seniors will graduate. You'll hear a lot of advice: from speakers, teachers, parents and friends. And let's face it, you'll ignore most of it. I know I did. Law School

So I'm going to play it safe and offer a single observation that... from what I see here... it seems you've already learned:

You can't live the good life totally alone. ^{singly}

We aren't defined by the sum of our strengths + desires... because we're accountable for what we've done, not just what we have.

- ②
④ Each morning at 8 AM, as we begin our senior staff meeting at the White House. I look up at a huge painting of the Speaker of those words, Teddy Roosevelt, and at the Nobel Peace prize he won in 1906... the first for an American. And if you tune it down a bit, and add "woman" in with every mention of "man" and maybe substitute "reporter" for writer, I think Roosevelt's words work as well now as they did in his own very different time. I saw it all across the country nearly 3 years ago.

(X) Harvard -- of the school
 Students packed to the rafters
 Standley oration for national service
 On one of the furore times I felt that
 something really happening here.
 Whole generation ready to get in
 the arena -- join the action &
 passions of their times.

And when I think back on that day -- and
 all that has happened ^{to brighten} here today,
 I ~~feel very proud of~~ ^{feel very proud of} ~~and very humble~~.
~~I have a deep sense of pride~~

Prove a very simple truth: Elections matter.
 We can get something done. By voting. And
 lobbying. And persuaded, ~~and~~ government can act to do
 those people's lives far the better. → change

(1) Near the century's beginning, a Harvard man told the
 students of another old university:

"It is not the critic who counts; not the
 man who points out how the strong man stumbles,
 or where the door of deeds could have done better.
 The credit belongs to the man who is actually in
 the arena, whose face is marked by dust & sweat
 & blood ... ~~who spends himself in a worthy cause...~~
 who at the best knows in the end the triumph
 of high achievement, and who at worst, if
 he fails, at least fails while daring greatly,
~~so that his place shall never be with~~
~~the cold and timid souls who know neither~~
 victory nor defeat."

(VI) But I'm humble too. Because the real work begins today. And the challenge comes back to you: Are you ready to act on your idealism? Are you willing to serve? Are you ready for AmeriCorps?

Graduating from college required you to take responsibility for yourself. AmeriCorps asks if you are ready to take responsibility for all of us.

(VII) I know that so many of you have already begun. John King.. Mission Hill Summer Programs. Don't just talk about community, they live it.. by moving into the Mission Hill housing projects.. not as missionaries, but as members of a community with the talent and the commitment to make a difference.

(X) But I also know it's easy to get discouraged. Not long ago I read something said by a young woman at a Kennedy School seminar: "We're the boring generation. We don't have any wars or large causes. We have to fix things up."

Made me stop & think. Thank goodness we have no world wars, even as we struggle with the tragedies in Rwanda, Bosnia & Haiti.

But don't believe for a moment that there are no large causes.

What could be a higher cause...
give child open / happy / curious face to read?
give community sense of pride... clean neighborhood.
give parents a sense of security that their child won't be
out on the street because you've set up
program for children

Conclusion

28 years ago, RFK spoke to the students of Capetown University in a South Africa where Nelson Mandela was in prison and ~~not~~ his people were not free. And Robert Kennedy reminded these students that "each time someone stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, they send forth a tiny ripple of hope -- and crossing each other from a million different centers of energy & daring, these ripples build a current that can sweep down the mightiest walls of oppression & resistance.

Last week, we watched those walls in South Africa tumble over & for all. Today, a half a world away, Nelson Mandela ends his long journey from prison to the Presidency of a free South Africa. ~~As established that moment~~

As we deliberate with them, let us say that it's time
renew our ^{own} commitment to freedom & democracy
& community ~~here at home~~.

that it's time to build a current that
can sweep down the most stubborn walls
of indifference & inactivity here at home

that ~~it's~~ ^{it's} time, finally, to fix things up.

that it's time for Americans.

Make up for differences in foreign policy terms...

Alliance | Problems

CNN

Political
rather
the moral
decision

Balance hopes
w/out
tough choices

Personal take

! Scandal sent energy

A meeting of young and old minds

DAVID NYHAN

Vince Nobile has a shaved head, a Yamaha trombone and the right attitude.

His ska band, Bim Skala Bim, pumped up the volume and the energy level Tuesday on a sunny acre abutting the north end of Harvard Yard. The kids of America, represented by several hundred T-shirted and dungareed youths, were still vibrating.

This was the closest that the spirit of John Harvard, represented by a solemn statue of the founder seated, ponderously, 100 yards south, would ever get to a mosh pit.

"We played one of our tunes, 'Eight Track Mind,' about backwards thinking and it's time to get with the '90's," said Nobile. "It's a message to wake up. Then we did 'Digging a Hole.' You know: when you're on a good thing, keep it goin'. It's up to the people to keep it movin'." No kidding.

Suitably pumped by Bim Skala Bim, the future leaders, followers and in-betweeners of America's next century listened politely to the four-food-groups pitch-persons of the new volunteer movement, the community service crowd.

In case you haven't noticed - you'd never know it if you get your news from television - the smarter, abler and higher-minded America's young are set to embark on a vast experiment in community service. The concept was embraced by

the young after it was enabled by the Clinton administration.

The label slapped on this new set of government-encouraged programs approved by Congress is AmeriCorps, which has all the requisite logos, fact sheets (every 17-year-old or older who's accepted for a one- or two-year hitch gets a weekly stipend, health insurance and \$4,750 a year toward college), and a catch-all number, 1-800-94-ACORPS.

A fledgling federal agency, the Corporation for National Service, linked up with Rock the Vote for four rallies around the country. This

The smarter and higher-minded of America's young are set to embark on a vast experiment in community service.

one put the administration's youngest insider - George Stephanopoulos, born in '61, Kennedy's first year as president - alongside one of the oldest - Interior Secretary Bruce Babbitt, 56 next month.

Babbitt, who might be nominated to the Supreme Court today, was a student at Harvard in 1965, when Stephanopoulos was three. He told the young crowd what it was like then, with JFK fresh in his grave, blacks battling fire hoses in the

South and TV news just emerging from its Stone Age. "I was a student on this campus, watching TV, seeing the streets of Selma, Alabama, and Martin Luther King Jr.," said Babbitt. "Events were gathering for the civil rights march to Montgomery."

To his audience, the saga was almost as remote as Julius Caesar's Gallic wars. "Something seized me," Babbitt continued. "I walked off this campus and went to Selma, Ala., for several weeks." He joined the Movement, a young white guy from Arizona hanging around small Southern towns where blacks couldn't vote, eat at a restaurant or use the john. Babbitt became a '60's guy, working for VISTA and Head Start. "It was the most important thing I've ever done in my life," said a fellow who's been governor, a Cabinet officer, a not-too-shabby candidate for president and maybe soon a judge.

No Harvard crowd is ever short of a cadre of boot-licking careerists. Could it be true that a Cabinet officer and maybe a Supreme Court judge would get a bigger kick out of integrating a lunch counter in Mississippi than getting a cushy job in D.C.?

But the young prefer hearing from the young. Stephanopoulos, Clinton's MTV Man, is a heart-throb to fanzine-style groupies of the 12-13 bracket. He plugged Clinton's agenda, linking it to the youth revolt the young love to hear about. "Elections matter. What you do matters. Government can do something, govern-



DOROTHY AHLE ILLUSTRATION

Bruce Babbitt went from Harvard Yard to Selma, Ala. Will his next stop be the Supreme Court?

ment can work to change people's lives for the better."

Bruce Babbitt nodded vigorously; 29 years after bolting Harvard Law School for Selma and the Movement, he's got a shot at going on the Supreme Court. You don't need to be a weatherman, or a trombonist in a ska band, to know that things change if enough people want them to change. Clinton may be ham-handed with foreign policy, but he's gangbusters on national service. In the marathon now underway in the nation between cynicism and idealism, the race is to the young. Where they go, this country goes.

David Nyhan is a Globe columnist.

The Boston Globe - Fri. May 13, 1994

THE WHITE HOUSE
WASHINGTON

May 4, 1994

MEMORANDUM FOR GEORGE STEPHANOPOULOS

FROM: RICK ALLEN RA

SUBJECT: TALKING POINTS FOR HARVARD AMERICORPS EVENT

We thought it might be helpful if we gave you some suggested talking points for your appearance on the 12th at Harvard; I don't know your "voice" well enough to get this honed correctly, but hopefully it will be a starting point.

- In less than a month, the seniors among you will graduate. You will hear a lot of advice from your commencement speakers, teachers, parents and friends -- all aimed at helping you live a better life. At some risk, let me jump into that long line with a simple observation: you can't live the good life totally alone.
- We can't define ourselves as just the sum of our strengths and desires, because we are accountable for what we've done, not just what we have.
- Near the century's beginning, a Harvard man told the students of another old university: "It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly;...who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat."
- Each morning at 8 a.m., as we begin our senior staff meeting at the White House, I look up at a huge painting of the speaker of those words, Teddy Roosevelt, and at the Nobel Peace Prize he won in 1906, the first awarded to an American. And if you tone it down a bit and add "woman" in with every mention of "man" -- and maybe substitute "reporter" for "critic" -- I think Roosevelt's words work as well now as they did in his own, very different time.
- I saw it all around the country two years ago, travelling with then-candidate Clinton. In an election that my friend James Carville said was just about "the economy, stupid", what really grabbed audiences from the big cities to the small towns was Bill Clinton's call for national service.

Elaborate Harvard .. I of ?
Carville

- Americans in 1992 wanted change, and they saw national service as a way to make it happen: to change the conditions in our communities; to change the increasing unaffordability of college; and to change the growing sense that the forces drawing us apart -- whether they were race or age or class or gender -- were getting stronger than those forces keeping us together.
- Time and again, what made national service important to the candidate and to the audience was its blend of what made the entire 1992 Presidential election so critical to the country: reuniting responsibility and opportunity, and reuniting our American community.
- So when I stood outside -- like today -- for another series of speeches, on Inaugural Day, I wasn't surprised to hear the President challenge all Americans -- and especially the young -- to "seasons of service", and I wasn't surprised when the President gave instructions to Eli Segal, who heads the national service program, and to all of us that he wanted his AmeriCorps program to become law in his first year.
- Eli and the Congress met that challenge. National service became the law of the land about the time you began this school year. The government has now done what it can do, and frankly, it is a far more revolutionary role for government than anything we have heard about since I was in college. Now the challenge comes back to you -- are you ready for AmeriCorps? Are you ready to act on your idealism? Merely being in college required you to take some measure of responsibility for yourself; AmeriCorps asks if you are ready to take some measure of responsibility for all of us.
- The essence of that challenge is simple: we alone bear responsibility for our communities. No one else is to blame if our nation includes children who are needlessly sick, adults who cannot read, or elderly people who are unsafe in our streets. These are our neighbors and our neighborhoods, and we alone can make things right. And you are old enough and smart enough and strong enough to make a difference.
- Some of you have already begun, following in Harvard's long tradition of community involvement. I know of John King's work with the Mission Hill Summer Program: I know how he and others with Phillips Brooks House don't just talk about community -- they live it, quite literally, by moving into the Mission Hill housing projects not as missionaries of some higher order of humanity, but as members of a community with the talent and the commitment to make a difference.

AmeriCorps will give that opportunity to tens of thousands of young adults during the next year -- but it offers far more than an intriguing year between college and grad school. It will give you a chance to change a community and to transform yourself. It isn't for the faint hearted. ~~If you think everything in this country is perfect, then strap back on the headset and crack another cold one.~~ But it can work well.

Thank God
What could
be a bigger
cause.

2

Facing this
is a mission

- But if you know we can do better, then remember the words Robert Kennedy told students at Cape Town University, South Africa 28 years ago: "each time [someone] stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, [they] send forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance."

~~Berlin Wall. Trench.~~

- We watched those walls in South Africa finally crumble last week. It's time for us to ~~intensify our~~ currents here at home. It's time for AmeriCorps.

build us

It's time to fix things.

It's time for AmeriCorps.

What a joy
it was to watch.
Today, which we shared
here, Nelson Mandela
accepted the responsibility
of leading S. Africa
to the future
of its people
Now it's your turn for you
to build your future.
It's time to build a world
that can sweep down the
walls of
indifference & apathy.
Yes, it's time to fix things.
It's time for AmeriCorps.

From "Do Something"
Event NYC
05.05.04

Martin Luther King

Everybody can be great because everybody
can serve.

~~On behalf of the President~~ I + that
Do Something honors that spirit of ~~promise~~.

promising, + that challenge

Concentrate on all that you're doing: far better
to ~~go your own way~~, putting in the hours, doing the
hard work that needs to be done, ^{taking responsibility for you} and ^{what} ^{future}
all for setting a great example for others to follow.
I hope more people do.

(I) Index / Thank You

(II) Assault Weapons
Jane Warner

I hope .. believe .. that when this
Gun Law we will all be a little safer.

National Service
Mitar Voller
Economics
Health Care

(III) But I also know there's only so much
we as any gov't can do..

That's where Do Something comes in

Reps to kids *
*
*

(IV) Answer times / Dividing Our
When you do anything we have to
help
Do something is the beginning / an
answer to bring us back
together

We are the Goring generation.

We don't have any wars or
bigger crimes.

Topic: Over 30

X/ ① ^{Center} Building Community
Fighting Division

Ran
Boulder

② Alienation → Belonging
Belong in Future
~~Make a Difference~~
Make a Difference

(3) Future

Do Something → Kids

↓
Natural Science

↓
Spirit of Community
Make a Difference

↓
Cachemira

Conclusions

nick(?) Quote

Bobby Kennedy Quote?

Story of weekly T.V.

One person may differ
on will

Can do the same for good!

Action + Passion

Entrepreneur Spirit

If everyone in America were as committed as all of you are, we'd have our problems solved in no time. (It would certainly make work easier at the White House.)

A generation ago, Martin Luther King Jr. challenged people of every age, of every color, from every region of the country, to join together and work to solve the problems in America. He said that "we are caught in an inescapable network of mutuality, tied in a single garment of destiny."

That was his fancy way of saying that we're all in this together.

That idea, and the man who spoke about it, made a great impression on President Clinton when he was in high school, and that's part of the reason why President Clinton grew up to believe so strongly in the importance of community service.

Community service shows people -- especially young people -- that we are in this together. That we all belong to something larger and greater than ourselves -- that our actions can mean a great deal to others, to our neighbors, our communities, and ultimately, to our country.

And that reminds me of another thing Martin Luther King also said, which was, "Everybody can be great because everybody can serve."

On behalf of the President, I want to congratulate you on all that you are doing, for rolling up your sleeves, for putting in the hours, for doing the hard work that needs to be done, and, most of all, for setting a great example for others to follow. I hope more people do.

Thank you. I wish you all the luck in the world.

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

February 3, 1964

REMARKS BY THE PRESIDENT
TO STUDENTS AT KRAMER JUNIOR HIGH SCHOOL

Kramer Junior High School
Washington, D. C.

10:50 A.M. EST

THE PRESIDENT: Thank you very much. Give Carlotta another hand. Didn't she do a good job? (Applause.) She was nervous. I told her there was nothing to it. She did a great job. Thank you, Carlotta. Thank you, Mr. Poles. I'm very, very glad to be here.

I wanted to come here the day after I gave the State the Union Address last week, but I lost my voice. And as you can hear, I haven't quite gotten it back. But I think I can at least what I came to say and hopefully answer some of your questions.

Every year the President gives the State of the Union Address to report to our whole country on the accomplishments and goals of the country and of the government. But I came to Kramer this morning because I wanted to say something else. And that is that the future of our union depends not just on the President and the Congress, on what I do or don't do, it also depends on you -- every boy and girl in this school and every person like you all across this country, in the biggest cities, in the smallest towns all the places in between, on how well you prepare for your life and how well you're able to lead it. That will shape what kind of country America is, and it will affect all the rest of us as well.

I think all of you know this, but this school has produced two graduates who are now part of what I do at the White House. And I want to formally introduce them. First, the Assistant Agent-in-Charge of my Secret Service detail, a person in charge of protecting me, Mr. Danny Sprigs. Stand up, Danny. (Applause.) He graduated from this school, went on to the University of New Mexico and played football for the Dallas Cowboys, and then came back to Secret Service and progressed through the ranks to his present, very important position.

Second, I'd like to introduce one of my very talented White House photographers, also a graduate of this school, Ms. Sharon Farmer. (Applause.) Sharon, where are you? There she is, down in front. (Applause.) She graduated from this school, went on to Ohio State University where she was elected president of the student body, then became a photographer, and is so good at what she does, that she is on the staff of the President.

I'd also like to tell you that the head of our Secret Service detail, Rich Miller, grew up in this neighborhood. So, there was a lot of interest in Kramer.

The Secret Service agents every year who protect the First Family give the President and the First Lady a Christmas gift. I don't know what those gifts have been in the past, but this year I got a letter from my Secret Service detail saying that because I have emphasized service so much and worked so hard to pass a national service bill, which gives young people like you the chance to earn some money to go to college by serving in their community, that they

MORE

wanted their gift to me to be the adoption of this school. They wanted the people on the Secret Service detail to come into this school, to work with the young people, to try to make it a healthy, safe, growing place where you could learn more and where you could have contact with them -- some very good people who have led very interesting lives. I can tell you, for my money, it was the best Christmas present I got this year. And I am very, very grateful for it.

When these two people who work for me went to this school years ago, our country had some problems then, too - the bigotry, the racism that then existed in our country was more overt than it is now. And they had some hills to climb to achieve what they have achieved in life.

In the years since, some of that open injustice has gone away, but all of you know now we have a whole set of new problems -- are problems that were maybe there then but are worse now. There are too many neighborhoods where it seems that nobody has a job; too many places where families don't stay together and too many places where kids are literally at risk of being shot or beat up going to and from school and sometimes in school.

To correct this problem we've got to work together. I've got to do my part and you've got to help to create safe schools where learning occurs and to make sure that we have the kind of neighborhoods and the kind of futures that all of you deserve.

I know that a lot of you have lived with violence. I know you've seen it up close. I imagine some of you have people in your own family who have been hurt. And maybe you know people who have given up on themselves and given up on our country, who've dropped out and are just angry all the time, doing their best to live from day to day, not thinking much about the future.

The first thing I want to ask of you is not to give up. Don't give up on yourselves and don't give up on your country. I very much want you to go to school in safety, where you learn things and can look forward to a brighter and richer future. I want you to feel that you should that you must stay off drugs and graduate from high school and go beyond. I want you to believe that you can do as much with your life as Danny Sprigs and Sharon Farmer have; or for that matter, that if you work hard and you really care enough about it, you might someday be in the United States Congress like Eleanore Holmes Norton, or maybe even be running for President.

