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NATIONAL SERVICE TRUST ACT OF 1993

Today, the President announced that he has transmitted to Congress the National Service Trust Act of 1993. The Act represents innovative public policy founded on traditional American values: offering educational opportunity, demanding personal responsibility, and building the American community. In affirming these values, the Act also rejects big bureaucracy -- reinventing government to unleash the ideas and the initiative of the American people.

The President's initiative will:

- Build the American community through a new domestic Peace Corps that brings Americans together to tackle pressing national problems.
- Offer educational opportunity by providing educational awards to hundreds of thousands of students who serve our country; and overhauling and simplifying the student loan system -- saving taxpayers billions of dollars, lowering interest rates, and expanding repayment options.
- Demand personal responsibility by requiring Americans who borrow to repay their loans in one of two ways -- either through service or through repayment plans that make it tougher to default.
- Reinvent government by streamlining federal bureaucracies, relying on locally driven initiatives, and creating flexibility for students and competition among programs.

The Act has two basic parts, the national service initiative and the reform of the student loan system.

NATIONAL SERVICE INITIATIVE

The centerpiece of the Act will establish a Corporation for National Service that will offer Americans who do vital work in the national service program an a \$6,500 educational award in return -- roughly the average indebtedness of a graduate of a four-year, public institution. In addition, the Act includes a variety of provisions to promote service by all Americans and in all forms.

Definition of National Service

- Meets unmet educational, environmental, human, or public safety needs.
- Improves the life of the participant, through citizenship education and training.
- Does not displace or duplicate the functions of existing workers.

Organizations

- To reduce waste and promote an entrepreneurial government culture, a new government Corporation for National Service will be established, combining the Commission on National and Community Service and ACTION.
- A small bipartisan Board will share power with a chairperson.
- Flexible and quality-driven personnel policies will include pay-for-performance and a 5-year limit on most tenures.
- The corporation will be responsible for administering all programs authorized under the National and Community Service Act and Domestic Volunteer Service Act, including VISTA and the Older American Volunteer Programs. It will fund training and technical assistance, service clearinghouses and other activities.
- At the state level, Commissions on national service will be established to mirror the federal corporation and cooperate with it.
- Like the Corporation Board, Commissions will be composed of bipartisan, non-government officials.
- To ensure a genuine federal/state partnership, a representative of the Corporation will sit on the state Commissions.
- All programs will have to compete for support; none will be guaranteed funding. Programs will compete for state approval, state applications will compete for federal approval, and programs at the national level will compete against each other and states for federal approval.

Programs

- National quality criteria for programming will be developed for every type of program in conjunction with experts in the field.
- Performance goals and independent evaluations will be required in every program.
- To encourage public/private partnership, programs must provide a cash match on stipends and additional match on other support, and demonstrate their efforts in finding private funding.
- Entities ranging from small community organizations to federal agencies will be eligible to operate programs.
- A broad array of possible programs will be eligible for funding: from youth corps for at-risk youth, to specialized service programs for college graduates, to diverse community

corps for Americans of all backgrounds. Many other models are possible, and venture capital will be available for new efforts.

Participants

- To encourage wide and diverse participation, individuals aged 17 and over may serve before, during, or after post-secondary education.
- To target program participation to participant interests and community needs, participants will be recruited and selected by local programs designated by states or the federal government.
- A national or state recruitment system will help interested individuals locate placements in local programs. Information about available positions will be widely disseminated through high schools, colleges and other placement offices.
- To earn an educational award, a participant must complete at least one year of full-time or two years of part-time service in a program designated by a state or the federal government. An individual may serve up to two terms and earn up to two educational awards.
- Educational awards worth \$6,500 will be provided for each term of service. Awards may be used for past, present or future expenses, including two- and four-year colleges, training programs, and graduate or professional programs. *During likely to be changed - Task*
- Programs will set stipends within a limited range based at minimum wage. Health and child care will be provided to those who need them.

Encouraging Service by All

- The Act enhances the Serve-America program for school-age youth.
- The Act extends and improves the VISTA and Older Americans Volunteer Programs.
- * The Act reauthorizes support for the Points of Light Foundation to continue its nationwide outreach to further volunteerism.
- By removing the obstacle of fixed high monthly payments, new flexible repayment options in the student loan reform will enable Americans who borrow for school to take jobs that pay less but do more for the community.