I came here more than anything else today to say I do want you ever to give up on yourselves. I don't intend to give up on you as long as I am President. I'm going to keep working for better education, safer streets and a brighter future; but it's for your life. And no matter what I do, I can't live your lives for you. No matter whether we do the right or the wrong things in public life, I can't live your lives for you -- you have to do that. Every day you have to decide whether you're going to be here on time with a good attitude, learning as much as you can. Every day you have to decide whether the future is what happens to you 30 minutes from now or whether it happens to you 10 or 20 years from now. Every day you have to decide what you believe, what you care about, and what kind of person you are going to be.

I'm doing what I can to make the future better for you. Even as we are here today, the United States Congress is debating a bill that the Secretary of Education, Secretary Riley, introduced with my administration called Goals 2000. It embodies some ideas that have been working on for years and years -- ever since I was a Governor. And I think it's fair to say that I have probably spent more time in public schools like this one all over America, as we do in my own state, than any person ever elected President. I ha

MORE

on my behalf. (Applause.) Thank you, Ms. Moody. We will proceed with the questioning period. You have a mike, okay.

THE PRESIDENT: Now, where are the mikes out in the audience? Where are they? Oh, okay. Now, how are we going to do this? The mikes have a long cord so that the ladies can go all the way up. If you've got a question or a comment, raise your hand and they'll bring you the microphone. Don't be shy. There you go. Take mine. Tell us who you are and what grade you're in.

Q I'm in the 9th grade. And I would like to know what Kramer ain't got coed lunches.

THE PRESIDENT: Coed what?

Q Lunch.

THE PRESIDENT: Lunch? That's one thing I don't know the answer to. I don't know why Kramer doesn't have coed lunch, but surely the principal can answer the question before I leave.

But if I were you, I'd want it, too. (Laughter.)

Go ahead, listen now. You all be quiet and listen to your classmates, one at a time.

Q I am in the 9th grade, and I would like to know, respect to the crime bill, what happens on the first or second strike?

THE PRESIDENT: I'm sorry, I didn't -- what?

Q In respect to the crime bill, what happens on the first or second strike, since we're trying to avoid the third strike?

THE PRESIDENT: What are the strikes?

Q What happens on the first and second strike?

THE PRESIDENT: Yes. Well, on the first or second -- what happens -- he's asking -- the crime bill, there's a provision, there will be a provision which says if you commit three violent crimes, you can't be paroled. No parole after three violent crimes. You asked what happens on the first or the second crime -- it depends on, frankly, what the offense was. In other words, those people will go through the criminal justice system -- and let's suppose it's an armed robbery, and the maximum sentence is 20 years, and jury gives 15 years, then the person will go to prison under a 15-year sentence and will be eligible for parole after serving a certain amount of that time.

So then most states -- and the federal government has sentencing guidelines on this -- most states have laws which say if you commit a second crime, you have to serve a much longer period of time before you're eligible for parole. But under this provision I say if the crimes are violent, if you're really hurting somebody, then you shouldn't be paroled at all if you do it three times, because you've obviously shown that you're going to spend your life hurting other people and it's not worth the risk.

But the first two will be covered by whatever the law is now. And it depends on what the crime is and what the circumstances are.

Q Good morning, Mr. President. I'm in the seventh grade. In your State of Address Union, you mentioned the Safe Water Act. What are some of the specifics of this act?

MORE

...to teachers; I have listened to principals; and I have
...to students -- not for just a year, but for more than a
decade.

What this legislation that Congress is debating does is to try to establish what kind of education every child needs in every school. It sets out some goals that will guarantee that if we reach them, all of our young people, wherever they are, whether they come from poor families or middle-class families or wealthy families, if their schools work right, they'll be prepared to compete and to win in the 21st century.

One of those goals says by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment, conducive to learning. No one should have to go to school afraid, and no school should operate in a way that makes learning impossible. But the truth is that while we have some legislation up there to make our schools safer, you have a lot to do with what goes on in this school and whether the environment is good for learning.

Another goal says that by the year 2000 the high school graduation rate will increase to at least 90 percent -- that's the international standard. Another says that every adult should possess the knowledge and the skills needed to get and keep a good job, a job as good as people have in other countries.

When I drive up and down streets in some neighborhoods in this country and I see grown people standing on the street without work, it breaks my heart. And I know a lot of them would like to go to work; and I know a lot of them don't get work in part because they don't have a good education. These goals -- all of these goals -- are critical to your future. I want to start with the last one.

When I was your age, the unemployment rate in this country was three percent, more or less. When I graduated from high school, I knew a lot of people who dropped out of high school. I mean, that was a long time ago. Lots of folks didn't finish school. But I didn't know a soul, black or white, with or without an education, who wanted a job who didn't have one. That's the literal truth when I was 17. That's the economy we had then. That was the reality then. Everybody I knew who was willing to work could find work.

Now, that's not true anymore, is it? It's just not true. Today, more than ever before, whether you have a job or not and how much you can earn at the job and what your future is depends upon how much you can learn. Not just what you know, but how much you can learn. People who graduate from high school make twice as much as those who don't. Those who get training after high school make more. Those who graduate from college make twice as much again. And those who are willing to learn for a lifetime can deal with the hard truth that the average 18-year-old today will change work seven or eight times over the course of a lifetime.

Now, that can be a good deal. You might, if you do it right, live in the most exciting time America has ever known, because the world is changing so fast. You'll get to know people all over the world. By the time you're my age, you'll be routinely calling people around the world with a television screen along with your telephone -- you'll be talking to people, and there will be instantaneous translation. It will be an exciting time. But it will change so fast that you'll have to be able to learn new things all the time. And you have to decide whether you're going to do that, just like we have to decide whether we're going to give you the tools to do that.

MORE

I also think that we've got to say, all of us, there's something wrong. I heard the Vice President went to one of the schools here in D.C. last week, and I don't know if you saw it on television, but one of the students asked him, said, "How can we send a person to the moon and we can't make our schools safe?" Pretty good question, isn't it?

What kind of country is it that can send somebody to the moon and can't make our schools safe? Well, we've got some legislation in Congress today designed to do that. Designed to take guns out of the hands of people who shouldn't have them; to restrict semiautomatic and assault weapons; designed to provide more security for our schools; and designed to give our schools the tools they need in high violence areas; to teach young people to find other ways, nonviolent ways to resolve their differences; to stop people from thinking about the future is what happens five seconds or 30 minutes from now and start thinking about what happens four years and 10 years and 20 years from now -- building a life, not acting on a violent impulse. We're working on that.

What the Secret Service did in adopting this school is also a wonderful thing because, you know, you can see me today and you can ask me questions. And then these good folks in the media, they'll report it all over the country. And a lot of young people like you will identify with what happened. They'll say, well, he didn't come to my school, but at least he came to a school like my school and talked to kids like me. But the President can't see everybody. So I hope that my Secret Service detail, by adopting this school, first of all, will make a difference in your life. I hope it will make your education more rewarding, more interesting, and I hope you'll get to know these people because they're good people.

And secondly, I hope they will set an example, and all over America now more people will say, well, maybe I ought to go out into the schools, maybe I ought to help, maybe I ought to do something for these kids. And if that happens, Kramer will have done a great service for young people all across the United States.

I want to ask you all, before I open the floor to questions, to think about what I said today. Yes, we need to do a better job in making the streets safer and the schools safer. Yes, we've got to do a better job of creating more jobs so you have some opportunity out there. Yes, we've got to do a better job of giving your schools the tools they need so that you can get the best possible education. But you've got to decide what happens to you. You have to decide whether you're going to give up on you or whether someday you're going to play football for the Cowboys and be in the Secret Service or go off to a fine school like Ohio State and come back and have a job at the White House. You have to make that decision. No President, no politician can make that decision for you.

I haven't given up on the young people of this country. I think you are as smart and as good as any generation we have ever produced, and you deserve better than you are getting. And I am going to try to make your streets safe, your schools better and the job future better. But you also have to say, I am going to do the job I can with my life, I'm going to be what God meant for me to be. I'll try to keep up my end of the deal and I want you to keep up yours.

Thank you and God bless you all.

PRINCIPAL POLES: Thank you, Mr. President. At this time, we will have some questions from our student body before the President comes -- I would also like to take the opportunity to introduce to you our school board president, Ms. Linda Moody. It

MORE

...a drinking water act -- we have to -- we have to reauthorize what it does is to set standards. It's important that -- serious problems. What it will do is to set standards for the testing of water throughout the country and all municipalities, all cities, and the evaluations of the water systems and will have certain requirements to upgrade those systems, hopefully before something terrible happens like this; that the whole idea of it is to find out problems -- if the drinking water of a given community -- normally it will start to get bad and will slowly deteriorate. So the idea is to have a testing procedure so that the quality of the water can always be monitored. And if it starts to deteriorate, there will be a requirement that it be cleaned up so that people will always have a safe water supply all over the country.

Q Hello, Mr. President. I would like to know, what can I do in my community to stop crime?

THE PRESIDENT: Give her a hand. (Applause.) That's great. Well, I think there are several things that you can do as a young person in your community to stop crime. But let me just mention, if I might, two or three.

One is, people always talk today about gangs -- people joining gangs and how bad it is, right? But the truth is, everybody wants to be in some kind of gang. If you play on a football team, it's a gang, right? If you belong to a certain church, that's a group of people who believe like you do and you're with them every Sunday and they're part of your crowd and it's part of your identity. In other words, all of us want to be with other people who are like us who make us feel good and important because we're a part of the group. In a way, the Kramer school is a gang, right? It's a group of people who go here and there's a limited number of people and others don't go here.

So the first thing I want to say to you is, I think the more you can do as a young person to get other young people to associate with each other in positive ways, the less likely they'll be to associate with each other in negative ways. You can't just tell kids no all day; sometimes you've got to have something to say yes about. There's has to be something to say yes to. And you can ask adults to do what they need to do -- if there needs to be more opportunity for recreation or something else that adults should provide for you, so that people can have positive associations, I think that counts, first thing.

The second thing I think is important is that we know crime goes down where police officers work in neighborhoods on a consistent basis, know the young people, know the adults and work to prevent crime instead of just to catch criminals. So the second thing you could do is to help organize people in your neighborhood to work with people in the police to stop crime before it happens -- that is to report suspicious things. If you think there is drug dealing going on, or you think there are people with illegal weapons or you think there is something else going on, there's some risk might be happening, to let people know in advance. And that really counts for a lot. I have seen cities in this country with very neighborhoods where the crime rate dropped dramatically because people in the neighborhood got organized and worked with the police on the front end to stop things from happening.

The third thing you could do that I think is really important is to do everything you can to organize young people to keep each other in school, because most people who show up for school on time, stay in school, learn something when they're in school, try to work out their problems in a positive way in school don't end up getting in trouble with the law. Those are the three things

MORE

I think you could do that would have the biggest impact on the crime problem.

Q Good morning Mr. President. Since family life has been breaking down for the last 30 years, what can my generation do to restore family values?

THE PRESIDENT: Did you hear what she said? She said if family life has been breaking down for 30 years, what can my generation do to restore it? Good question. First thing you can do is make up your mind you're not going to have a baby until you're old enough to take care of it, until you're married. (Applause.)

I mean, that's the most important thing. You know, I gave -- how many of you all saw my speech the other night? Did any of you see it? I guess you knew I was coming, so some of you watched it. (Laughter.) Did they tell you to watch it? The principal to you to watch the speech. We spent all this time -- now, I'm trying to figure out how to help people get off of welfare -- good people who are strapped on welfare, who hate it, who don't want to be on. And I've got some ideas, and I've learned a lot from people who are on welfare about it.

But one big problem is, people get on it because they start having children when they are children. And that's the first thing. The second thing that you ought to do is something you can do alone, and that is that we need to organize, starting about this age, young men to start talking among each other about what their responsibilities are, and that they shouldn't -- they should not go out and father these kids when they're not prepared to marry the mothers, they're not prepared to take responsibility for the children, and they're not even able to take responsibility for themselves. This is not a sport, this is a solemn responsibility. (Applause.)

Look, it's hard -- then, once you get married, people have to realize they're going to have to ride through some tough times to keep the family together. There is no such thing as a trouble-free family. There's no such thing as a family where fights never occur, where differences never happen, where some days you think it wouldn't be easier to quit than to go on. There is no such family.

So the third thing we should be doing when young people are young is to say, look, the family is the most wonderful institution in society, but it's a human thing, which means it's not perfect, of fault, too. And you need to think about it. And when you make a commitment to it, you need to do everything you can to hang in there with it, all the way, because it makes life much more meaningful. Life is lonely enough as it is. And if you have a family and you have people that are helping you, it makes a huge difference and makes life better.

I'm telling you, until we decide this is a -- this is a big, cultural thing. We've got to make a decision. Every one of us has to make it -- is it right or wrong if you're a boy, to get a girl pregnant and then forget about it? I think it's wrong. I think it's not only wrong for them, I think it's wrong for you. It's something you pay for the rest of your life. You carry that in the back of your head, somewhere there's some child out there you did take care of that's in terrible shape because of something you did do. And if you're a young girl, you've got to think -- being a mother is still the most important thing in society. It is the most important thing that any person can do. But when you do it, you ought to do it when it's right, when it's right for you, when it's right for the child, and when you can do it right.

MORE

And we just have to make a decision -- if you really want to rebuild the family, then people have to decide: I'm not going to have a baby until I'm married. I'm not going to bring a baby into the world I can't take care of. And I'm not going to turn around and walk away when I do it. I'm going to take responsibility for what I do. (Applause.)

I wish there was some high-falutin' easy way to say it but there's not. There isn't any way to turn this thing around except to turn it around.

Q My question was, what type of steps are you going to take to help the slow of AIDS in the community?

THE PRESIDENT: AIDS? The AIDS problem?

Q Yes. (Applause.)

THE PRESIDENT: He asked what we were going to do to slow down AIDS in the community. How many of you know somebody with AIDS? A pretty good number, huh? I'll tell you what we're doing, then let's talk about what's happening.

Even though, if you heard my speech the other night, talked about how we were reducing government spending in many areas to bring our debt down, our deficit down. We have increased government spending a lot in trying to improve research, to try to find a cure or at least a treatment for AIDS that will keep people alive, and to try to improve the ability of folks who care with folks with AIDS and continue their useful life as long as possible.

In addition to that, we've tried to promote more AIDS education and prevention. But this is kind of like the question asked me about the family. Right now the only thing we know that works with regard to AIDS is not to get it. And we know that AIDS spread primarily in two ways -- because of drug users using unsafe needles and because of unsafe sex -- primarily homosexual sex, but not exclusively.

Now, so what we're trying to do is be honest, brutal honest about that, talk to young people, tell them that you're lying on the line, and the only safe way -- the only way to avoid dying from AIDS that we know right now is not to get it. And that's the truth.

I think eventually we will, if not find a cure because it's a virus, but we'll at least find a treatment that will keep people alive. But we're not there yet. So I'm going to spend more money every year I'm President to do more on research and development, to more on care to try to lengthen the useful life of people with AIDS. And of us who've ever had friends with AIDS, some of us probably even have family members, have been gripped by this. It's agonizing, and it is a terrible problem for the United States. I have friends who have died with AIDS or who have it now. So it's something I care a great deal about. But I have to tell you again, it's kind of like this schooling that right now, as much as I care about it, the most important person in determining what happens to you and AIDS is you. And I hope that you will do it. (Applause)

Q Hello, -- and I'm in the eighth grade. I would like to know what are your thoughts about privatization in public schools?

THE PRESIDENT: Private schools and what? Privatization?

Q Yes.

MORE

THE PRESIDENT: Privatization of the schools. Well, first of all, you asked about the private schools. This country has always actually done pretty well because we've had private schools and public schools. Most people have gone to public school, but there have been private schools out there for people either who, for religious or other purposes, wanted to use them. And most schools, at least those that are religiously motivated, have always provided some scholarships for people who couldn't afford to pay the tuition. So I think it's provided some competition that on balance, I think, has been good.

There's a whole different thing going on about privatization, which I think is what you want me to talk about. Baltimore, for example, has nine or 10 schools now where the local school board has contracted with a private company and they've given them whatever the budget of the school was and let them organize the schools, try to improve the physical facilities, try to operate them well. Then they are responsible for the principal, the teachers, how the thing operates. I think school districts ought to try it if they have real problems in their schools.

I don't -- our bill -- those schools are mostly -- those schools are called charter schools, where the public school system turns -- gives a charter to a private group to operate the schools. If the schools aren't working, and if the schools board decides they can't make them work, then I think they ought to try this. If it works, great; and if it doesn't work, they're no worse off than they were. So I think they ought to have the right to try it. I think they ought to be encouraged to try it. Our legislation, which is moving through Congress, encourages this sort of experimentation.

Let me say this, in defense of our schools: Public schools and public housing projects -- let's put them in there, too -- they both work just fine -- when you had strong families, strong communities, and the people who lived in them had a job. Public schools and public housing projects didn't really start to break down until the family and the jobs and the community started breaking down. So we have loaded a whole lot on to our public schools.

Now, that means we've got to be smart and we've got to be creative because, still, the schools is the best hope that all of you have. But do I think it ought to be tried if a school's not working and the school board wants to try it? You bet I do. I don't see what we have to lose by trying it. If the school board wants to do it, I'm all for them.

Q Mr. President, how will the national information superhighway impact schools?

THE PRESIDENT: Great question. If we do it right, what the national information superhighway will do is to set up a system in which if the schools can get the appropriate computer equipment, which I think will happen in the future, that a school like this one could be connected to schools all over the country, maybe all over the world, the libraries all over the country. You could interconnect with special television stations that were putting out certain information. You could -- in other words, you could have access in the school, in the classroom to worlds of information that now you have to go someplace to find. It would, in effect, bring instantaneously, literally, in theory, billions of pieces of information into the fingertips of students all over America in all schools. And it's very, very important in its implications for American education because if we do the national information superhighway right and we make sure that we get the kind of communications equipment, the kind of trained personnel we need out in the schools, it could go an enormous way toward vanishing or erasing the difference between wealthy school districts and poor

MORE

ones, between wealthy schools and poor ones, by giving everybody access to the same information at the same time.

You could also have special courses like interactive video to take courses that otherwise could never be made available to be great for education, it's also going to be a great equalizer for us. I'm really hopeful about it.

Q Hello. I would like to know how much money was cut from government spending?

THE PRESIDENT: How much money does the federal government spend?

Q How much money was cut from government spending?

THE PRESIDENT: Oh, how much had been cut. I'm sorry. Well, we spend every year -- let me tell you how much we spend so we can explain that. We spend every year about \$1.5 trillion. When I became President we were taking in about \$1.2 trillion, so our deficit was about \$300 billion a year. Last year we cut \$255 billion from last year's budget, and we increased spending in certain areas. We increased spending on education and health and in high technology and we raised taxes on the wealthiest Americans and we raised the tax some and we cut the deficit \$300 billion. So last year there were \$255 billion of spending cuts in the budget. This year, the Congress hasn't started work on it. I just sent a budget up the this year, this time. So the Congress hasn't started work on it we'll have to have a whole range of other cuts, and I propose that they cut 300-plus different programs and eliminate 100 altogether that we can continue to increase our investment into things that matter, like these education programs.

Q Good morning, Mr. President.

THE PRESIDENT: Good morning.

Q I would like to know, in the year 2000, what of technology should we have achieved? (Applause.)

THE PRESIDENT: That is a great question. Let me answer this: I don't think it's possible to answer that, because I don't think we know how fast technology will improve in the world. I wish I could answer it, but I can't.

Let me try to give you an answer, however, by starting with where we are now. We know that there are seven or eight areas of technology that will provide most of the high-wage, growth jobs of the future -- that is, the good jobs. And they've got a whole bunch of them, they in turn will create other solutions. One of those areas is civilian aviation. Another is biotechnology that goes back to Jesse's AIDS question -- biotechnology -- that you going to solve all these problems of the human body and everything. There's worlds of jobs there. Another will be telecommunications. Another will be computer software.

The answer to your question is, what we have to educate our people well enough and to put enough money aside in research so that we achieve whatever level of technology we want in the world achieves. Otherwise, they will leave us behind. Technology is changing so fast -- I can't say -- I can tell you. We know now that in order to have the assurance of having a growing income right now in America, everybody that wants some assurance of a decent job with a growing income needs high school education and two more years of training -- even year old looking forward -- at least.

MORE

Q Good morning, Mr. President. I want to know how will NAFTA affect our job market in future generations?

THE PRESIDENT: How will NAFTA affect our job market in future generations?

NAFTA will create -- and, of course, you know I'm for it, so I have a -- my view -- you'd have to -- there are people who are against it who would give you something else. I believe NAFTA will create a lot more jobs for Americans because Mexico has almost 100 million people and is growing very rapidly. And most of the products the Mexican people buy that are made in other countries are products made in America. In order for us to create more jobs for the American people, we have to have more customers for our products and services. Obviously. You look at the unemployment rate today, you can see that we're capable of producing everything Americans want to buy and still not using up all the labor we've got. In other words, we can produce everything that Americans want to buy and there will still be Americans unemployed. So if we want every American who wants to work to have a job, we've got to have more customers. NAFTA gives us more customers and it will create more jobs.

It will also -- I don't want to gloss it over -- there will also be some things that the Mexicans sell to Americans that used to be made by Americans. So there will be some job loss. But I'm convinced there will be a lot more jobs gained than lost. And I weren't, I wouldn't have supported it in the first place.

Q Good morning. I would like to know, how can we keep the drugs off the street?

THE PRESIDENT: Well, I think there are two or three things we have to focus on. How can we keep the drugs off the street? Your ideas are maybe better than mine. Maybe you ought to tell me how you think we can keep the drugs off the street. I've got two or three ideas I want to mention, though. One is, most cities don't have enough police officers to give the neighborhoods the kind of coverage they need. Thirty years ago, there were three police officers in this country for every violent crime reported. Today, there are three crimes, violent crimes, for every police officer. Most cities simply don't have the people they need to work in the neighborhoods, stay there and help keep the places safe and drug-free -- first thing.

Second thing is that schools should become drug-free areas. You ought to be able to get the drugs out of the schools, and then kids should be taught from a very early age about the hazards of drugs -- that they can kill you, they can take your life away.

The third thing is, we've got to bring another economy to the areas where people are doing drugs, because it's a business. People have to have other ways of making a living. We have to create an alternative future.

So I think there's law enforcement, I think there's drug education and treatment, which I know works, because I've had -- my own brother has had a drug problem, and I know that works. But I think you also have to create another future. We have to tell people -- keep in mind, the drugs got real bad in the places where the family and the community and the jobs were all disappearing. So I think we have to again create an alternative reality.

One of the things we're trying to do in our administration is to create some conditions in which people will go in and invest money and hire people in these areas where people have been making money off drugs instead of off honest jobs. But you all might have better ideas than that. If you've got any ideas for me

MORE

about what to do about drugs, stand up and give me one of your ideas. I'd like to have -- go ahead.

Q I'm in the 8th grade. Mr. President, how will the renewal reform reach out for the betterment of our children? In other words, how will the --

THE PRESIDENT: I understand now. I'm sorry. You have to forgive me, I'm a little hard of hearing. It comes with age for some people. Well, it will be better in several ways. First of all obviously if we can keep creating more jobs, that provides more help. Jobs and incomes help families to stay together; they help people succeed as parents. Let me say one more thing about -- I got asked some questions earlier about what can be done to strengthen the family. For people who already have children, you've got to do the best you can and you can succeed. I mean, I was raised by a mother who was a single parent when I was born. So a lot of people do a good job. But the first thing we've got to do is to provide more jobs, and keep doing it until we can put our people to work.

The second thing we have to do is to give people a sense that they can take their streets back; that through this crime bill and through these other initiatives, people who are willing to obey the law can at least live in a safe environment and children can go to a safe school.

The third thing that we have to do, in my opinion, is to try to give people a leg up in life. That's what the education programs and the welfare reform programs are all about -- giving people a chance to see that they can always do better than they're doing if they're willing to work at it.

The fourth thing we have to do is to -- and this is the health care program to pass so much -- is to give people the security of knowing that they can succeed in all these different ways -- that you can succeed as a student, you can succeed as a worker, you can succeed as a parent, and that if you work hard and play by the rules and you're trying to make something of your life, you will have a certain level of personal security. And that's what we're trying to do.

In other words, I think America should be seen as a part of an extended family, a big community. And I think we should look at all of our people, without regard to where they live or what race is, as an enormous resource, as something precious, where everybody is equally important. And I don't think we can make it as a country unless we do that. I don't think we can make it as a country -- in my old age when I want to be retired and taken care of by somebody else unless all of you do well. And we are going to reinvigorate our education system, our job system, our criminal justice system and our health care system at least if you all are going to do that. And that's what I work for all the time -- so you'll have the freedom to make whatever you want of your life.

I mean, I don't like the fact that a lot of young people like you wake up every day and look in the mirror and don't believe that they could do whatever they want to do. The best thing that could ever happen to us is if tomorrow you and everybody like you wake up and got ready for school and looked in the mirror and said: "I know, whatever I really want to do, I can go as far as my God-given abilities will take me. I'm not going to be burdened by violence, I'm not going to be interfered with by drugs. I'm not going to be interfered with by bigotry. I'm not going to do anything stupid, I'm going to hold on and make my life something I'm proud of." And it's never too late to get a second chance -- no matter what happened before, I can do better. That would be the best thing that ever happened to this country, if all of you believe that and act on it. And I'm just trying to create an environment where it's possible for all of you to believe it.

Are we done?

PRINCIPAL POLES: Thank you, Mr. President. This concludes are question and answer series.

THE PRESIDENT: Thank you. You guys have been great. Good luck. God bless you. Thank you.

END

11:39 A.M. E

honest and that we be fair.
most like to overlook in this
witness. Third, it requires the
resentments up.

I was thinking of this
of the person who died in her arms
I'm cold, I'm hungry -- a simple than.
to be resentful, more cause to be bitter
anyone in this room could ever be bitter
because of what one of us has said or done
dying with a simple thank you. Somehow we

MORE

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

March 17, 1994

REMARKS BY THE PRESIDENT
AT ADVERTISING COUNCIL EVENT

Room 450
Old Executive Office Building

10:30 A.M. EST

THE PRESIDENT: Thank you very much, Alicia. I think your family is here with you -- your family members, would you all stand up. Thank you for coming here with her. (Applause.)

I want to thank Alicia for that remarkable performance. You know what I said to her when I saw the PSAs? The same thing all of you are thinking -- I said, the one with you in it was a whole lot better. (Laughter.)

This is the culmination of a long effort by good people who want to do something about this terrible problem. I thank Phil Geier, the chairman of the Ad Council, and all those who comprise that Council and who support this work. I want to thank Jack Calhoun for the work he's done and the 123 organizations that make up his Crime Prevention Coalition and for his remarkable remarks here today.

I thank Saatchi and Saatchi for the work they did and others -- members of the Creative Community who are here with us today who have done their own public service announcements, changed their programming, made a common commitment in an earlier meeting with the Vice President and me to try to make a sustained effort to change the culture of violence that is gripping our country.

I want to say a special word of thanks and greeting to the chairman of our Corporation for National Community Service, Eli Segal, who is in Miami at the 7th Annual Youth Crime Prevention Conference. With 1,200 officers, teachers, community leaders and others active in crime watch projects, peer counseling, drug prevention programs and others, these people are going to have to carry a lot of the future of our common efforts to reduce violence in America.

You know, if you just read the big headlines in the papers today, a lot of them are very good. There's more growth, more jobs, more opportunity, a real sense of recovery in the country. But we will never become the country we ought to be if we lose another generation of our children to the violence that killed so many and holds the rest hostage.

I can tell you as the father of a teenager, every teenager in the country talks about this issue at home at night, discusses it over the dinner table, is concerned about it, worries, about whether they have friends that are going to fall victim to crime. And this is an incredible burden -- a burden you can see in the eyes and hear in the voice of Alicia; one that imposes on those of us who are grown an inordinate responsibility to change the conditions and the attitudes which have produced this incredible range of violence.

We now have a higher percentage of our people in prison than any country on the face of the Earth. No other nation has so

MORE

high a percentage of their people in prison. And yet we worry that we don't have enough jail space and we have to build more.

The broadcast, the cable networks that are here who are supporting this effort and who will make time available are helping us to begin to make a difference. I want to say a special word of encouragement and thanks to them because they've done so much to help change our country for the better with other such campaigns -- the campaign to reduce smoking, the campaign to increase seatbelt use, the campaigns to remind so many young people that a mind is a terrible thing to waste, or friends don't let friends drink and drive.

President Roosevelt once said if he hadn't gone into politics he would like to have had a career in advertising. President Kennedy generated his first Peace Corps volunteers through ads like this. Messages can speak to dreams and respond to fears and bring people out of their shells. I hope that we can do that here today.

This industry, the entertainment industry, is working hard now to help America reduce violent behavior, by showing young people that there are alternatives to violence. They can help us in the search for a safer and a saner land.

To change people have to have a willing heart. We're working hard here on a crime bill which I hope so much will be passed soon to put more police officers on the street, to take more assault weapons off the street, to try to change the conditions in communities that exist by giving communities opportunities to help young people have something to say yes to instead of just something to say no to. But we have to have more willing hearts.

The cable industry will air these ads on 32 cable networks. The networks themselves have committed a high level exposure. Already 2,000 movie theaters have agreed to show the PSA on their screens. And we are now getting offers to put these PSAs on movies that are rented at video rental stores.

The motion picture association of American, under the able leadership of Jack Valenti and the video software dealers are really going to do a lot of good work on this. These commitments are new and unprecedented. I think they reveal an understanding by people in the entertainment industry that our children have an share with us daily.

We somehow have to find a way to encourage young people to settle arguments with words instead of weapons. We also have to encourage their parents to do the same thing, for domestic violence is still the cause of a lot of these killings. We have to show adults how common sense can ease tensions. We have to help communities set up programs to deal with this.

Last week, I was in Brooklyn College with nine people who are giving their lives to various efforts to help people turn away from violence. I just want to mention two of them to you. I met a woman named Clementine Barfield from Detroit, who had two sons, two of her teenage sons shot, and one killed in gang fighting. She is devoting her life to try to reach kids to make sure not only that they don't become victims like her son, but they don't become killers like the people who killed her sons.

I met a young man named Sherman Spears from Oakland, California, who is confined to a wheelchair, has had one leg amputated, lost the use of one of his eyes, often still in pain because he was caught in the cross-fire of a gun shooting. He is devoting his life to an organization which reaches out to victims and tries to tell them not to retaliate, not to seek vengeance, not to

MORE

seek revenge; that no one ever gets even, and you have to go on with your lives.

These are the kinds of people we want to support. We will send specific suggestions to anyone who responds to the 800 line -- it's 1-800-WE-PREVENT. It's mentioned in the ad, and it's very important because the people who are going to air the ads can't do the grass-roots one-on-one work after the air is quiet.

In closing, let me just say this -- you probably heard Alicia Brown say this, I want to reemphasize it. In a few moments, she is going to the funeral of her sixth friend to die from gunshot wounds -- a 14-year-old child -- not in a war zone in a far away country, not in Somalia, not in Sudan, not in Angola, not in Burundi, not in Sarajevo, but in the capital of the greatest nation on the face of the Earth.

That is what has become of childhood, my fellow Americans. While the rest of us have pursued our dreams in life, had our families, raised our children, enjoyed the fruits of freedom, that is what has become of childhood. It is indecent; it is unacceptable. We can do something about it. And we owe it to them to do it.

Thank you very much.

END

10:47 A.M. EST

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

05-May-1994 12:07pm

TO: Heather Beckel

FROM: Anne Horel
 Office of the Press Secretary

SUBJECT: REQUESTED BOSTON TRANSCRIPT

THE WHITE HOUSE

Office of the Press Secretary
(Boston, Massachusetts)

For Immediate Release

March 14, 1994

REMARKS BY THE PRESIDENT
TO THE CITIZENS OF BOSTON

Rowes Wharf
Boston, Massachusetts

5:42 P.M. EST

THE PRESIDENT: Thank you so much. Thank you for this wonderful, warm welcome to this magnificent old city that is forever young. I am so happy to be back here. I'm thrilled by this enormous crowd, honored by your enthusiasm and support, your concern and your commitment for your country.

I thank all those who are here with me -- your State Attorney General; your State Auditor; the State Chair of our Democratic Party; your wonderful new Mayor, Mayor Menino -- it's nice to see you. (Applause.)

Congressman Moakley, who said that you can tell how much I love Massachusetts by how many times I come to his congressional district. That's a good political remark if I ever heard it. (Laughter.) Congressman Markey, Congressman Meehan

who are here.

I want to say a special word of thanks to your two United States senators -- first, to John Kerry for his steadfast leadership to try to help us pass a crime bill in the United States Congress that is both tough and smart, that gives our young people something to say yes to while we're being tougher on crime, that takes assault weapons off the street and puts policemen on the beat and gives our kids a better future. I thank him for that, and so should you. (Applause.)

I also thank him for the work that he has done in putting the credibility he justly earned as a valiant veteran in the war in Vietnam on the line to help us reconcile with Vietnam and move forward to a new chapter in our relationship with that country, and get a full and fair accounting of all of our MIAs and POWs.

MORE

And I want to thank Senator Ted Kennedy not only for his warm personal support, but for being the lion, the champion, the stalwart of the elemental principle that health care is a fundamental right, and every American ought to have it. He's been fighting for that for almost two decades now, and he has the President by his side. And we're going to get it done this year. (Applause.)

My fellow Americans, I have just come from Detroit, a city which was racked during the 1980s with massive job losses in the automobile industry; a city which is rebuilding itself, even as our car industry comes back with increasing productivity and quality, taking back market share all across our country and in other countries. We have there going on now a conference of the world's great industrial nations, where the finance ministers and the commerce ministers and others have come together to discuss this vexing question: Why is it that all the wealthy countries in the world are having trouble either creating new jobs or rewarding their workers with higher incomes? This is not just an American issue.

But I can tell you I was proud to go there today and say to them, you said to us for years we should bring down our budget deficit; well, we have. The other guys talked about it and we did it. And if the Congress passes our budget this year, for the first time since Harry Truman was President, the deficit will go down for three years in a row. (Applause.)

And what has happened? Low inflation, low interest rates, high investment, over two million new jobs in the first 13 months of this administration -- 90 percent of them not in government, but in the private sector. I know that there is more to do, but we are making a beginning.

I also want to say that we are doing what we can to give our young people access to the education and training they need. With the leadership of Senator Kennedy and others last year, we completely rewrote the student loan law, a very important issue in this bastion of higher education. (Applause.) So that when this law becomes fully effective, our young people will be able to borrow money to go to college, whether they are middle-class or poor, at lower interest rates and pay it back on easier terms not based on how much they borrowed or loaned, but also based on how much they make when they go to school; so they will never be discouraged from borrowing the money to go to college and get the education they need. (Applause.)

Finally, last year we did something that I was inspired to do by all these wonderful young people from City Year -- we passed a National Service Program. (Applause.) This year there will be 20,000 more like them all across the country, and year after next, 100,000 more -- (applause) -- earning credit against college, solving the problems of this country, building up America instead of tearing it down. (Applause.)

And now, and let me say, the most important sign I saw of all the wonderful signs you held up today was the sign the young people from City Year had on that boat -- they said, "Thank you for believing in the youth of America." I do and I think you do, too. (Applause.)

My fellow Americans, this year we have much work to do. In the Congress, we are working on totally revamping the unemployment system of our country so people can begin to get new training from the moment they lose their jobs. We are working on reforming the welfare system so that more people can move from dependence to independence; can be successful parents and successful workers. We are working on a dramatic change in our criminal justice initiatives, as Senator Kerry said, to put another 100,000 police officers on the street, take assault weapons off the street, stiffen our ability to get guns out of the hands of people who should not have them -- the Brady Bill is already beginning to work in that regard -- and provide alternatives for first-time youthful offenders so they will have

a better future. Those are the kinds of things that we are doing.

And, finally, as Senator Kennedy said, we are going to do our dead-level best this year and I believe we are going to make it to finally, finally, finally join the ranks of every other advanced nation in the world and give our American families health care security that is always there that can never be taken away from them. (Applause.)

I know there will always be problems that we have to address, with all of the changes that are coming on into our economy. On the way over here, I spoke with your congressional delegation about the difficulties that the fishermen in Massachusetts and New England are facing. Let me tell you something: We are going to make sure that you do not become an endangered species. You have earned the right to go forward, and we will work on that. (Applause.)

MORE

We have defense workers from Connecticut to California who are threatened, and we are working on that. But what I want to tell you is, we are going in the right direction, and we can keep going in the right direction if we remember to keep our eyes on those things which really matter, and if we do not become diverted.