THE WHITE HOUSE

Office of the Press Secretary
(New Brunswick, New Jersey)

For Immediate Release

March 1, 1993

REMARKS BY THE PRESIDENT
IN DISCUSSION WITH NATIONAL SERVICE VOLUNTEERS

Adult Learning Center
New Brunswick, New Jersey

11:20 A.M. EST

Q Welcome, Mr. President. We are so thrilled and pleased and honored to have you with us today. And we also would like to welcome Governor Florio, the Attorney General, Eli Segal from your office who works with national community service.

This is just such a treat. My name is Judy Kesin, and I am the principal of the Adult Learning Center of the New Brunswick Public Schools. We are so thrilled you could visit our program.

The Adult Learning Center -- we here view it as a place where the American Dream really plays itself out. We have adults who did not benefit from the first chance system, who have an opportunity to achieve in the second chance system. So we're excited that you can recognize that.

We have three main themes at our center. We have literacy programs -- people who come back to improve their reading; and we serve adults who need to improve their skills as well as deaf adults who come back to improve their skills. We have programs that we call second chance diploma program. So many of our students come back to school like Patty behind you here. She dropped out in the 10th grade. Patty is a 65-year-old grandmother of a 13, and she's got five great grandchildren. And this is the first opportunity that she had to come back to school.

We have lots of students who come to us for English as a second language. We have Elena Montavo. She has nine children -- and many other students as well. We have Elena back here -- is one of our ESL students. And Elena Montavo has nine children, never had the opportunity to go to school. She's from Puerto Rico and she's now moved up a level in ESL and is hoping to go on to become a nursing assistant. So it's very exciting.

We serve welfare mothers, people who are unemployed, people who need to improve their skills so that they can continue in the work force, young people who dropped out of school, like our Youth Corps students who have come back to school.

We're very proud of our center and I'd like you to know that last June when we had our graduation we honored our 1,000th graduate, high school graduate, since the program began in 1980.

In addition to all of the education programs that we offer, which we hope to help people be better prepared as citizens and parents and workers, community service is no stranger to us. We receive it and we provide it.

As in this room you will see several representatives from our community service experience. We've worked with Rutgers Civic

MORE

Education and Community Service Program and have tutors in many of our instructional programs who have been working with us. For the last three years we've worked with them.

In addition we have --

THE PRESIDENT: Who are students at Rutgers?

Q Who are undergraduates from Rutgers.

THE PRESIDENT: How many of you are here who are undergraduates from Rutgers? Everybody in the black tee-shirts.

I've got it. Okay.

Q We also have represented Rutgers students who are working with the big sister-little sister program, where they are mentors at both the Lord Sterling School and Paul Robson School -- elementary schools in our school district at this table over here. And they are mentoring young students at the school from fifth to eighth graders. And these are also Rutgers undergraduates.

As well as at this table we have folks from a special creative arts program. We have art students from Nathan Gross, a part of Rutgers, who are teaching modern dance to children in the elementary school and Paul Robson school, I believe it is, after school. So those are very exciting connections.

Now, we are especially proud of our Youth Corps program -- can't you tell? (Laughter). Through a special unique partnership with the University of Medicine and Dentistry, my colleague here, Dr. Pauletta Heines and I have worked together on developing this program, which is one of 11 in our state. I might like to add also that we have been very fortunate that our Governor Jim Florio has been a very strong supporter of this program.

In Youth Corps -- our Youth Corps members receive assistance from -- Kenny is one of the interns -- from volunteers who work with the program. And in addition to that, they also serve. Our Corps members have been working in the community -- we have Corps members who are tutoring children at our after school program. We have Corps members who are working to renovate a community center. And at that community center they will be including the soup kitchen -- they're building facilities for a soup kitchen where many of our Corps members work as well. Some of our Corps members have worked at an Alzheimer's day program for adults. So we have them doing all kinds of wonderful things in the community.

I might add that Corps members across the state -- each year there have been 1,100 Corps members who have provided 200,000 hours of work in the state. So we know a lot about community service and we are really proud of it.