Just before I got on the plane to come here, I visited a fascinating plant in Detroit, owned by a man named Roger Penske. You may know him because his teams have won eight Indianapolis 500 races. But let me tell you what he did. This plant was about to be closed several years ago. He went in and bailed it out, made an agreement with the union that they would solve all their problems together. Grievances on the plant floor dropped to virtually zero. A new spirit of partnership took over. They began to sell their diesel engines all around the world. They began to increase production and sales. They hired more people. And, today, this plant that was on the verge of being closed, with 3,000 people losing their jobs, have doubled their sales, added employment. They have the best labor-management cooperation anyone can imagine.

Do you know how they did it? They did it because fundamentally, they were interested in building up one another. They recognized the dignity of every man and woman in that plant. They understood that people wanted to be able to be successful as workers and as parents, building their families and their future. And, by doing that, and focusing on that, everything else worked out all right. I tell you today, my friends, if we can go back to Washington and wipe away all of the forces that seek to demean, to divide, to downgrade, and just focus on the spirit and the hope and the dignity that we see in the faces of these young people here, we could solve the problems of this country and do it in short order. That is what we ought to be about. (Applause.)

And I pledge to you that I will honor the support the people of Massachusetts gave me in 1992. I will honor the signs that greeted me here today. I will never forget the spirit, the drive, the imagination and the talent that the people of this state have. And when I go back to Washington, I will be there working with your friends here to make sure that we restore the kind of spirit and dignity and possibility to our national government that will make it possible for us to keep this economy on the move, to pass health care and a crime bill and welfare reform and redo the unemployment system, and do all those things that in the end will just allow all of us to live up to the fullest of our God-given potential as one united nation, moving into the 21st century, with the kind of pride and success that you deserve.

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

THE WHITE HOUSE
Office of the Press Secretary

For Immediate Release

September 21, 1993

REMARKS BY THE PRESIDENT
IN SIGNING CEREMONY OF THE NATIONAL SERVICE BILL

The South Lawn

11:15 A.M. EDT

THE PRESIDENT: Thank you very much, Mr. Vice President. I always wanted to be introduced by the host of the David Letterman Show. (Laughter.)

I was thinking about what my Top 10 List would be -- the best things about having Al Gore as Vice President. (Laughter and applause.) He educates me on things great and trivial. (Laughter.) And that's 10, and numbers nine through one are: He has a vote in the United States Senate. (Laughter and applause.) He said, and I always on the winning side when I vote. (Laughter.)

I want to welcome you all to America's backyard, a fitting place to come to celebrate the opportunity to serve our neighbors and the opportunity to rebuild the American community. I have harbored this dream for years. It was stoked in me by so many thousands of experiences I cannot even recall them all.

When the Vice President and I went across this country last year, I was deeply moved by forces that were both good and bad that kept pushing me to believe that this was more important than so many other things that all of us do in public life. I saw the wreckage, the insanity, the lost human potential that you can find now not only in our biggest cities, but in every community. And yet I saw even in the most difficult circumstances the light in the eyes of so many young people; the courage, the hunger for life; the desire to do something to reach beyond themselves and to reach out to others and to make things better.

I listened and learned from so many people. I saw the examples of the service programs that you have represented here on this stage. I watched people's dreams come to life. I watched the old and the young relate in ways they hadn't. I watched mean streets turn into safer and better and more humane places. I saw all these things happening, and I realized that there was no way any government program could solve these problems even if we had the money to spend on them, which we don't, but that the American people, if organized and directed and challenged and asked, would find a way.

I am in debt to so many people, all of whom have been at least referred to. But I would like to say a particular word of thanks to those who sponsored previous legislation for a limited basis. I want to say a special word of thanks to the Republicans and the Democrats who joined together in the Congress to make sure that this would know no party and that we would somehow reach beyond the normal debate and dialogue to unify this country, starting with the Congress.

I thank the people who helped me before I became President to understand more about national service -- the people who wrote books and articles, the people who worked with me in the DL

MORE

and other organizations. I thank all of you because all of you played a role in this day.

But most of all, I want to thank the young people of this country who were so wonderfully represented by these three young people -- Richard and Derrick and Pricilla. Weren't they terrific? Let's give them another hand. (Applause.)

I don't believe there was a stop on our bus tour across the country when the Vice President and I didn't mention our commitment to national service as a part of our drive to make college education affordable to all, but also as a part of our deeper desire to bring the American community back together. (Applause.)

I have to say a special word of appreciation to Eli Segal. (Applause.) I have known him for about half my lifetime. I can still remember when we were young with the dreams and the enthusiasms that these young people on this stage have today. I could not have known when we first met in our attempt to do the best we could by our country so long ago that someday we would be standing here on this stage to do this. But I know this: This national service bill and this project would not be in the form it is and we would not be here celebrating today in the way we are if it had not been for his brilliant, dedicated leadership. And I thank him for that. (Applause.)

Relying on the ancient adage that if it ain't broke, don't fix it, I am today forwarding to Senator Kennedy and the United States Senate the nomination of Eli Segal to be the Chief Executive Officer of the Corporation for National and Community Service. (Applause.)

I also want to acknowledge, as has already been referred to, the roots of our history in all this day and people who have contributed to this day because of what they did in their time. Twice before in this century Americans have been called to great adventures in civilian service. Sixty years ago, in the depths of the Depression, Franklin Roosevelt created the CCC and gave Americans the chance not only to do meaningful work so that they could feed themselves and their families, but so that they could build America for the future. And down to this day there is not a state in this country that is untouched by the continuing impact of the good work done by the people who labored in the CCC. (Applause.)

Today we have two veterans of President Roosevelt's Civilian Conservation Corps -- William Bailey and Owen Davis. Would they please stand wherever they are? (Applause.) Thank you. (Applause.)

It is with special pride that I will use President Franklin Roosevelt's pen set, with which he signed nearly every act of legislation as President, to sign our bill here today.

We also point with pride, as the Vice President said, to the enduring legacy and the continued vitality of John Kennedy's Peace Corps, created by legislation which President Kennedy signed years ago tomorrow. I want to acknowledge, as the Vice President did, the wonderful work of Sergeant Shriver not only as the first director and guiding spirit of the Peace Corps, but for what he has done with the VISTA program. And I want to acknowledge -- (Applause) -- thank you -- and to say with some pride that it was my privilege to be influenced by people like the Vice President whose sister served such distinction in the Peace Corps, to appoint the first Peace Corps volunteer to actually direct the Peace Corps, Carol Bellamy. And I thank her for her leadership. (Applause.)

Thanks to the generosity of Sergeant Shriver, I will also use the pen President Kennedy used 30 years ago -- 32 years

MORE

-- to sign the Peace Corps legislation to create a new national service corp for America. We will call it Americorp. (Applause.)

When I asked our country's young people to give something back to our country through grass-roots service, they responded by the thousands. You heard a couple of them here today. Eli's office was literally swamped with letters asking to serve. These two young people today represent 20,000 young people next year and 100,000 young people three years from now. And I hope, believe and dream that national service will remain throughout the life of America not a series of promises, but a series of challenges, across all the generations and all walks of life to help us to rebuild our troubled but wonderful land. I hope that some day the success of this program will make it possible for every young American who wishes to serve and earn credit against a college education, or other kinds of education and training, to do that. And I believe it will happen.

This morning our Cabinet and the heads of our federal agencies were directed to redouble their efforts to use service -- community grass-roots service -- to accomplish their fundamental missions. We want them to help reinvent our government to do more and cost less by creating new ways for citizens to fulfill the mission of the public. We believe we can do that. Already departments have enlisted young people and not-so-young people to do everything from flood cleanup to housing rehabilitation; from being tour guides in our national parks to being teachers' aides in our schools.

In the coming months we will also challenge states and nonprofit organizations to compete for Americorp volunteers. We'll ask our friends in higher education and the foundation world and in business to continue their leadership in the growing movement of national service.

But beyond the concrete achievements of Americorp, beyond the expanded educational opportunities those achievements will earn, national service, I hope and pray, will help us to strengthen the cords that bind us together as a people; will help us to remember in the quiet of every night that what each of us can become is to some extent determined by whether all of us can become what God wants us to be. (Applause.)

And I hope it will remind every American that there be no opportunity without responsibility. The great English historian, Edward Gibbon, warned that when the Athenians finally wanted not to give to society, but for society to give to them, the freedom they wished for most was freedom from responsibility then Athens ceased to be free.

My fellow Americans, there are streets and neighborhoods and communities today where people are not free. There are millions of Americans who are not really free today, because they cannot get down inside them and bring out what was put there by the Almighty. This National Service Corps should send a loud and clear message across this country that the young people of America will preserve the freedom of America for themselves and for all those of their generations by assuming the responsibility to rebuild the American family. That is the dream which drove this idea to the reality we find today.

I am so proud of all of you who are a part of this. I am profoundly grateful to you. I ask you only now to remember as we move toward the 21st century, the success of our great vision of this, the longest experiment in free society in human history, to remember that it is at the grass roots, in the heart of every citizen that we will succeed or fail. Today we are taking a stand for this country for the proposition that if we challenge people to

MORE

and we give them a chance to fulfill their abilities, more and more and more we will all understand that we must go forward together. This is the profoundest lesson of this whole endeavor. And it will be the great legacy of the wonderful people who make it come alive.

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

END

11:34 A.M. ED'

1 Washington
Post

and Boston
Globe

Tuesday, May 3

Info
about Phillips
Brooks House

A Higher Degree of Concern

CAMBRIDGE, Mass.

Yale grad George Bush went around the country in 1988 trashing Harvard as an den of "elitism"—he was aiming of course at Harvard Law School alum Michael Dukakis. The fact is, though, that haughty Harvard has the country's oldest and one of the largest student volunteer corps and when Eli Segal, CEO of the National Corporation for Service, was idea-shopping, he went straight to Phillips Brooks House, a 100-year-old powerhouse of good works.

Brooks House, which is located on Harvard Yard, has been operating a variety of programs since 1894, when it was built in memory of an eminent Boston preacher, whose friends endowed the house. The Phillips Brooks House Association has a budget of \$1.7 million, a paid professional staff of 10 supervised by executive director Greg Johnson and a corps of 1,700 workers whose leader is John King, a 19-year-old advanced-standing junior from New Jersey. King, like all others involved in it, thinks that Brooks House should get more financial help from the university.

It gets contributions from corporations like Stride-Rite and many in-kind donations. Its high-powered advisory board includes Robert Coles, the eminent psychiatrist-humanitarian. It has tradition: Franklin Roosevelt was Brooks House treasurer in his time.

King, the son of New York City educators whose major is government and whose interest is teaching, runs the jewel in the crown of PBHA programs, the Mission Hill Summer Program. George Bush might be surprised, but when the men and women of Harvard go out to help the poor, they do not go as dukes and duchesses among the peasants; they actually live in the housing project at Mission Hill, which is located in one of Boston's meaner neighborhoods. They teach all morning at the Wentworth Institute and in the afternoon set out in their van for trips to museums, ballparks, airports or any place where enrichment awaits them.

Eli Segal visited the program last summer and was bowled over. "John King was the Pied Piper of Mission Hill, not just the kids but the mothers trailing him through the project. The role-model dimension was unbelievable."

King, a tall quiet young man, is Brooks House's third African American president. The Mission Hill kids, aged 6 to 14, don't think much of the Harvard medical students they see two blocks

from home, and are impressed that John King is the boss of people they think of as privileged snobs. "They take me aside and ask me what it's like going to school with all those white kids—and I tell them to focus on their schoolwork."

In all, Brooks House serves about 10,000 people. It focuses on the young, but not exclusively; it has tutoring and mentoring programs year-round in surrounding inner-city schools. It runs a shelter for the homeless in Harvard Square in the Lutheran University Church, and feeds 19 residents with leftovers from the Harvard dining halls. It has another shelter in nearby Porter Square in St. James Church, where it is helping 12 men to get back on their feet. It sends out advocacy teams to poor neighborhoods to help people with small claims and problems with welfare or medical benefits.

Among Brooks House's 80 programs is one for visits to nursing homes. On some the workers take children from the projects to spend time with lonely seniors. They read to the blind.

Greg Johnson says the number of volunteers has been constant over the years, except in the early '70s, the beginning of the "me" generation and a time when Harvard withdrew its financial support, maintenance of the Brooks House and payment of some staff salaries. But gradually, the university was talked around and the volunteer numbers returned to their old levels.

Eli Segal gives encouraging statistics about today's youth country-wide. Sixty percent of college freshmen engage in some kind of community work and continue it throughout their four years.

Harvard students are proud of Brooks, but some of them miss the larger excitements of older brothers and sisters who boiled out of the Yard to do battle with presidents over the Vietnam War or to fight for civil rights in the south.

"We are the boring generation," said a female undergraduate at a Kennedy School seminar. "We don't have any wars or large causes. We have to fix things up. We have no wars and the suffering is mediocre. We do lots of volunteering."

George Bush said disparagingly that when he wanted to learn "the ways of the world," he didn't go to Harvard but to Texas. Too bad, it seems.

History of Teach for America

Teach For America

IS THE NATIONAL TEACHER CORPS.

Each year, hundreds of outstanding recent college graduates are selected into Teach For America to commit two years to teach in urban and rural public schools which traditionally suffer from teacher shortages. Corps members are teachers and role models who go above and beyond, working during school hours and after school hours to ensure that all of their students realize their full potential.

Teach For America corps members assume responsibility for ensuring that the students they teach learn and grow in significant, demonstrable ways. In addition, they start after-school programs for students and parents, seek out grants to supplement their schools' resources, participate in their schools' site-based management teams, attend school board meetings, provide leadership for extra-curricular activities, and involve parents in their classrooms.

Corps members are working together with thousands of other members of AmeriCorps, the new domestic service corps. Working through different programs in communities all over the country, AmeriCorps members are working to meet the nation's most pressing needs through such activities as immunizing infants, keeping schools safe, restoring natural resources, and securing more independent lives for our elderly.

Since Teach For America's inception in 1989, 15,000 college students from all academic majors have competed to enter the program. Close to 3,000 of them have been placed as teachers in 16 geographic areas—everywhere from South Central Los Angeles to the rural South to the South Bronx. Collectively, corps members have touched the lives of 500,000 under-served students in over 500 schools.

Many corps members decide to remain in the profession of teaching beyond their two-year commitments, while some move into other positions in the field of education. All are outspoken advocates for excellence and equity in education.

Our History

Teach For America was founded in 1989 by Wendy Kopp, who was then a senior at Princeton University. After proposing the creation of a national teacher corps in her undergraduate senior thesis, she wrote letters to thirty corporate chief executive officers requesting a seed grant to launch the corps as a non-profit organization. Mobil Corporation approved a \$26,000 grant the day after she graduated, and Union Carbide Corporation offered free office space in Manhattan.

A few months later, a team of recent college graduates began to make Teach For America a reality. They identified college students on each of 100 campuses who started spreading the word about Teach For America in January of 1990. By the end of April, 2,500 individuals had applied to the program by completing an essay application, sample teaching session, and personal interview. Five hundred charter corps members (Corps '90) had matriculated by the end of May.

The charter corps came together for the first time in Los Angeles in June of 1990 for an eight-week pre-service training institute. From there, they travelled to New York City, Los Angeles, New Orleans, Baton Rouge, rural North Carolina, and rural Georgia to assume teaching positions in the fall of 1990. Local offices in each of those areas facilitated their transition and provided ongoing support.

Each year since, Teach For America has recruited, selected, trained, placed and supported approximately 500 corps members. Over time, the organization has expanded to additional placement sites and has significantly improved the quality

The Need

Students who grow up in under-resourced urban and rural areas are at a tremendous educational disadvantage. They live in communities where it is often difficult to grasp the value of education – where violence is an everyday reality and where possibilities often seem limited. They attend schools which lack basic resources and which too often suffer from a dearth of extra-curricular activities. Their families may not speak English and often do not know how to become involved in their children's academic lives. All of this is only further complicated by the fact that society holds low expectations for these students. The result is student achievement rates which are far below the national average.

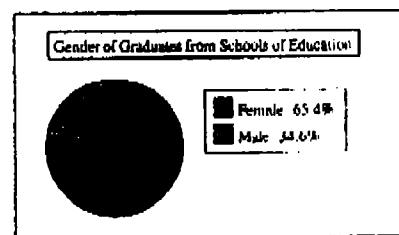
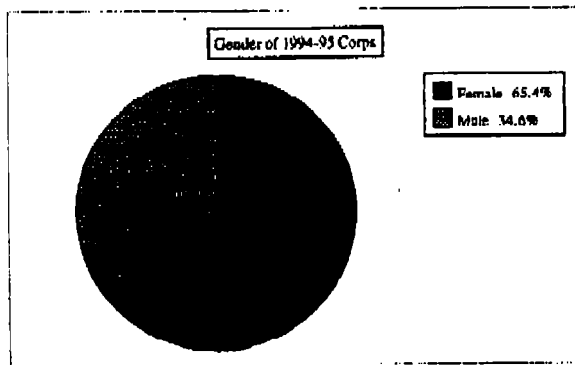
These students, more than any others, need committed and talented teachers who will hold extremely high expectations for them. While these students benefit tremendously from experienced teachers, they also benefit from young teachers who are uniquely qualified to inspire in them a sense of possibility, and to act as role models who demonstrate through their own lives the advantages of attaining a good education. These students need teachers who will be creative in spite of a lack of resources, who will take the initiative to start extra-curricular activities where none exist, who have a strong knowledge of their subject matter, and who will reach beyond the four walls of their classrooms to involve their students' parents and to relate education to the students' everyday lives.

Unfortunately, however, schools in under-resourced areas have a particularly difficult time attracting and retaining outstanding teachers. It is for this reason that, each year, principals and superintendents ask Teach For America to place corps members in their schools and districts.

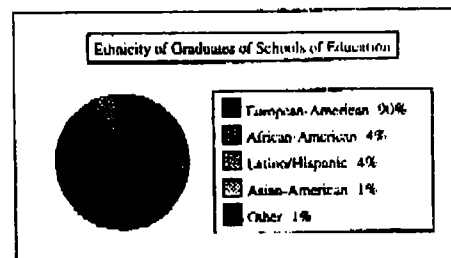
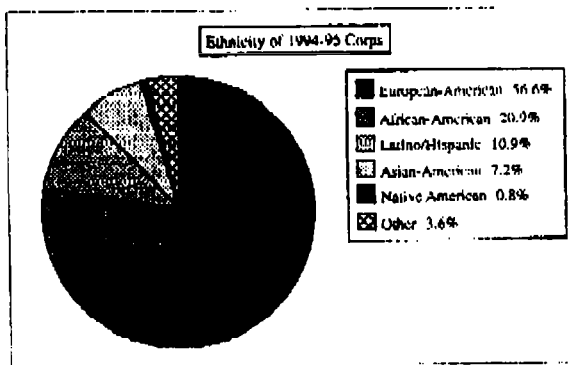
The Corps

Close to 940 Teach For America corps members are teaching during the 1994-95 school year. Forty-three percent of corps members are people of color, and thirty-five percent are male. Corps members report an average score of 1190 on the SAT. The average corps member is twenty-three years old.