So these are the folks that you see before you. Mr. President, we would just like you to know how much -- how pleased we are. And we feel that our program really exemplifies the values that you have so often articulated. And because of that, we have a special presentation for you. Our students at the Learning Center, who all wish that they were a part of this, but were so pleased that you got to speak with them -- wanted to present this to you.

And it says, "In recognition of your unwavering support of community service and adult education, and for your efforts to encourage and promote this partnership, we adult learners hereby present to you, President Bill Clinton, this token of our deep appreciation, presented on this 1st day of March in the year 1993 at the New Brunswick Public Schools Adult Learning Center." And we had

as many of our students as we could fit -- but not all of them, because we had 22,000 -- sign this for you.

THE PRESIDENT: That's wonderful. Thank you.
(Applause.) Thank you very much.

Q It's our pleasure.

And now I would like to turn this over to a few of our people who would like to share some of their thoughts with you.

Q Good morning, President Clinton, Governor Florio, and Mayor Cahill and other distinguished guests. I'd like to welcome you to the Adult Learning Center in New Brunswick.

My name is David McKnight. I'm a Rutgers College student majoring in sociology with a minor in philosophy. I was asked today to speak to you -- or to, I guess, give you a brief testimonial about my life growing up here. As the eldest of five children growing up in an economically disadvantaged area in Trenton, I've experienced some rewarding as well as some challenging times. My family -- of course, it was very large. And therefore, my mother -- she was unable to work. And my father -- he supported the family. However, his income wasn't enough. So he had to, as a result, become -- we became recipients of public assistance. This has had a great -- I guess a psychological impact on me growing up and everything like that.

And so I guess if I could describe one instance or one incident which greatly precipitated my desire to help others, it would have to be the time -- I believe it was about nine or ten years ago. It was on a Thanksgiving Eve -- right before Thanksgiving. There was a knock at the door around 7:00 p.m. or 8:00 p.m. at night. And we weren't really expecting any guests. And my mother opened the door and there were some people from the community -- from a church down the street. And they had two turkeys for us and some trimmings and different things like that for my family so that we could have a decent Thanksgiving meal. And that really touched our hearts.

As I saw my mother standing in the doorway crying and my father standing next to her, just smiling, not knowing what to say -- and my sisters and brothers and I standing up at the top of the stairs just looking down, laughing and jumping for joy because we had something to eat for the next night, I just -- that then and there showed me the unselfishness that the community had. And that really greatly impacted my life.

And as a result, I decided that I would devote my life to community service so that I could help others. Today, as an honor student at Rutgers University, which is one of the most prestigious universities -- residences of the country, I can stand before you and say that I didn't fall through the cracks, but I stepped over the cracks so I could become where I am today.

And I would like -- I'm standing here today because I feel that I'm a bellwether to the students here and that I would be able to help them in their future endeavors. And I would like to -- I don't know -- my parents, they did graduate from high school. And as I see so many adults sitting here, I feel that I can just share with them some of my experiences. Because, although I am in college and you may not be able to tell by the way I speak or by the appearance of me that I came from this type of background, it's true. And I have something to relate to them with. And I look forward to going to Yale Law School, your alma mater, next year. And hopefully I'll get in. That's about it. (Laughter and applause.)

THE PRESIDENT: Who's next?

Q I'm Betty Shockley. I'm on welfare right now, and I'm really trying to try to get off of it. I've never been on it in my life until about 10 months ago. My husband was in the service for 15 years. His leg got run over by a helicopter, so had to get out of the Army. After he got in the Army, he only was making \$80 a month. And now I'm on welfare and I'm trying to better my life, trying to get my GED. After I get my GED -- because I only have a third grade level. And once I get up to at least the ninth grade, tenth grade level, I can find a better job. And I want to find a better job, but I can't because of my -- Thank you very much for listening to me. (Applause.)

Q Hello, Mr. President. My name is Danyelle Marshall and I'm 18 years old. I'm a single parent of two. I'm a present member of the New Jersey Youth Corps.

THE PRESIDENT: Take your time. Let's give her a hand. (Applause.)