Teach For America has a greater percentage of men and people of color than graduate schools of education.



* Source: 1992 American Association of Colleges for Teacher Education survey of individuals graduating from schools of education



* Source: 1992 American Association of Colleges for Teacher Education survey of individuals graduating from schools of education

WEDNESDAY, AUGUST 3, 1994

THE NATION'S NEWSPAPER



TODAY

NO. 1 IN THE USA . . . FIRST IN DAILY READERS

Teach for America, idealism at work

By Dennis Kelly
USA TODAY

Joseph Perez went into college thinking he'd land a lucrative job in the corporate world, the payoff for his double-major in math and economics and a 3.55 grade point average.

Instead, Perez, 22, got out of college this spring and headed off to be a teacher with Teach for America, an enterprise likened to a domestic Peace Corps for teachers. He's in training this summer at a Houston high school and will take on a full-time teaching job in the fall working with delinquents and "at-risk" kids in a Phoenix school.

For Perez — who uses a wheelchair as a result of random violence near his Queens, N.Y., home — trading career comfort for personal satisfaction was an easy choice.

"I noticed kids are just being neglected today, especially inner city youth," Perez says. "There's just no hope for them. I thought I could make a difference for these kids; that they could really relate to me."

Teach for America has been asking U.S. college students to make that choice for five years now, with considerable success. The program has critics who say it's dropping young people into classrooms without sufficient preparation, but its founder, Wendy Kopp, gives it a big thumbs up.

"The last five years have been absolutely incredible in every sense," she says by phone from Houston, where the organization is training recruits this summer. "Teach for America is certainly having as tremendous an impact as we envisioned."

The program caught the media's attention early on. Kopp proposed the idea in her senior thesis at Princeton University in 1989 and then turned it into reality.

Teach for America goes after bright college students who typically majored in something other than education and asks them to commit two years to teaching in "under-resourced" schools in rural and urban areas. That's bureaucratic lingo for schools that have trouble attracting teachers.

Since 1989, the program has placed 2,298 corps members as teachers, reaching 500,000 students in 400 schools, Kopp says.

But other numbers for Teach for America have been up and down. Applicants rose to 3,600 in 1993, but dropped to 3,100 last year. The number of corps members placed annually peaked at 706 in 1991, but fell to 464 by 1994.



A NEW LANGUAGE: Helen Lennon, a Spanish teacher in the Teach for America corps, with Gabrielle Turner, left, Demetria Amie and Isabelle Mossard, training at a Houston school.



Photo left by Tim Johnson, AP; right by Billy Kelly, Mississippians
MAKING A DIFFERENCE: Joseph Perez will work with "at risk" children in Phoenix in the program founded by Wendy Kopp.

Kopp says the program's recruitment effort wasn't as strong last year as it has been in the past, but she says interest is still high on college campuses. The number of placements may have dropped, though, she says, because the program found that it didn't get the ongoing training support it expected from local districts or teacher colleges.

Teach for America offers corps members no financial incentive. But the federal government offers any college graduate who teaches in a Chapter 1 school — one getting funding for poor students — a deferment on paying Guaranteed Student Loans while they continue teaching, and a 15% cancellation on Perkins loans, says Dan Porter, Teach for America president.

Interviews with participants show the program fills a need for them, regardless of the finances.

Consider Helen Lennon, who grew up in Huntington Beach, Calif., but returned to her native Australia in 1990 to become a government research officer on environmental policy.

The job was "terrifically stimulating creatively and I really need to be around people," Lennon says.

The Teach for America program not only piqued her interest, but filled a "sincere desire" she had "to give something back. I realized that ultimately my life had always been geared to myself."

The program placed her last year, teaching Spanish in a Halifax County, N.C., high school, where the student body has some of the lowest SAT scores in the country, she says.

Ideally, schools would be able to find enough qual-

ified Spanish teachers from their surrounding communities, but one wasn't available, so Lennon's placement there fills a need, she says.

"My school is beautiful," she says. "My kids are extremely bright. I've not had a boring moment at all."

Taggart Hansen, who graduated from Miami University of Ohio in 1993, had designs on being a lawyer. But he was diverted by people telling him the nation needs more black males like him in the classroom.

"It's the hardest job in America," says Hansen, who spent last year teaching sixth-graders in Pasadena, Calif.

He got eight of those students to write a play about violence. Through a personal contact, he got a screenwriter to turn the play into a professional show performed in

a Pasadena theater.

Hansen says he still may become a lawyer, "but I know whatever I'm doing beyond this will have some effect on schoolchildren in under-resourced communities."

Joseph Perez chose teaching over corporate life "because there's a major need for teachers in the inner city. Everybody's scared to teach there," he says. "They have such low expectations (for students). I'm going to have the same expectations as I would for someone who's gifted."

Perez says because of the violence that left him paralyzed, he'll be able to connect with his students. "I know I have what it takes," he says. "If you respect your kids, they'll respect you."

The 1994 Recruits

Over three thousand individuals completed Teach For America's day long application process in the spring of 1994. They completed an essay application with three written references, a sample teaching session, a structured discussion group, and a personal interview. Of this group, 446 were selected to become corps members.

This year's recruitment effort generated the highest percentages of math/science majors and people of color in Teach For America's history.

Number of 1994 Matriculants Per University: Top 20

Michigan, University of	16
UC Berkeley	16
Yale University	15
Wisconsin, University of	11
UC Los Angeles	9
Wesleyan University	9
Carleton College	8
Colorado, University of	8
North Carolina, University of	8
Pennsylvania, University of	8
Tufts University	8
Virginia, University of	8
Cornell University	7
Harvard University	7
Northwestern University	7
SUNY Albany	7
Chicago, University of	6
Georgetown University	6
Rochester, University of	6
UC Santa Cruz	6

Academic Majors of 1994 Recruits: Top 10

English	13.2%
History	8.4%
Psychology	8.0%
Political Science	7.6%
Sociology	5.8%
Biology	5.6%
Spanish	3.8%
Anthropology	3.2%
Communications	3.2%
American Studies	2.2%

% of Matriculating Math/Science Majors Since 1990

1990	7.2%
1991	11.6%
1992	13.2%
1993	11.3%
1994	14.8%

% of Matriculating People of Color Since 1989

1990	26.6%
1991	22.5%
1992	34.8%
1993	40.0%
1994	52.7%

The Impact

Corps Members Teach in Areas of Need

School districts in urban areas and remote rural areas request that Teach For America provide teachers for hard-to-fill positions. In the fall of 1994, Teach For America placed 937 corps members in 16 urban and rural geographic areas. Fifty-six percent of corps members are teaching at the elementary level, 44% are teaching at the secondary level.

Where Corps Members Are Teaching		What Corps Members Are Teaching in 1994	
Arkansas/Mississippi	56	ELEMENTARY (K-6)	56.4%
Baltimore	77	SECONDARY (7-12)	
East Palo Alto	17	Science	11.3%
Middle Georgia	15	Language Arts	8.9%
Houston	74	Special Education	5.4%
Los Angeles	165	Math	4.8%
Southern Louisiana	79	Foreign Language	4.6%
New Jersey	48	History/Social Studies	3.5%
New York City	128	English	2.0%
Eastern North Carolina	54	ESL	1.9%
Oakland	69	Other	1.2%
Phoenix	22	Total Secondary (7-12)	43.6%
Rio Grande Valley	36		
Seattle	17		
Shreveport	10		
Washington, DC	70		
TOTAL	937	TOTAL:	100.0%

Urban: 77%
Rural: 23%

Principals/Superintendents Rate Corps Members Highly

In a survey conducted during the spring of 1994, principals and superintendents reported a high level of satisfaction with the quality and impact of corps members.

- 97.5% of superintendents said corps members are at least as good as, if not better than, their *overall teaching faculty*.
- Six out of ten supervising principals said that corps members are *better* than the average teacher with whom they have worked, including experienced teachers.
- Seven out of ten principals said corps members are *better* than the average new teacher with whom they have worked.
- Virtually all (over 95%) of supervising principals said corps members are at least as good as other new teachers with whom they have worked.
- More than 75% of superintendents said that Teach For America corps members have had an above average or outstanding impact in their school districts.

Corps Members Remain in Teaching and Education

The number of corps members completing their two-year commitment has increased significantly over time. While 70% of the charter corps members completed their commitment, more than 80% of the corps members placed in 1992 taught a full two years. Of those corps members who began teaching in the fall of 1993, 93.9% completed their first year and 90.9% started a second year.

Retention rates in urban and rural public schools are not widely available, but discussions with principals and superintendents indicate that Teach For America's compares favorably. As one example, the *New York Daily News* reported that 18.5% of the City's new teachers leave their jobs at the end of the first year, which means that only 81.5% start the second year. Of the 52 corps members Teach For America placed in New York City in 1992, 92% completed their full two-year commitment.

Many corps members have decided to remain in teaching and education beyond their initial two-year commitment. Our current alumni records show that approximately 47% of our alumni have continued to teach; some are currently in their fifth years. An additional 11% are working in education related fields and 7% are completing advanced degrees in education. This means that 65% of corps members have remained in the field of education.

Corps Members Make an Impact in Their Schools and Communities

In a survey conducted during the spring of 1994, corps members reported active involvement in their school communities.

- 79.4% Share innovative teaching ideas with others at their schools
- 72.0% Are involved in extracurricular activities (clubs, sports, etc.)
- 65.4% Encourage students to explore possibilities outside their communities
- 62.6% Are involved in school-wide improvement projects
- 59.3% Make a link between the community and their classroom
- 48.1% Started a new program at their school (journal, club, tutoring, etc.).
- 46.5% Are active on school or district committees

The Teach For America Summer Institute

Summer Educational Enrichment Program for K-12 Students

Each summer, Teach For America brings together its 500 new recruits for an intensive summer training institute. Together with pre-institute independent work and a two-week on-site induction program, the institute aims to give corps members the skills, knowledge, and habits they need to enter the classroom as teachers. Corps members gain experience in and knowledge about unit and lesson planning, diagnosing students, instructional strategies, parental involvement, classroom management, student assessment, determining the environment of the classroom, and accessing resources and student support services.

The institute doubles as a summer enrichment program for approximately 3,000 K-12 students. Corps members work in teams, under the guidance of a faculty of experienced teachers, to structure, manage, and teach classes of students. Through completing academically rigorous projects with a community service focus, each class works toward a set of achievement goals drawn from the school district's curriculum guide. Corps members maintain contact with parents on a weekly basis and involve them in their children's work whenever possible.



OFFICE OF THE MAYOR
CITY OF HOUSTON
TEXAS

BOB LANIER
MAYOR

July 25, 1994

Ms. Wendy Kopp
President
Teach for America, Inc.
One World Trade Center, 78th Floor
New York City, New York 10048

Dear Ms. Kopp:

I have received hundreds of letters from students, teaching interns and parents praising the Teach for America program that is concluding this week in Houston. They are unanimous in saying that the experience has renewed the students' eagerness to learn, and has inspired the interns in their two-year commitment to teaching. This is very encouraging to me as a person who is committed to helping the public school system thrive.

Teach for America has had a profound, positive affect on the concept of summer school programs, and we thank you for bringing it to Houston. We would very much like to see the program return - and grow - next year. We stand ready to help in any way we can.

Sincerely,

A handwritten signature in black ink, appearing to read "Bob Lanier".

Bob Lanier
Mayor

BL:wpk

✓ cc: Ms. Natasha Kambrani
Teach for America - Houston

Pam Johnson
9026 Willow Meadow
Houston, Tx 77031
(713) 981-4270

Wednesday, August 3, 1994

Dear Teach for America,

My two sons completed the Teach For America Challenge Friday, July 29. They both enjoyed not only the subjects and skills taught but the final project which the classes presented to their families.

I found the teachers to be very motivated and I especially appreciated the personalized attention and the written reviews of each week that were provided by the teachers concerning my childrens performance and or problems in their classrooms.

My younger son, Chance will turn 5 on August 23. The cut off date here in Texas is Sept 1 so Chance could go to Kindergarten this year. My husband and I had questions over whether he was ready or not. I mentioned this to his teachers and they provided me with an objective overview of Chance and his abilities. They also made it clear that it was my decision. I really appreciated the caring and concern they displayed for all the students.

They attended Turner Elementary which was a 30 minute drive from our southwest Houston subdivision. At first I was hesitant to make a time committent such as this during our summer vacation but I am very please with our decision. I felt that the program and the teacher ratio was just too good to pass up. I hope that this program is repeated again in Houston and maybe next year at a southwest HISD elementary school also. I would have been interested in my seventh grade son attending the program also but was hesitant to send him with high schoolers. I believe he would have enjoyed the program and maybe next year the middle schoolers can be placed independant of the older students.

Again, thank you for such a wonderful opportunity and I enjoyed meeting my son's eight teachers: Sondra Youdelman, Phillip Coker, Melisa Frydman, Mary Williams, Meghan Mullan, Lori Rogoff, Brad Wood and Jordan Henry. They were all excellent teachers, I wish we could have them in our Houston elementary schools. My sons especially liked having male teachers since the only male teachers they have had were music and P.E. teachers.

Warm Regards,


Pam Johnson

To: Heather and Marlene
From: Sarah Thorp
Re: George Stephanopoulos' address to the Teach For America Alumni
Date: January 10, 1994

TEACH FOR AMERICA ALUMNI SUMMIT

We are excited that George will be able to speak to our alumni just before the "Young Leaders" panel on Saturday, January 10. The purpose of the Summit is to celebrate the achievements of the alumni who have completed their two year commitment to Teach For America and to help them to learn how they can work throughout their lives as educational advocates--whether they remain in the classroom or pursue other careers.

Setting for Mr. Stephanopoulos' address

Mr. Stephanopoulos will speak just before the Young Leaders panel and just after Wendy Kopp, the founder of Teach For America, gives an organizational update. We would like to introduce him to the 300 alumni and friends at 9:30 am in the Dorothy Beus Marvin Theatre. The Marvin Theatre is located on the first floor of Marvin Center on GWU's campus, 800 21st St., NW. Mr. Stephanopoulos may take as much time as he would like between 9:30 and 10:00 am to speak and to take Q & A. We will have mikes set up in the theater for the audience.

Weekend Messages of the Summit

- Teach For America alumni are committed to equal opportunity and educational excellence as a long term goal for all children in this country.
- We share a dream, and collectively we can help turn the dream into reality.
- Teach For America alumni make up a network, and we need to use each other as resources.

Description of the Young Leaders Panel (to follow his address)

Six young social entrepreneurs will discuss the challenges and rewards of starting their own service and education programs. Building on the weekend theme of personal initiative, the panelists will outline their visions and projects, and encourage the audience to think critically about what it takes to start their own organization. Harris Wofford will close the panel.

Suggested Talking Points

George Stephanopoulos is our first keynote of the day on Saturday. Alumni, who are committed to making differences, would love to hear him speak about what got him involved in politics and why he chose politics as a way to make a difference. They would also like to hear him describe how he has seen young people change the environment in politics and in the Administration. He might describe the pros and cons of having young people in these roles. Finally, as a way to segue into later discussions of education reform, George could answer the following question: "After two years in the White House, if you could do one thing to improve this country's schools, what would it be?"

Thank you, Heather and Marlene. These are just ideas to get the juices flowing. First and foremost, we just want him to inspire us to keep doing the kinds of things we are doing. Attached is a draft of the program so that George can familiarize himself with it and highlight any parts of it that he thinks are particularly interesting and important for people to attend. I look forward to meeting you!

~~Presidential~~ Remarks: Gaksburg 01.10.95

THE WHITE HOUSE

Office of the Press Secretary
(Galesburg, Illinois)

For Immediate Release

January 10, 1995

REMARKS BY THE PRESIDENT
TO PEOPLE OF THE GALESBURG AREA

Sandburg Community College
Galesburg, Illinois

12:44 P.M. CST

THE PRESIDENT: Thank you for that wonderful and warm welcome. (Laughter.) It is wonderful to be here. Thank you, Dr. Crist, for making me feel so much at home. Thank you, Congressman Evans, for coming down; and Congressman Poshard delighted to see you. And Mayor Kimble, thank you for making me feel welcome here. The representatives of Knox College and Blackhawk Community College, as well as Carl Sandburg Community College, I'm glad to see all of you here.

I'm glad that Secretaries Reich and Riley came with me, and I understand they have already spoken, which makes anything I say perhaps redundant. (Laughter.)

I met a college president the other day; he looked at me and said, "I've got a lot of sympathy with you. Being President is just like running a cemetery -- you've got a lot of people under you and nobody is listening." (Laughter and applause.)

I want to begin by saying how very, very happy and proud I am to be here today. I believe as strongly as I can state that community colleges represent the very best of America in 1995, and where we need to go as a country with all of our institutions -- community based, flexible, committed to quality, opportunity for everyone, with a real sense of community. I'm honored to be here, and I'm honored to have all of you here.

I'd also like to recognize the people who were with me just a few moments ago who participated in our little roundtable, who have had some experience with this institution. I'd like to ask all of them to stand up that were in my private conversation -- (applause) -- because I want to thank them. (Applause.) Thank you. They're employers of people who came out of this community college; they're students; they're former students; they're people who have taught here. They are a picture of America.

I came here to talk about America, about where we are and where we're going. And I don't think we could have picked a better place. This place is so steeped in our national history, just as this community college is so representative of the best of our present and our future. The Underground Railroad came through Galesburg and, as all of you know and as you saw just a few moments ago, over 135 years ago, Abraham Lincoln and Stephen Douglas met here for one of their famous debates. How'd they do just a few minutes ago? (Applause.) Thank you. I met them outside and they were still arguing about who really won. (Laughter.)

I identified with what President Lincoln said. He performed so brilliantly in those debates, but he lost the Senate race anyway. And he said that it hurt too much to laugh and he was too old to cry. And then he said something I have always

MORE

- 2 -

kept with me -- in fact, I've got a copy of the exact quote on the wall in my private office in the White House. He said after Douglas defeated him for the Senate, he was walking home and it had been raining that day and the path was muddy, and one of his feet slipped and hit his other foot and knocked his footing out from under him. But just before he fell, he righted himself and he smiled and he said, "This is a slip and not a fall." (Applause.) Well, I think we all ought to try to keep that in our own minds as we deal with life's challenges and adversity.

The Lincoln-Douglas debates, as you just heard for a few moments, were about the course of our country and the proper role of government in a time of great change. In 1858, of course, the issue was slavery. Lincoln believed that it was a national issue. Long before he believed the government could abolish slavery, he at least believed the government could stop it from expanding. Douglas believed it was not a national issue; that it should just be up to the states or the territories. If they wanted to keep slavery, they could vote for it and then come on in to the Union.

The Republican Party was born out of a conviction that even though we are a country deeply devoted to limited government, there are some things that the times demand national action on, and that at that moment, the times demanded, first, national action to stop the spread of slavery, and then national action to stop slavery.

About a half a century earlier, the Democratic Party was born in the presidency of Thomas Jefferson, who passionately believed in limited government. I was driving across the beautiful Illinois farmland, feeling very much at home thinking about how Jefferson loved being on his farm more than he liked being at the White House, and how he wanted to limit government. But when he became President, he knew there were certain things that he had to use the power of the national government to do because the times demanded it.

He bought the Louisiana Purchase, \$15 million -- peanuts, really, to us for all that land. I like it because it included Arkansas. So if he hadn't done it I could never have been an American, much less president. (Laughter.) But at the time it was a stunning, sweeping thing. The price of Louisiana was the entire budget of the national government for a year. Can you imagine what you'd think of me if I wanted to spend that much on any piece of real estate? (Laughter.) But he did.

Both believed in limited government. Both approved of action by the national government to meet the demands of the time, to do what the people needed. Our founders established this great country under a Constitution that limits government. Mostly it limits what government can do to private citizens and gives us a lot of elbow room to think what we please and say what we please and go where we please, and worship God as we please. It also limits government in other ways, dividing it at the state and local, as well as the national level -- the president, the Congress, the courts. But it was set up to allow all of us to pursue life, liberty and happiness. And it was set up with enough flexibility so that over time we could have the kind of government that we needed as a people -- not the kind of people that the government needs, but the kind of government that we need as a people.

Now we're at another great sea-change period of American history. Everyone knows we are moving from an information age -- I mean, to an information age from an industrialized age in which all organizations were bigger, more hierarchical, more bureaucratic, to a time which is more flexible, more rapidly changing, more full of opportunity and uncertainty. And so we will have to have some changes in what we expect our government to do, but we have to be clear about our purpose.

MORE

- 3 -

I think our purpose has to be to keep the American Dream alive for all the people in this country into the 21st century; and to make sure we cross the threshold of the next century still the strongest country in the world, still a force for freedom and peace and democracy at home and around the world.

Every American who works hard and obeys the law should be able to get ahead in this new world. It should not be a province of opportunity for a few. To get that done we face enormous challenges. Most of the people who are at a community college know better than I that for the last 10 or 15 years the majority of our people have worked longer and longer work weeks for the same or lower wages; that in the last year alone over a million American in working families lost their health insurance.

This is quite a new phenomenon for us. From World War II until 1978, the American economy grew, and all income groups grew at about the same rate that the American economy did. So we were rising together. For the last 15 years, the top 20 percent of Americans had a dramatic increase in their income; the next 20 percent, a modest increase; the next 20 percent were stagnant; the bottom 40 percent had declines in their incomes. We're talking now about working people, not people who are on welfare.

So if a lot of Americans -- about half of us -- are working harder for lower wages -- and actually, we also know now, sleeping a little less at night -- it's no wonder that there's a lot of stress in this country. We also know that this is a time of great change. It's not just the workplace that's changing, the nature of our communities are changing; our families are under great stress. Life seems to be too random and too insecure for too many people. And yet, we have to admit there is no country in the world that has remotely an economy as strong as ours, as full of opportunity, as full of hope.

So what's the trick to bridge the gap; to make sure that everybody who wants to do the right thing has a chance to make that leap into the economy of the future and succeed? That must be the mission of the United States in these last five years of this century. (Applause.)

I told these folks that were good enough to spend about 45 minutes visiting with me that I probably enjoyed it more than they did because before I became President, when I was a governor, I did this sort of thing all the time. I knew that my mission was to generate more jobs and increase the education and skills of our people. And I lived in a place that was small enough where it was more possible to talk about political life in nice, calm terms, instead of what normally tends to dominate the debate today. But I couldn't help being just overcome almost in my admiration for their individual stories, which wouldn't be all that much different from your individual stories.

I ran for President because I wanted to do just what you clapped for. I do not believe that we have to go into the future taking advantage of all these opportunities for some and letting others fall behind and becoming more divided. But I think, as I have said now for more than three years, we must do three things. We've got to have a new economic policy designed to help the American people compete and win in a global economy in which the government is a partner with people in their private lives and in private business in expanding opportunity.

In the first two years, that meant that we had to cut the deficit because we spent the 1980s dealing with our economic problems, trying to spend our way out of them and exploding the deficit. Now, I know that's not very popular; it's kind of like going to the dentist. Everybody's for going to the dentist, in general. Did you ever see anybody who wanted to do it in particular when it came their time to go to the dentist?

MORE

- 4 -

That's the way the deficit is. Everybody says -- you take a poll; people will say, yes, cut the deficit. But then we have to do the things to do it; it's not very popular. It's like going to the dentist. So I had a drill in your tooth the last two years. But we cut the deficit by \$700 billion, thanks to the help of these two gentlemen. (Applause.) And that's \$11,000 a family; that's not a small piece of change.

And we expanded trade, and that was controversial. A lot of my best supporters said, why are you trying to do all these trade deals; the more we trade, the more we have low-cost products from low-wage countries coming into America, putting pressure on American wages. That's true, but it's only half true. Now, if we don't do anything, that's happening; that's been happening for years. And it is true that some of our people have either lost their jobs or can't get wage increases because they're competing with products overseas, produced by people who work for wages we can't live on; that's true.

It's also true that when we sell things to other countries, on balance the people who make the things and the services we sell to other countries make wages above the national average. So if we don't do the trade deals, we'll get the downside of the trade war. The reason I fought for the trade agreements was so we could create more high-wage jobs in America by selling more world-class American products around the world. And it's working. (Applause.) So we need a new economic policy. We've got to sell; we've got to produce; we've got to be productive; and it has to be a partnership.

The second thing we need is what I called during my presidential campaign a New Covenant, a new approach to our society. It was then, it has been for two years and it will always remain my contract with you. (Applause.) But it's about more than a tax cut, although cutting taxes are part of it. I believe what this country needs on a national basis is what I see at the community college here. What those of us in the position to do so ought to be doing is expanding opportunity, but only for those who will exercise the personal responsibility to make the most of those opportunities.

You build a community with opportunity and with responsibility; with rights and responsibilities. You can't have one without the other and last for a long time. You can't have people being responsible all the time and never getting anything for it. Pretty soon they get tired. (Applause.)

But neither can you have people getting things all the time and never giving anything back. Pretty soon the well runs dry. (Applause.)

So that's what we've been trying to do. That's what the crime bill was all about. We cut the government bureaucracy over five years by 270,000 people and gave all the money back to local communities to hire police, to build prisons, to drug treatment programs, to do things that would lower the crime rate at the grass-roots level for people who use the money right and were responsible.

That's what I hope this welfare reform debate that we're ginning up again after a year will be all about in Washington. I do not believe that most Americans really want simply to reduce welfare so that we can punish poor people. I think what most Americans want is a welfare system that puts an end to welfare, that puts people to work and lets them be responsible parents instead of just having kids. I think that's what we want. (Applause.)

And that's why we have invested so much in education because education, by definition, is part of a covenant. You cannot educate somebody who will not be educated. All you can do is throw the life line of opportunity out there and someone

MORE

- 5 -

either does it or not. They either exercise their own responsibility or not.

So we worked to expand Head Start and to set standards that are great for our nation's schools and to have new partnerships for young people that don't go to college to get further education. And we reformed drastically the college loan program so we could cut the costs and string out the repayments and make it something that could really be used by people instead of just another headache. And that's all made a difference I think. So a new economic policy, a new covenant, a new social policy.

The third thing we've tried to do is to give you a different kind of government, to have the government in Washington change the way the economy is changing -- to have it be smaller, yes, but also more effective. To literally reinvent government -- to use the Vice President's phrase -- by cutting the bureaucracy to its smallest size in 30 years but increasing our ability to solve problems that the federal government needs to solve. There are 100,000 fewer people working in Washington, D.C., or for the federal government today than there were on the day I was inaugurated president, but we have solved a lot of problems that were left too long. And I would just give you one or two examples. (Applause.)

Small business people used to have to fill out a multipage form that took them hours to fill out to get an SBA loan. We've taken that down to one page and you can get an answer in three days now. So that's an example of what we're trying to do to reinvent the government. (Applause.)

I don't know if the Secretary of Labor mentioned this, but at the end of last year, we reformed the Pension Benefit Guaranty Corporation -- that's a mouthful -- that's the group in Washington that's supposed to keep your pension well. And it's going to help save the pensions of 8.5 million Americans whose retirement was at risk after years and years and years of hard work.

There are problems the federal government still should be solving. And when the floods were raging here -- the 500-year flood -- up and down Illinois and Iowa, after years in which the Federal Emergency Management Agency was to go to the federal government and everybody complained about it, I think you saw by the way they showed up and the way they performed that it is working now, it is effective, it is doing its job. (Applause.)

So we're moving in these directions. But it is not enough. What are the results of the first two years, not from our point of view in what we did, but from your lives. Well, we have 5.6 million more jobs, and that's a good thing. And the unemployment rate has dropped very low by historic standards, although not low enough to suit me, it's still dropped quite a bit -- by more than 2 percent. And 5.6 million new jobs is nothing to sneeze at.

And manufacturing jobs went up in every month in 1994 for the first time since 1978, which means that manufacturing is not inconsistent with the information age. It helps our manufacturing come back when we increase productivity and use computers and educate our workers. So that's good; that's all good. But most folks still haven't gotten a pay raise out of this recovery. Many people are still worried about losing their jobs. Another million Americans lost their health insurance. Why is that? That is because the wages are still set in an environment that is highly competitive because of technological changes and foreign competition.

So if we want to raise incomes, the only way you can do it is to get more high-wage jobs in this country; take less

MORE

- 6 -

out of working people's pockets; or increase education and training. There is no other way to do it. And that's what we have to do. (Applause.) So what I want to do now is -- we worked hard to get the fundamentals fixed for two years -- I want to spend two years working on lifting incomes and prospects and optimism and real hope for the future among people who are carrying the load in this country. That's what we can do. And that's what the Middle Class Bill Of Rights is all about.

I might as well have called it the Bill of Rights and Responsibilities, because it doesn't do anything for anybody who's not already doing something for himself or herself. Anybody can give a tax cut, but what I want to do is cut taxes in a way that strengthen families and raise incomes. That's what we need to be doing in these country -- we need to strengthen families, we need to raise incomes.

Fifty years ago, the GI Bill of Rights helped transform a wartime economy into the most successful peacetime economy in history. It literally built the great American middle class, helping them get houses and education and to raise their kids. And now what I want to do is to implement this Middle Class Bill Of Rights -- these ideas that will help us move into the 21st century with the American Dream alive for everyone.

Now, if you agree with the analysis I just gave you, I hope you will agree with the particulars. First of all, I think people ought to be able to deduct the cost of education after high school from their taxes. (Applause.) If you think about it, you can deduct the interest on your home. Why? Because we want people to buy homes; we want people to be homeowners. We think it's a good thing -- it's important to being an American and having a solid life. Well, in the 21st century, and in 1995, and with all the people I just finished talking to, having a decent education is also important to being in the middle class. And you may not get to the home-ownership stage if you don't have an education in the first place. So we ought to let people deduct the cost of an education. (Applause.)

Secondly, we ought to try to support working families more, and so I recommended a tax credit, or a tax reduction, of \$500 a child for every child under 13 in families with incomes of \$75,000 a year or less. In 1993, we cut taxes an average of \$1,000 a year for working families who were on really modest incomes and having a hard time making ends meet. It's now \$26,000 a year or less will get an average of \$1,000 tax cut, will owe what the taxes were when I took office. But this will help people raise their children.

Third, I believe we ought to bring back the IRA, the Individual Retirement Account, let people put \$2,000 in it -- (applause) -- but under our proposal, you could take the money out in any year, tax-free; as long as you spent it on education, health insurance, buying a home for the first time or the care of an elderly parent. This would empower people to solve their own problems. It's something that government can let you do for yourself. It requires no bureaucracy; it requires no program. It requires nothing -- just letting you withdraw money you save, tax-free, to solve a problem for yourselves and for the United States. (Applause.)

Finally, finally, we propose to take the literally billions of dollars the government now spends on dozens -- literally dozens -- of training programs and consolidate those programs and make that money directly available to people who are now eligible for it. That is, today, people who are unemployed can get help from a government training program. And people who are on quite modest incomes who are eligible, for example, to participate in a job training and partnership act, training programs, can get help through a training program.

MORE

- 7 -

But there are literally dozens of these programs. You've got to figure out what you're eligible for, what the criteria are, what the program is, are you going to be in it. I mean, by the time you get through fooling with it, it may seem like it's not worth the trouble. We discovered that we could collapse 50 of these programs and just give you the money if you're eligible for it and it would make people who are eligible able to get a chit, a voucher for education only worth up to \$2,600 a year for two years.

Now, that's better than having a federal bureaucracy. It's better than giving the money to a state bureaucracy. Everybody in America, just about, is within driving distance of the community college now. We do not need all these separate government programs telling people what to do. We ought to just give you the money if you're eligible for it and let you bring it here and get a good education. That's the fourth element of our program. (Applause.)

I like this Middle Class Bill of Rights a lot because it furthers all three objectives that I had when I ran for president. It helps us build a new economy. The more people we educate, the more powerful our nation will be, the stronger our economy will be. It helps us build a new covenant. We offer more opportunity to people if they exercise the responsibility to take it, they have the power to improve their own lives. All of you do. You know that or you wouldn't be here today.

And it changes the way government works. Government is still being used to help expand opportunity, but in a less bureaucratic, less mandatory, more empowering way. I like it, and I hope the Congress will like it as well. And I hope you will help them like it by telling them that you like it. (Applause.)

Under this last proposal -- let me just give you one example. If we want to set up centers where what the government does is make sure you have information on the jobs that are available in an area and the educational opportunities that are available in one place.

You could show up at the local one-stop center and find out, for example, here about jobs opening up at Maytag because of the new \$164 million retooling project they've got underway. Then you could figure out whether you could get the skills needed to be a part of that project in this place. And if you could, you qualified, you could simply take your certificate, show up here, and start to school. Much better than having to enroll in some sort of program.

Here at this community college -- and this is true all over the country, maybe not quite this good, but this is typical -- there is an extraordinary job placement rate of over 94 percent at an average wage of nearly \$12 an hour. And believe me, that's a lot better than a lot of people are facing who have no education and training and who have been left behind by the changes that are going on in our economy.

This is the kind of opportunity that I believe the Middle Class Bill of Rights can help create. This will enable us to finish the job. Yes, we have laid the foundations of a disciplined, responsible economic policy. Yes, we have taken a strong stand against crime. Yes, we know -- and I hope we'll have a bipartisan consensus on what to do about problems like welfare. But until we know that we have done everything we can to use the power of this country to give every American the opportunity to win in this global economy, the job will not be finished. That, more than anything else, can keep the American dream alive in the 21st century.

So, as I go back to Washington, I ask all of you -- Republicans and Democrats -- to tell the people who represent

MORE

- 8 -

you in Washington to adopt the same attitude about these challenges that you have. If you think about it, in every new time our country faces, there are new problems that have no necessary partisan solution. And the problems fall over everybody and the opportunities come to people without regard to their party, their philosophy, their race, or their region today. We should be united in tackling these problems. They are America's problems and America's opportunities.

You have seen over and over and over again, probably enough to make you scream, that people in Washington know how to stop things for partisan gain; it's now time for us to join together and do things for the people's gain. That's what you expect us to do; that's what we need to do; that's what will take us into the next century with the American dream alive and well, stronger than ever, and America stronger than ever.

I am convinced -- I am convinced -- having traveled the world now on your behalf, having seen what is going on in Europe, having seen what is going on in Asia, having met with the leaders of all the Latin American countries, having a feel for what is happening in this world, I am convinced more than ever in my life that the best days of this country are still ahead of us -- (applause) -- if we remember that there are no guarantees.

The founders gave us the right to pursue life, liberty, happiness. That's what they gave us the right to do. Over 70 years ago, your namesake here, Carl Sandburg, wrote a poem inspired by the Washington Monument. And I want to close with the line from that poem that meant the most to me: "Nothing happens unless, first, a dream." More than anything, more even than our Constitution and laws, this country is a dream. And it is our job to renew it.

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

END

1:16 P.M. CST

Pool 1A

~~1-10-94~~ 1-10-95

Roundtable at Carl Sandburg

Your pool did a quick drop by at the roundtable that the President held in the library of Carl Sandburg Community College. The President sat at a long conference table with 17 local citizens. Your pool only caught one line of the president's: "why make people sign up for a government program when you can give people a chit?"

Behind the president were some of the Blue and White banners with the college's logo and the message hailing the president's "Middle Class Bill of Rights."

Then we were hauled off.

Cooper, U.S. News

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

January 10, 1995

**PRESIDENT NAMES HYDE AS AMBASSADOR TO ANTIGUA AND BARBUDA,
AND TO ST. KITTS AND NEVIS, AND TO GRENADA**

The President today announced his intention to nominate Jeanette W. Hyde, of North Carolina, currently U. S. Ambassador to Barbados, to serve concurrently as Ambassador to Antigua and Barbuda, and to St. Kitts and Nevis, and to Grenada.

-30-30-30-

THE WHITE HOUSE

Office Of The Press Secretary

For Immediate Release

January 10, 1995

President Clinton Sends Federal Assistance To California To Help In Flood Recovery

In response to devastating floods in northern and southern California, the President tonight declared a major disaster exists in the state and ordered Federal aid to supplement state and local recovery efforts.

"Tonight I have declared that a major disaster exists in California caused by the damaging floods in northern and southern California. I have directed Federal Emergency Management Agency Director James Lee Witt to oversee the federal response in the recovery," said the President.

"FEMA officials are already working closely with state and local officials to ensure a quick response to this flood. Director Witt is in California making sure disaster funds begin to flow quickly to help the people affected by the flood damage. These funds will help to begin the process of recovery.