Q Hello, Mr. President. My name is Danyelle Marshall and I am 19 years old, a single parent of two, a -- member of the New Jersey Youth Corps. Being in this program I have learned to make my character stronger. And I now know that my voice helps others. The teachers here are willing and able to help us in any way possible. Along with everything that I have told you, I also get a high school diploma and work experience. By participating in community service -- all this comes from the community. And I feel if the community is so willing to help me, that I can perform my share of work at -- Johnson High School to give back what's been given to me.

This is to the young mothers who feel they cannot be a mother and a student at the same time. I'm here to tell you, bear on. And I'm learning tools to show you that it can be done.

Thank you, Mr. President, for listening and caring. (Applause.)

THE PRESIDENT: Who's next? Anybody else?

Well, first of all, I want to thank everyone who spoke. And maybe in a minute I could give some of you who haven't spoken a chance to say something if you want to say something.

Let me tell you why I came here today. First of all, I've been very impressed by a lot of the efforts that the state of New Jersey has already made to serve people who need an education and need a second chance and to give people a chance to serve their communities.

Secondly, this center reflects two very important things that I'm trying to do in my national economic program that I'm asking the Congress to pass. The first is what I came here to talk about, and I'm going over to Rutgers to talk to the students about in a few moments -- and that is the idea of giving people a chance to serve their country in their community, and in return, giving them the opportunity to further their education.

I've got the gentleman who was introduced here a minute ago with me to my right -- Eli Segal and I have been friends since we were about your age -- since we were very young. And I've asked him to head up our national and community service program. What we want to do is to provide young people the opportunity to do the following things:

Number one, if you go to college and you have loans outstanding, we want to give people the opportunity to go out in the community and do community work -- work as teachers or police officers, or work with the homeless, or work in hospitals, or work on

immunizing children who need it. And doing that for a lower rate of pay for a couple of years and then pay off their college loans by doing the same.

Number two, we want to give people some credit for community service they do while they're in college. And number three, we want to give people like you the opportunity to earn some credits to get college or job training by doing community service before you go.

So the idea is to make higher education available to more people, in return for the service they give to the community.

Now, in addition to all that, we're going to change the way young people pay their college loans back. We're going to make it possible for people who get out of college to pay their loans back as a percentage -- a limited percentage of their income. Because what happens now is a lot of young people get out of college, they have big college loans, so they take -- because they have to pay the loans back, they might want to get out, let's say, and do community service work which doesn't pay very much, but instead they may take a job paying a higher salary just to make their loan repayment. So we're going to try to restructure the college loan program so that if people want to serve over a long period of time they won't be discouraged from taking community service type jobs just because they pay less. They'll be able to pay their loans back as a percentage of their income.

Now, the other thing I want to emphasize is there's also an investment in this education program that helps centers like this. More money for adult education for people who come back after dropping out of school; more money to help welfare mothers move from dependence to independence; more money to help young people who drop out of school and come back.

When I was Governor of my state over the period of about 1983 to 1992, we increased by about six times the amount of investment in remaking education programs like this. It just exploded the number of people in it.

Now, why is that an important economic investment? Because this lady with her three children -- it wasn't her fault that her husband, first of all, is out of the service and then gets hurt, right? She can either draw taxpayer dollars by taking public assistance, or get an education and pay taxes to educate other people's children. One of the things we have to realize in this country is that economic investment is not just building an airport or a road or investing in new technology. It's also investing in people who are prepared to help themselves, to make sure that all of you can contribute in a world that is dominated by knowledge -- in a world in which the living you make depends on what you know and what you can learn.

And if every person, if every single mother in the United States could stand up and give the speech you just gave with the determination you just gave, it would not only help people like you, but you'd be helping people like me. Right? I mean, we're all better off, right? We are. And if you look at our country -- if you look at all the different racial and ethnic groups in our country, all the different levels of education, if you look at all the different levels of income, if you look at all the problems we've got, you just think about it -- if everybody in our country had a chance to get a really good high school diploma or a GED, and then get at least two years of education and training beyond that in some way or another, and if all the while they were doing it they were doing community service work, we'd have about half as many problems than we've got -- wouldn't we?