"Californians have a resilient spirit and great sense of community. You have shown over the past year during the earthquake, the fires and now the current floods that you are a people that come together in times of crisis. The American people support you as you would them in a similar time of need. Our hearts are with the thousands of victims affected by the floods and the family members of those who have died," the President concluded.

Tonight's action makes federal funding available in a 24-county area throughout the state. The counties include Butte, Colusa, Contra Costa, Del Norte, Glen, Humboldt, Lake, Lassen, Los Angeles, Mendocino, Monterey, Napa, Orange, Placer, Plumas, San Luis Obispo, Santa Barbara, Santa Clara, Santa Cruz, Sonoma, Tehama, Ventura, Yolo and Yuba.

The federal assistance can include disaster housing grants, low-cost loans to cover uninsured property losses, and other programs to help individuals and business owners recover from the disaster.

TRIP OF THE PRESIDENT TO GALESBURG, ILLINOIS

Press Background Information

January 10, 1995

PRESIDENT CLINTON TRAVELS TO CARL SANDBURG COLLEGE IN GALESBURG, ILLINOIS

January 10, 1995

The President today will travel to Galesburg, Illinois where he will visit Carl Sandburg College, a community college providing job retraining services, to speak to students, graduates, instructors, area business people, and employees about his commitment to smaller and smarter government, his plan to meet the challenges of a new economy and his efforts to address middle class values and needs. In the speech, he will highlight his Middle Class Bill of Rights and discuss in further detail his proposal for education, training and re-employment. The President will also host a roundtable discussion with graduates, students, and employers at Carl Sandburg College. Prior to departing Galesburg, the President will meet and greet students and townspeople, who gathered to watch his speech from a remote location at Galesburg High School.

Roundtable Discussion

Prior to his speech at Carl Sandburg College, the President will meet with 17 area students, graduates and employers from the Illinois/Iowa area for an informal discussion. The President will talk with the group about their experiences with education, retraining and finding jobs in the current marketplace. This event will be open for a pool spray.

See attached list of participants.

Speech at Carl Sandburg College

In an Oval Office Address last December, the President outlined for the nation his Middle Class Bill of Rights. In his summary, he included proposals for an education tax deduction for expenditures on post-secondary school and training expenses, a \$500 child tax benefit, the expansion of individual retirement accounts, and the establishment of individual re-employment grants. Today, the President will focus on the fourth component of his proposal -- individual re-employment grants.

The President's re-employment program consolidates the web of 50 - 60 federal training programs and gives the money directly to individuals so that they can choose the training or re-employment opportunities they need. Individuals will be eligible for skill grants from \$2000-\$3000 and income contingent loans, as well as new consumer information and accountability standards. For additional information see attached document.

Trip of the President to Galesburg continued, page 2

Prior to the President's speech, there will be a pre-program at which Education Secretary Richard Riley, Secretary of Labor Robert Reich, Representative Lane Evans (D-IL) and Galesburg Mayor Fred Kimble are expected to make remarks. Don Crist, the President of Carl Sandburg College will introduce the President.

Also in the pre-program, actors will recreate segments of the first Lincoln-Douglas debates, which took place in Galesburg

Galesburg/Carl Sandburg College

The Galesburg area in northwestern Illinois was hard hit by the recession in the 1980s. Over the last several years, the area has rebounded and the current unemployment rate of 6.1% is just over the national average. The employment base is in farm equipment, manufacturing, agribusiness and academia. Galesburg is one of the largest towns in the area with approximately 30,000 people.

The area's comeback can be attributed in part to places like Carl Sandburg College. The College, which serves approximately 3,400 students per semester, provides job retraining over a nine county area.

The College has trained or retrained more than 12,000 students in the past eleven years. It has two campuses (with a third being constructed) and is able to link remote classrooms electronically. Maytag, the largest employer in the area, is installing an electronic classroom on site. Upon completion, Maytag employees will be able to take a class at Carl Sandburg College without leaving the plant. In 1988, the College formed the Center for Agriculture, Business and Industry to address the needs of businesses in the area and provide for continuous training of workers. Last year, 24 companies participated in training opportunities including Maytag, J.C. Penney, Burlington, Northern Railroad and two local hospitals.

Other area colleges have also had success with similar programs. For example, Blackhawk Community College in nearby East Moline has a cooperative agreement with the John Deere Company to train and retrain workers.

Visit Galesburg High School

Following the speech, the President will travel to nearby Galesburg High School, where he will greet high school students and area residents -- who will have just finished watching the speech on large screen televisions set up to accommodate additional guests. This event will be open for pool coverage.

The following are attached:

- **Bios on the Roundtable Participants**
- **Fact Sheet on the Employment and Training Skill Grants**
- **Fact Sheet on the Middle Class Bill of Rights**
- **Fact Sheet on Illinois Economic Progress**

Participants in the Roundtable Discussion

Dr. Don Crist is the President of Carl Sandburg Community College. He has been President of the College for three and half years. Prior to that he held the positions of Vice President of Instruction, Dean of Instruction, Division Chair and tenured faculty member.

Walter Elrod is a medical student who, prior to enrolling at Carl Sandburg, was a firefighter for nine years. He obtained his fire science degree, was promoted at his job, and then obtained a B.S. from Knox College in Galesburg. He is now a second-year medical student at Illinois University.

Rick Politz is the Vice President and General Manager at Maytag. Maytag recruits from the student population at Carl Sandburg and also uses the College to train and retrain current employees. Maytag offers tuition reimbursement for its employees.

Jesse Wayland is a computer operator at Maytag and the father of two. Jesse learned computer skills while in the Air Force, and then was hired by Maytag, where he has worked for 29 years. Mr. Wayland continued to upgrade his skills by taking courses at Carl Sandburg and was promoted to a managerial position. As a manager, he now works in partnership with Carl Sandburg by helping to design training courses.

Keith Homer worked in local factories for minimum wage before becoming a nurse at St. Mary's Medical Center. After becoming a displaced worker, Keith enrolled at Carl Sandburg to obtain an Associate Degree in nursing. He is the father of 3.

Tim Gray is a retail bookstore clerk. He received an Associate Degree from Carl Sandburg and then went on to Monmouth College where he received a B.A. He now works at Palmer College in Rock Island.

Leon Campbell is Manager at Butler Manufacturing and the father of two. He has worked at Butler for 20 years and has taken advantage of the tuition reimbursement program there by continuing his education at Carl Sandburg College. He has received numerous promotions at work which he attributes to his Sandburg training. In 1994, Leon received the College's "Most Improved Student" award.

Thomas Nguyen is a registered nurse and father of two. He is a Vietnamese refugee who came to the U.S. in 1975. In order to obtain a better paying job after receiving his G.E.D., he enrolled at Carl Sandburg College, where he received an Associate Degree in nursing. He is a RN at a local hospital, and is working to get his B.S. from Graceland College.

Mary Landon is the Executive Director at the Department of Tourism for the City of Galesburg and mother of two. Prior to attending Carl Sandburg College, she was out of the workforce for 7 years. She took courses in accounting and marketing and received an Associate Degree in management. Upon graduation, she worked as an administrative assistant at the Chamber of Commerce, and then as an assistant to the Galesburg Director of Tourism for the city. She was promoted to Executive Director six years ago.

Cynthia Pennington is a nursing student at Carl Sandburg College and mother of three. Her husband's job at the Burlington and Northern Railroad brought the family to Galesburg a year ago. Before coming to Galesburg, she worked in a bank making \$8/hour. She couldn't find a comparable position in Galesburg and, because of her husband's frequent transfers, decided she needed marketable skills that could apply in any community. She enrolled in the Sandburg nursing program. Her daughter, Jaime (see below), is also in the program.

Jaime Pennington is a nursing student. Jaime, 20, discovered the nursing program at Sandburg through her mother and friends who had graduated from the program.

Cindy Allert is an emergency room nurse and single mother of two. After she obtained her degree, she went to work as an RN and doubled her salary. She currently works in the Emergency Unit at a local hospital.

Ray Stevens is the General Superintendent at the Burlington Northern Railroad. He is working with the College to develop a new training program for the railroad.

Rex Witt is a machine operator at the John Deere Company. He lives in East Moline. He has worked at John Deere for 32 years and is a member of the UAW. He is currently attending Blackhawk Community College in Moline in an effort to obtain his GED and upgrade his skills.

Chuck Unger, Jr. is a tool and dye apprentice at Maytag. He is a member of the Machinists Union and has worked at Maytag for 12 years. Once he completes his training, his wages will increase by almost 80%.

Ethel Bassett is a welder at John Deere Company and mother of nine. She has worked at John Deere for 20 years. She was an assembly worker until being laid off in 1983. In order to support her family, she took clerical courses at the Blackhawk Community College and worked in clerical positions for 5 years. When she learned about a welding program sponsored by the UAW, she enrolled and, upon completion, John Deere rehired her at double her previous salary.

Carol Eiten has been an instructor at Carl Sandburg College for 25 years. She directs the Academic Skills Center which assists students needing developmental education in writing, reading and mathematics in order to prepare them for vocational programs. Many of the participants in the roundtable were in her program.

THE MIDDLE CLASS BILL OF RIGHTS

"For too long, too many Americans have worked longer for stagnant wages and less security...[E]ven though the economic statistics are moving up, most of our living standards are not ... More jobs aren't enough. We have to raise incomes."

President Clinton, Address to the Nation, December 15, 1994

The Challenge. Working Americans are riding a roller-coaster of economic change. New technologies, global competition, and an increasingly integrated world economy have been reshaping the industrial landscape. While some workers are prospering in the new economy, the living standards of average American families have been stagnating for a generation. Compared to twenty years ago, many Americans are working longer hours for lower pay. For much of our middle class, the American Dream is under siege. Restoring that dream--the hope of a better future for our families and our children--is our most urgent challenge.

The Beginnings of Change. In 1993, President Clinton proposed a new economic direction for America. Two years later, the United States has created 5.6 million new jobs, 92% in the private sector, with more good jobs than in the previous five years combined, and with the first 12-month increase in manufacturing jobs since 1978. Our country has reduced the national unemployment rate from 7% to 5.4% with the lowest rate of inflation in twenty-five years, so that the "Misery Index"--the combined measure of unemployment and inflation--is at its lowest level since 1972. It has reversed the flow of federal red ink by reducing the annual budget deficit for three years in a row. It has signed new trade agreements to reduce the tariffs paid by American consumers at home and American producers abroad, and to tear down barriers to American-made goods and services all around the world. And it is leading the world in the productivity and competitiveness of its firms and workers.

The Opportunity. The strong evidence that links education and training with higher earnings and better jobs points the way to build a better future for all Americans. As the President noted in his Address, "Education...has a bigger impact on earnings and job security than ever before....Every American needs the skills necessary to prosper in the new economy." A strong bipartisan consensus in the last Congress has already spurred significant steps toward building the skills and future earning power of the children and students of working Americans, including major new investments in education. The next step is the Middle Class Bill of Rights, which will empower America's workers to acquire new skills, obtain better jobs, and to earn higher wages and living standards for themselves and their families.

As the President observed in his Address, "Fifty years ago, an American president proposed the G.I. Bill of Rights, to help returning veterans from World War II go to college, buy a home and raise their children. That built this country." The G.I. Bill led to a generation of prosperity by putting learning resources directly in the hands of ordinary Americans. The returning veterans turned their new skills into the higher productivity, rising wages, and soaring living standards that opened the door into the middle class for tens of millions of Americans.

The President's Middle Class Bill of Rights will provide today's aspiring workers and job seekers the same kind of opportunity. Like the G.I. Bill, it puts resources directly in the hands of our people so that each individual will have a fair chance to learn the skills needed to build a better future.

1. **Education and training tax deductions** will help working Americans pay for building new skills that lead most directly to better jobs and wages. Deductions of up to \$10,000 per year for families making up to \$120,000 per year will be phased in for tuition and costs for college, community college, graduate schools, technical schools, and worker retraining.
2. **Tax credits for families with children** of \$500 per child under 13 will be phased in. This will expand the budgets of middle class families to invest as they see fit.
3. **Expanded IRAs** will enable working families making up to \$100,000 per year to save \$2,000 per year from current earnings, tax-free, and to invest these funds--without penalty--when they want to build new skills or buy a first home, as well as providing for retirement or paying medical expenses.
4. **A comprehensive reform of the employment and training system** will help unemployed workers and low-income adults and youth --many of whom will not be able to benefit from the tax incentives--find new and better jobs, learn necessary skills, and obtain **Skill Grants** with which to make their own decisions about post-secondary training and education. Student loans through **Individual Education Accounts** will further ensure that all Americans have the opportunity to finance learning new skills where and when they choose and to repay these direct loans at the pace their future income allows.

THE MIDDLE CLASS BILL OF RIGHT: SKILL GRANTS

As a key component of the Middle Class Bill of Rights, the President proposes to totally restructure the existing system of employment and training. Seven key principles guide this change:

1. Individual Empowerment. Individuals should be empowered with resources so they can choose for themselves what skills they need to boost their earning power. The President's proposal puts buying power directly into individuals' hands, so they can get skills at the time, at the place, and in the way that makes sense for them:

- o Unemployed and low-income workers can get Skill Grants worth up to \$2,620 per year, for up to two years, that they can use as they choose for learning new skills.

- o Both tuition tax breaks and Skill Grants will be supplemented by Individual Education Accounts. These low-cost loans will be available to any person, with flexible repayment options including "pay as you can," to enable every American to invest in their skills and repay at the pace their future income allows.

2. Leaner Government. The President's proposal eliminates over 50 separate programs, replacing them with an integrated system that minimizes red tape and maximizes individual choice.

3. State Flexibility. Washington doesn't have all the answers. States should have the flexibility to reflect local conditions and respect local priorities. The President's proposal gives states the freedom to tailor training programs and delivery systems as they see fit, including expanding on-the-job training in cooperation with firms and workers. Most federal rules dictating administrative procedures will be wiped out. States will be able to apply for waivers from the few rules that remain, and to plow the savings back into additional training.

4. Good Information to Guide Choices. A skill-building system rooted in individual choice requires good data to inform decisions about what skills to get and where to learn them. Reforms woven throughout the initiative--and centered on the networks of One-Stop Career Centers already under construction by the States--will give workers and job seekers access to reliable information on jobs, careers, and the success records of training institutions, so that they can make good choices to improve their futures.

5. **Accountability.** Too often today, training providers aren't held accountable for results. The President's initiative will address this by emphasizing individual choice and competition so that individuals can pick providers who deliver; by providing good performance data so people know what training pays off; and by setting quality standards for training providers to cut off the frauds and the incompetents.

6. **Private-Sector Partnership.** At base, the President's proposal isn't about government. It's about jobs, and that means the private sector has a central role. Business and labor will be full partners in designing and running training, job-search, and information services. The most competitive and productive firms are also leaders in upgrading the skills of their workforce; new awards will recognize excellence in creating workplaces that expand opportunity by capitalizing on and rewarding worker skills.

7. **Paths from School to Work.** Preparing America's youth for the world of work and a career of learning and applying new skills to more rewarding jobs is a vital task. This initiative will fold federal employment and training programs, including vocational education, for young people into the school-to-work movement already underway in every state as designed and developed by the states, local communities and the private sector. As with the new private sector partnership, good information, accountability and state flexibility for adults, this new approach will provide clearer paths to new skills and better jobs for youth.

The President's Middle Class Bill of Rights can arm every American worker with the tools to learn new skills, find good jobs and earn higher wages at more rewarding work. Like the G.I. Bill, the President's proposal will put the opportunity to learn and apply new skills directly in the hands of the people. Now, as then, it will be up to individual Americans to accept personal responsibility, to make the most of this opportunity to build a better life for themselves and their families.

"The Middle Class Bill of Rights will further our common mission as Americans -- to expand middle class incomes and opportunities, to promote the values of work and family, responsibility and community. And to help Americans compete and win in the new American economy."

President Clinton, Radio Address, December 18, 1994

ECONOMIC PROGRESS IN ILLINOIS UNDER PRESIDENT CLINTON

President Clinton's strategy to strengthen the economy is based on reducing the federal budget deficit, lowering trade barriers, and empowering workers, families, businesses and communities to succeed. Here are some of the results for the nation and Illinois after the first 23 months of the Clinton Administration:

Improved Economic and Fiscal Conditions in the United States:

- Under Clinton Economic Plan, the deficit will be lowered by \$708.4 billion -- the deficit will be cut for three years in a row for the first time since Harry Truman was President.
- More than 5.6 million new jobs created -- private sector job growth rate 8 times faster than during previous Administration.
- Federal government workforce will drop by 272,900 -- creating lowest workforce since the Kennedy Administration.

Improved Economic Conditions in Illinois:

- Over three times as many new jobs per year -- 91,364 vs. 25,325 average during the previous 4 years.
- Over five times as many private sector jobs per year -- 89,891 vs. 17,625 average during the previous 4 years.
- The unemployment rate has dropped from 6.9% to 4.2%.
- Business failures have dropped 38%.
- Bank lending has increased \$10.3 billion after declining \$13.6 billion during the previous 4 years.
- Consumer confidence has increased 45%.

What President Clinton's Accomplishments Have Achieved for the People of Illinois:

\$11,000 OF REDUCED FEDERAL DEBT FOR EVERY FAMILY OF FOUR IN ILLINOIS: By 1998, the national debt will be **\$708.4 billion** lower than was projected before the passage of the President's economic plan. That's \$11,000 of reduced federal debt for each family of four in Illinois.

8 TIMES MORE ILLINOIS FAMILIES RECEIVE A TAX CUT THAN A TAX INCREASE: As a result of the expanded Earned Income Tax Credit, 599,271 working families in Illinois will receive a tax cut. This compares to an increase in the income tax rate for only the 79,214 wealthiest taxpayers in Illinois.

TAX CUT FOR 53,060 SMALL BUSINESSES IN ILLINOIS: The President helped entrepreneurs, proprietors, and other small businessmen and women by expanding the annual expensing allowance from \$10,000 to \$17,500. About 53,060 small businesses in Illinois are likely to benefit from the expansion of the expensing allowance this year alone *and many more will benefit over the coming years.*

2,185,000 ILLINOIS WORKERS PROTECTED BY FAMILY AND MEDICAL LEAVE ACT: The Family and Medical Leave Act allows workers to take up to 12 weeks of unpaid leave for the birth of a child, to care for a sick family member, or if they become too sick to work. This law covers about 2,185,099 workers in Illinois, and protects the jobs of 131,268 workers in Illinois who are likely to use unpaid leave this year alone.