So that's why I wanted to come here today -- to emphasize that this economic program that I'm trying to persuade the Congress to pass will help people to do what you've been doing in service, will help people who do it to pile up education credits, and we'll invest more money in programs like those here at this center.

Developing the capacity of the American people to be all they can be is perhaps the most important job that I have as President. And people now all across America will see you today, and you may have no idea how many people you will inspire today because you had the courage to do what you did -- you, or you, or you, or all of you for being here. And I really -- I thank you very much. You were great. (Applause.)

Would anybody else like to say anything or ask a question? Yes, the lady with nine children. You're a beautiful mother to have nine children. We're one of you going to talk? Yes, go ahead. Tell us your name and how you happen to be here.

Q I'm a junior from Rutgers College and my home town is Atlantic City. And on behalf of the Rutgers community I am pleased to present you with this sweatshirt in appreciation for your outstanding commitment and dedication to the youth of America and the future of community service. (Applause.)

THE PRESIDENT: I wish I had this this morning in Washington. (Laughter.) The wind chill factor was 13 when I was on my jog this morning. Thank you very much. It's beautiful.

Q My name is Shantel Ehrenberg. I'm a dance major at the School of the Arts, and I'm originally from Minnesota. I have a question as during our program with the children and teaching them about art and through art, eliminating prejudice and educating them on something that they find kind of foreign to them. I was wondering what you were going to do, if you have any plans for the arts, funding the arts.

THE PRESIDENT: Programs like the one you're in will be funded basically based on the initiative of people at the local level. So if there's a program like this one at the local level which you're participating in, then it will be eligible to get community service funding.

So the answer is maybe yes, maybe no. And let me tell you why that's important. We don't want to set up a big new national bureaucracy to tell every state in every community what they should teach and what they should do. What we want to do is to build on the strengths of existing community programs like the one you're involved in. In other words, why should we come into New Jersey and create some big bureaucracy and waste a lot of money hiring people to administer programs when you've got a perfectly good program here who can access the money and use it all to put people to work teaching art or whatever else you're doing.

So the answer is that the people who are interested in arts education throughout America, once this national program is passed, should make sure that that is an important part of the community service efforts in every state and every community. Because they will be certainly eligible for it, but we're not going to tell people what to do.

As a matter of fact, we'll have relatively few mandates in this program. The two things we are going to do is to require every state to try to provide opportunities for college graduates to be either teachers or police officers because we know we've got a shortage of both of them in every state. But otherwise, particularly with the college students themselves or with young people who are like you who are in school and may be earning credit toward going to

college or getting job training -- we're going to let that be highly decentralized so that you can meet the needs in each community and state.

Q I'm a Rutgers College graduating senior in May. And I was wondering when you think that law you're trying to instate or whatever is going to come into effect. I'm worrying, like, when I graduate in May, whether I'm going to go pursue chiropracting college or because I may not have the money for it, I may have to get a job or get in more debt to try to get into chiropracting school. And I think it's a good program that you're trying to instate, but how soon would it come that we would have a chance to excel?

THE PRESIDENT: It's up to the Congress. We'll present the law, the bill, soon. And I'm hoping it will pass this year and become immediately effective.

Q My name is Judy Levy Roth. I'm from Israel. I went three months ago to get my citizenship, and they failed me because I spelled -- wrong. And some people do not test -- (inaudible) -- as a test to get my citizenship. (Inaudible.) (Applause.) Not good for me -- I didn't get my citizenship.

THE PRESIDENT: I have a feeling you will. (Laughter.)

Yes, ma'am. Do you really have five great grandchildren?

Q Yes. Mr. President, I'm just overwhelmed just sitting with you in the room -- just to look at you. (Laughter.) This was a dream that I had in my youth; one day I hoped that I'd be able to see one of our Presidents in person. And on Friday, last Friday, I was sitting in the science and I was taking my test, and my English teacher -- he came in, he said, go to the office when you're finished.

I stopped then -- oh, what did I do now? (Laughter.) So I went in the office and she said, "Sit down, Hattie." I sit down. She says, "The teachers have chosen you to be in the room with the President." And when she said that I'd like to pass out. (Laughter.) Oh, this is wonderful -- something I'd been wanting to do for years. And I just thank the Lord for being here. And listening to your speech on the radio, I knew that you were a God-sent man because every time you would say something you would say God -- by the help of God we will make it. And soon I realized that we will make it. We have a good President and we'll back you up, and I know we'll make it. (Applause.)