1.26 MILLION STUDENTS AND FORMER STUDENTS IN ILLINOIS WILL BE ABLE TO BENEFIT FROM STUDENT LOAN REFORMS: Approximately 1.26 million Illinois borrowers -- 880,000 current borrowers and 380,000 new borrowers in the next few years -- can take advantage of the new direct student loan program by participating directly in the program or by consolidating guaranteed loans into direct loans. Some will benefit from lower interest rates, and all will benefit from more repayment options, including income contingent repayment.

President's
MARTIN LUTHER KING Day 01.16.95 REMARKS

THE WHITE HOUSE

Office of the Press Secretary
(Denver, Colorado)

For Immediate Release

January 16, 1995

REMARKS BY THE PRESIDENT
AT MARTIN LUTHER KING COMMEMORATIVE BIRTHDAY CELEBRATION

Amphitheater
Denver, Colorado

12:34 P.M. MST

THE PRESIDENT: Thank you. It is wonderful to be back in Colorado, to be back in Denver, and to be in this great spot, which holds such a warm memory for me. The last time I came here we had a vast crowd. I was asking for the opportunity to serve as your President -- (applause) -- and I must say, when I came before I had Sinbad with me as the warmup act. And I thought that was responsible for the crowd. Today I am honored to be here with all these fine people on the platform, and with all of you.

I thank my friend, Governor Romer, for what he said and for his leadership and for his long friendship. I thank Senator Campbell and Congresswoman Schroeder for coming all the way back from Washington to be here with me -- and most important, to be here with you today.

I thank Secretary Pena for his outstanding service as our Transportation Secretary, working to make this country a safer place. (Applause.) And, of course, I am grateful to the Mayor and to Mrs. Webb for their leadership in this stunning event and for allowing me to be a small part of this. (Applause.)

We come here today to celebrate the life of Martin Luther King. We know that he would have been 66 years old today. To me, it seems only yesterday when he was 39 and laying down his life for what he believed. Mayor Webb said that the life of Martin Luther King had special relevance for African Americans because of what he meant. Let me tell you that his life should have special impact for every American, for he freed the rest of us, too, of our hatred, our bigotry, of the illusion -- (applause) -- of the illusion which still crops up from time to time that we can somehow lift ourselves up by putting others down, that somehow, if we can just find someone to look down on, we can feel like we're being looked up, too.

Martin Luther King knew better than that. I ask you today, my fellow Americans, to think about why he lived and what he laid his life down for. To think about what ought to be driving our lives, our individual lives and our lives as citizens.

You heard earlier Dr. King's famous "I Have A Dream" speech. I saw a sign held up earlier when I came in saying that they had a dream for America; did I have a dream for America -- the people holding the sign up there. Remember what Martin Luther King said? He said, "My dream is deeply rooted in the American Dream." What did he mean by that? The Founders said, "We hold these truths to be self-evident, that all are created equal" -- (applause) -- "and endowed by their Creator with certain inalienable rights, and among these are life, liberty and the pursuit of happiness."

MORE

- 2 -

Today, my fellow Americans, I want to talk to you about our common rights -- to life, liberty and the pursuit of happiness. I ask you to think today of government, but to think beyond government to people. I ask you to think today of the programs and the work of government, but to think beyond that to the lives of people. I ask you to remember today that, more than anything else, Martin Luther King's life was a life of service. Even as he marched, all across this land, and took that vast throng to Washington, D.C., and asked the government to act, he knew that in the end, what was in the heart and the spirit and the mind of the average American citizen was even more important.

And that is why he always said that all of us had a responsibility to do our part and to serve. Martin Luther King said, everybody can be great because everybody can serve. He said, if all you do is sweep the streets, then sweep them just as well as Michelangelo painted the Sistine Chapel -- be the best streetsweeper that ever lived; serve and serve. (Applause.)

I was asked the other day, of all the things that had happened in the last two years, was there one achievement I could say I was most proud of? And I said, I think it was the creation of the National Service Program -- (applause) -- and some of them are here today. (Applause.) Why? Because these young people are committed to service. And if we all are committed to the idea that we are bound up with one another, then we can all be great and our country will be great. (Applause.)

When I came here in 1992, I was worried about the direction of this country. I was concerned about the economic problems of America. More importantly, I was concerned that we seemed to be drifting and divided, and that we had no clear role for how we might work together to build a better future; to reclaim that dream for which Martin Luther King gave his life. And I told you that I would seek, for my part, to do three things: One, to give this country a new economic policy that would bring down the deficit and bring up employment and bring us forward toward the next century. Two, a different way of governing -- that I would reduce the size of the federal government and increase its creativity, its effectiveness, its relevance to your life.

And we have done both those things. We have restored a sense of economic direction and opportunity to this country, and the government is smaller and yet still more effective. No one exemplifies that any better than Denver's Transportation Secretary, Federico Pena. (Applause.)

But I knew then and I say again now that that would be fine but not enough; that we literally had to change our relationship in America as citizens to our government and most importantly, to each other. It was what I called then and what I say now is a New Covenant -- the idea that you have a right to certain opportunities, but in return you must exercise personal responsibility in return for those opportunities to make the most of your own life, the life of your family, the life of your community and the life of your country. That is what this is all about. (Applause.)

That's why when people talk about something like welfare reform, I don't think about punishing poor people, I think about ending welfare so poor people can work and be good parents and have a better life and look to a better future -- (applause.) That's why, when we passed the crime bill, I thought it was a good thing just to give money to local communities to hire more police officers, and also to have opportunities to give our children something to say yes to as well as something to say no to; so that we could show responsibility even as we seized opportunities.

If you think about it, that is the great debate we should be having today: What is our responsibility to ourselves.

MORE

- 3 -

and what is our responsibility to each other. If you have rights without responsibility, pretty soon people lose their rights because they don't behave responsibly. If you go around telling people to be responsible all the time and there never is an opportunity coming forward, pretty soon they get tired of being responsible.

What we have to do today, if we want hope, if we want the dream to live again, is to say to each other: We will have a new commitment to creating opportunity and to being responsible. We will say no to violence, and yes to hope. We will say no -- no to the idea that we can get anywhere by being divided against one another, and yes to the idea that our diversity is a strength.

I am telling you, we can have all the economic growth in the world, but until we face the fact that we are going up or down together, and we'd better get after the business of working together to make the most of all our potential, we will never be what we ought to be as a country. (Applause.)

Now, I know we have more to do in Washington. I know that a lot of people are working harder and still not having a raise. I know, as the Pastor prayed, that another million Americans in working families lost their health insurance last year. I know there are problems there. That's why I have said that in this coming session of Congress, I will devote myself to what I call the Middle Class Bill of Rights, which could be called the Bill of Rights and Responsibilities, because it offers you the right to pursue happiness, not the guarantee of happiness. I believe with all my heart that if we're going to worry about lowering taxes, we ought to lower taxes to help people educate themselves and their children and strengthen their families, so we can move forward together and grow together. (Applause.)

And so I have said let's do four things that the government can do to help people exercise more responsibility and take control of their own lives: Tax deductions for all the cost of education after high school. (Applause.) Lower the tax burden for parents with young children so they have more money to spend on raising the kids. (Applause.) Let people save money in an Individual Retirement Account, but let them withdraw it without a penalty -- for education or health care, or taking care of their parents when they're sick. (Applause.)

When people are unemployed or working hard for low wages and they're willing to get new skills, give them the funds they need to get education and training so they can grow into what God meant them to be. But I say to you again: We can pass that program. We can have the crime bill work perfectly. But unless in Denver, Colorado, you do what the Governor challenged you to do, we will not be what we ought to be.

This country cannot go on with children shooting children. (Applause.) This country cannot go on with so many kids just giving up on their lives. This country cannot go on with more and more little babies being born into unstable situations where the mothers are children, too, and the future looks bleak. We can turn this around. But we have got to turn it around, and we have got to do it together by lifting each other up. (Applause.)

You know, the reason I said what I did about the Service Corps -- and all the young people in the Denver National Service Corps raise their hands -- I want to tell you why I did that. I did that because, to me, that represents everything I wanted to do. These young people are building the new economy because when they work on solving problems in Denver, they earn some money to go to college. And they're changing the way the government works because there is no bureaucracy at all; they just have a project here and apply for the opportunity for young

MORE

- 4 -

people to work in it. This is not a government bureaucracy, but most important of all -- most important of all, this is creating that new relationship of opportunity and responsibility, building up a community by people giving and getting and giving and getting, and giving and getting, until pretty soon, lives are changed and futures are changed.

Today, to celebrate Martin Luther King's birthday, there are young people like this all over America. They're rebuilding schools in Atlanta as we talk today. They're rebuilding homes in Memphis. They're helping people work their way out of the flood in California, and they're here today in Denver, building this country, doing what we ought to do. (Applause.)

I was told a day or so ago that in this new Congress there may be a move to abolish the National Service Corps to save money to pay for tax cuts.

AUDIENCE: Nooo.

THE PRESIDENT: Well, let me say, I know about cutting government spending. We've taken \$11,000 in debt off of every family in America by reducing the deficit. We have reduced the size of the federal government to its smallest size since Martin Luther King visited John Kennedy in the White House. I know about that. But the purpose of all this is not to wreck the government, not to give us a mean-spirited government. It is to give us a lean government that will help us to work together to solve our own problems. That's what we should be committed to do in Washington and in Denver and in every community throughout this great land. (Applause.)

So let me ask you to think about this -- look at all the young people in this audience. Look at the fine young people in their band uniforms. (Applause.) Look at the young people around the choir and the young kids here. (Applause.) Look at all the children here -- all different colors and backgrounds. What is the American Dream? It is the right to pursue happiness. It requires a certain equality and a certain respect. It requires us to listen as well as to talk.

I know the American people are often angry and frustrated today. But let me tell you something, folks, this is a very great country and there is nothing that cannot be fixed if we will rely on our hearts and our spirits and what we know to be true. I have traveled this whole world on your behalf. I have seen many different places. I have dealt with many opportunities and problems. I am more convinced today than I was on the day I took the oath of office that the greatest days of America lie in front of us if we have the courage to live the dream of Martin Luther King. (Applause.)

But remember, what he lived and died for was for every one of you to have the right to do good and to be good and to make the most of your own life. It was no living and dying for the freedom to shoot people; no living and dying for the freedom to shoot up; no living and dying for the freedom to hate people; no living and dying for the freedom to ignore the responsibilities of parenthood and the obligations of our children. That is not what this was about. And there was no living and dying to advance the proposition that we are all just isolated individuals out here, we don't need anybody helping anybody else, and everything we do as a government is intrinsically bad. That idea is wrong, too.

So I say to you, as you look to the next century, let's make Denver and the West the frontier of the next century by proving that you can be a rugged individual, you can do everything you want in your individual aspirations, but only if you build a new community, where everybody has a chance to rise up, and everybody has a chance to be respected, and every child

MORE

- 5 -

has a chance to be loved and to be important. That is what this is all about.

And let us look for ways -- (applause) -- let us look for ways every day -- every day to say the dream of Martin Luther King depends upon what I do inside and how I relate to my fellow men and women, and to all the little boys and girls.

Twenty-seven years ago, April 4th, Martin Luther King was killed. Only such a young man. But he gave his life willingly so that we might become all God meant for us to be. We can still do it. We will have more opportunities than ever before. But you look at this sea of people, and you think about what the Founding Fathers said over 200 years ago. Life, liberty, the pursuit of happiness, together.

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

END

12:54 P.M. MST

THE WHITE HOUSE

Office of the Press Secretary
(Santa Monica, California)

For Immediate Release

January 16, 1995

REMARKS BY THE PRESIDENT
TO COMMUNITY RESIDENTS AT
MARTIN LUTHER KING BIRTHDAY CELEBRATION

Community Build, Inc.
Los Angeles, California

5:41 P.M. PST

THE PRESIDENT: Thank you. Are you having a good time?

AUDIENCE: Yesss!

THE PRESIDENT: Well, so am I. And I'm glad to be here again. I want to thank all the people who are here, all the elected officials and the clergy and the people on the board of Community Build. I thank Brenda Shockley for her fine work. Yes, give her a hand. She's great. (Applause.) I thank Marla Gibbs and Robert Hooks for their work tonight. And I thought Linda Hopkins was great. I was back there listening to her sing behind the curtain -- (applause.)

And it's wonderful to see Rosa Parks and Cicely Tyson here. I'm honored to be in their presence, as always. (Applause.)

I want to thank the young people behind me who met with me for a few moments before I came out here -- Charles Rousseau (phonetic), who is one of our Faces of Hope; my friends from the playground, and all the others who are back there who told me about what this effort is all about; who talked to me about Community in terms that anybody could understand.

Ladies and gentlemen, when I ran for President and I came here to South Central L.A., I, first of all, knew my way around a little bit because I had actually come here before I ever dreamed of running for President, just because I was interested in what was happening to you and how we were going to build with the challenges we face. (Applause.)

And I said that I thought my job, if you would let me be President, was to do three things: First, to try to get the economy going again. Second, to try to have a government that worked in a way that made sense for people at the grass-roots level and would take us into the 21st century. It would be less bureaucratic. It could even be smaller, but it would be able to do more in partnership with people where they live, so that when you pay your taxes you would think you were getting your money's worth for a change. (Applause.)

But the third and most important thing that I thought we had to do as a people that the President had to be a part of was to create a new agreement between the people and their government and between the people, themselves -- what I called a New Covenant. A commitment to extend more opportunity in return for people assuming responsibility for their own lives, their own families, their own communities; for changing the things that have to be changed. That's the only way we're ever going to strengthen this country out, is if we have more opportunity and more responsibility; if people really believe that we can make a difference.

MORE

You know why I like being here? Because people have proved that they can change their lives. can do it, we can change America. (Applause.)

I worked with Maxine Waters and with Mayor R. on a lot of things, and you are fortunate to be represented by you are. (Applause.) I tell you, the Mayor just showed up he's had an earthquake, a fire and a flood. (Laughter.) I a him if he thought God had hidden a volcano somewhere in Los Angeles County. (Applause.) And then you could become a new tourist mecca as a full-service disaster area. (Laughter and applause.) You know why we can laugh about that? Because you keep coming back. (Applause.) You've got good leadership and good grass-roots folks and a spirit that won't quit. (Applause.)

And I was looking at Congresswoman Waters up here giving her talk tonight. And I was thinking, I wonder if those people have any idea how she worries the President to death in Washington until he does what she wants him to do. (Laughter and applause.) The first time she looked at me like that -- the way she can look at you if she thinks you're not going to do the right thing -- after I became President, I said, "Maxine, I'm the President; you don't have to look at me like that anymore." (Laughter and applause.) She said, "Oh no, I have to look at you more like that now." (Laughter.)

I'm proud of the fact that the Labor Department put \$7 million in this project, because I think that Community Build and the Youth Fair Chance Plus programs represent all three of the things that I set out to do. We're helping people become part of the economy. And that's important. Work gives dignity to life. People need an education. They need a job. They need a future, to give dignity to life. (Applause.)

And we're changing the way the government works. We're reducing the size of government, and we've taken \$11,000 in debt off of every family in America by reducing that deficit, and that gives our kids a better future. (Applause.) But we also have to prove that we can change the present, and that's what this program does. And the federal government should be involved in programs like this -- nonbureaucratic people programs that build people up instead of tearing them down.

And I like it because it does build that new covenant. It says, okay, here's your opportunity. But, you know, we can be spending \$700 million here, and if people like these guys behind me hadn't decided they were going to change on the inside and do differently, the money would not make any difference. (Applause.) So we've got it all going in the right direction.

I say to you tonight, my friends, that if Dr. King could be here, and I think he is here in a way -- (applause) -- he'd be pretty pleased with what we're doing here. I know that much remains to be done. I know that in the atmosphere of the present where people have been told that everything the government does is bad, it will be hard to continue.

But let me tell you something: Los Angeles and the cities around here and California and America are better off because of programs like this, and better off because we're giving communities more funds to help deal with the crime problem not only to hire more police officers, but also to give young people some activities they can be engaged in that are positive so they have something to say yes to as well as something to no to. These things matter. And we can make a difference. know we must do more, but we should do more in ways that make sense.

I'm proud of the fact that this week it was announced that we not only have seen over 5.5 million

MORE

come into this economy since I became President, but the unemployment rate among African Americans is at a 20-year low. I'm proud of that. (Applause.) Now, that's the good news.

The bad news is that the unemployment rate among young people is still very high -- over one in three -- and that among people who do not have much education, the unemployment rate is very high and the wages of those that work tend to be low and to stay there. So in the coming year, with this new Congress, I'm going to say to them, you say you want the free enterprise system to work; you say you want more business people in minority communities. Well, so do I. Let's begin with passing my Middle Class Bill of Rights.

If we're going to cut people's taxes, let's cut them for education and for raising children, to do things that will strengthen all the American people and build this country up from the grass roots up. (Applause.) And if we're going to cut spending, let's cut things that will free up money to build up people. Let's don't cut programs like this one. Let's don't cut programs like the National Service Program. Let's don't cut programs like Head Start. Let's don't make it more expensive for people to go to college, let's make it cheaper for people to go to college and more affordable. (Applause.)

In other words, the role of government should not be to pretend that we can solve problems that people have to solve for themselves, often inside their own heart. But the role of government should not be to be heartless, either, and to walk away. The government should be a partner. The government should help people to acquire the tools they need and the means they need, and the education they need, and the believe and the hope they need to make the most of their own lives. That is what we're here to celebrate today. (Applause.) That is what Martin Luther King wanted us to do. (Applause.)

You know, when Dr. King gave that famous "I Have A Dream" speech, he said that his dream was deeply rooted in the American Dream. What is the American Dream? The founders of our country said it over 200 years ago: We hold these truths to be self-evident that all are created equal, endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness. (Applause.) Life, liberty, the pursuit of happiness. No, not a guarantee of happiness; but not death, destruction and the end of hope, either -- the means of working together to achieve the God-given potential of every person in this room, every person in South Central Los Angeles, all the people in this country.

It is not a dream rooted in race. Race became a factor when people could not see behind their own prejudice. And I tell you today, my friends, that when we realize what a resource we have in America, that we come from so many different racial backgrounds, that we come from so many different ethnic backgrounds, that we come from so many religious backgrounds, in a global society where the world is smaller and smaller and smaller, we are the world's richest country because of our differences. Now we must find common ground and build up all people, and, no, we don't have a person to spare. All these children have a role in our future, every one of them. (Applause.)

So I'm glad to be back in South Central Los Angeles. I want these young men to help me find the secret to get people like this all across America to say no to violence and no to drugs and no to the life of the street with no tomorrow and to a better future. We can do this. We can do it if we together. We can do it if we talk together. We can do believe in one another's potential. That is the American Dream.

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

END