And I was a dropout in 1945, right -- so I come back in 1992, right? So this year I'll be graduating with my diploma, 1993. (Applause.)

THE PRESIDENT: Anybody else want to say anything?

Q I do, I do. (Laughter.)

Q On behalf of the New Jersey Youth Corps it's my pleasure to give you this as a token of thanks for caring so much about the youth of America today. (Applause.)

Q It's my pleasure to have you here, not only because you're the President but because you're a President we all like. (Laughter.) And I just wanted to ask you one question. As a minority student in the United States I have experience of some kind of prejudice in the country and how we have to struggle a little bit harder than everyone else. And I just wanted to ask you -- wanted to tell you that all this that you're doing is great, especially for Hispanics, Latinos, blacks -- we all recognize how you're trying to

make it seem that this is not only a white country anymore, but all a mixture of all different cultures.

And one of the groups that I've seen that has not been seen and they are a minority group, and there has not been putting any attention toward the handicapped people. And I think that I wanted to ask you that -- are you thinking of doing anything for them, because I think that they're there and we should put some kind of value to them and some kind importance. I'm very close to one family that they have experienced with their handicapped child many different problems. And one of the things was the Reagan administration, they always had been cutting down on those programs, especially for the handicapped. And they had to have been placed in different schools, which is not appropriate for handicapped people. And they have, you know, have many problems because it's not where they should be. Do you plan to do anything for them?

THE PRESIDENT: Yes, I'm glad you brought that up. Let's talk about two or three things. Let me say, first of all, a lot of people with disabilities have problems that aren't easy to solve, as you know. But they also have enormous potential to contribute to this country. I can make the same argument for people with disabilities I made for all of you -- that it is in our interest to see that everyone develops to the maximum of his or her capacity and serve to the maximum of his or her capacity.

Let me just mention two or three things. Number one, last year before I became President, the Congress passed -- Congress passed and President Bush signed a bill called the Americans For Disabilities Act. It has not been fully implemented. One of the commitments I made in this campaign is to try to bring that law to life for Americans with disabilities. It provides all kinds of extra effort to make America accessible and to invest in the potential of people with disabilities.

The second thing is, I hope that a lot of these service programs will involve special services to people with disabilities, working toward independence, not dependence. There are a lot of government programs now which if you know someone with disabilities, you know it's basically -- it favors funding that is designed almost to keep disabled people dependent instead of independent. And more and more disabled people want to and are able to, given technological supports, to live on their own, to work on their own, to live and at least assist in living environments. And this is a very big deal for me and for my administration.

My Domestic Policy Advisor has a child whom I've known since he was a little boy who had cerebral palsy and is now living out on his own in an assisted-living environment. And he will soon get his high school diploma. So I believe in that.

The third thing I would say is we're going to do a lot of work through the Department of Education to try to make sure that children get appropriate placements and at least have the chance that they need to get a public education.

I don't know if you've noticed this, but not this Saturday, the Saturday before last I did a little town meeting like this with children. And there was a nine-year-old child with cerebral palsy who was very eloquent on the show. And she said she had a twin sister who was also in a wheelchair, but her twin sister couldn't speak except with the use of a computer, which is not uncommon. And she said because she could speak, she was in a regular classroom; because her sister had to use the computer to speak, she was in a special ed classroom. And she felt that they had the same mental capacity.

So she said "Can you help get my sister in my classroom?" And I asked -- it was an interesting thing to question I

asked her, I said, "Would you, if your sister couldn't do the work, would you then favor her getting special assistance?" And she said, yes. And I said, "What you really want is for your sister just to have a chance to do what you do?" And she said, that's what I want. I just want her to have a chance. It was very moving.

But a lot of schools and school districts are just now learning what they can do. And we're always learning more and more about proper placements of these children. So anyway, those are some of things that I will work on for persons with disabilities. (Applause.)

I appreciate the other comment you made, because I am trying to demonstrate to the American people that we are all one country. We have to live together not only with tolerance for one another, but with absolute appreciation for one another's differences. We shouldn't just put up with one another; we should actually enjoy the fact that this is a country of people of different racial and ethnic backgrounds.

When you look at what's going on today in the former Yugoslavia with the ethnic hatred -- the Serbs and the Croats and the Bosnian-Muslims shooting and killing each other and starving each other with differences -- cultural and historic differences that are deep and long-lasting, but at least to the naked eye not near as different as the cultural differences represented just in this room -- for all of the problems we have in this country, we are moving forward on that.

And I really believe that a great test of whether we will go into the next century and maintain our position as the greatest and strongest nation in the world may well be whether we can learn to live together across racial and ethnic lines and not just put up with one another, but absolutely enjoy the fact and make the most of it.

One of our counties -- Los Angeles County in California -- has 150 different racial and ethnic groups within one county. I once spoke at a university there that had students from 122 different countries.

This can be an enormous strength of us in a world that is getting smaller and smaller and smaller. If you look around this room, the fact that some of you can come from such different cultures is a very big positive in a world that's getting smaller. The fact that we have a huge Hispanic population, for example, will be an enormous asset to us as more and more of our trade goes to Mexico, Central America, and South America to try to build up their economy. That's just one example.

If you look at the fact that we have a substantial Asian population, it can be an enormous strength to us with the fastest growing economies in the world being in Asia. There are lots of examples. The fact that we have a big African American population will be an enormous strength to us when 20 years from now we might find out that Africa then has the fastest growing economy in the world if they can solve some of their political problems.

So America is in an incredible position to have another great century as a nation if we can learn to really build on the strength of our diversity.

Oh, yes. I want you all to be -- you've been invited to ride a bus over to the speech. And I'm going to go with you. (Applause.) Ready?

Q Mr. President, I have a question before you go if you don't mind. (Laughter.) It's not directly related to this

event. But if you could, I know the American public is really interested in knowing what is going on with the World Trade Center explosion. Was it a terrorist incident?

THE PRESIDENT: I'm not in a position to say that now. And I don't mean because I know something that I'm not telling you. I think you know that there was severe structural damage done to the World Trade Center. And as I think Governor Cuomo has already announced, you know the federal and state and local people have been working together ever since the incident occurred. It took a substantial amount of time just to get people down in the crater that the bomb made to begin the analysis.

I can tell you this -- that we have put full, full resources -- the federal law enforcement agencies, all kinds of agencies, all kinds of access to information at the service of those who are working to figure out who did this and why and what the facts are. But I cannot answer your question yet.

Q Mr. President, on national service, you campaigned on the promise that anybody who wanted to go to school could go and then repay their loans in national service. I think in your economic plan under investment there's \$3 billion allotted for national service.

THE PRESIDENT: More now.

Q Which would not be enough to provide this to everyone. How long would it take to phase it in? And do you think that you're not really fulfilling your campaign promise?

THE PRESIDENT: No. As a matter of fact, we are -- in the campaign, we only talked about making it available as an option. We talked about making it available for everybody to pay off their loans as a percentage of their income; and then the funding of national service slots will be college graduates. That's all we talked about in the campaign. Now, we're actually going to start funding slots for people before they go to high school. And we think we'll start -- we think we'll have 35,000 of them, which is twice as many people as were ever in the Peace Corps in any given year, in addition to those coming out of college.

What we don't know, and we may have to modify the funding I asked for from Congress over the next four years, but it is impossible to know how many people will choose the service option. So the funding we asked for is based on our best available effort to estimate how many people will choose the service option. All the students will be able to choose to pay their loans back as a percentage of their income immediately. And we think we'll be able to accommodate over the next four years, everybody who chooses the service option. We think we will.

But we have to build it up a little in the first year or two so we learn how to do it. There has been a pilot project going, as you probably know, under legislation that was sponsored in the previous Congress by, I think, Senator Nunn, Senator Wofford -- and others. And we're going to expand it just as quickly as we can, and we're going to do our level best, once we get the system worked out over the next year or so, to make service available to everybody who wants it. We think their numbers are about right. We think we have funded it about the level of maximum participation for college graduates. But we're adding on pre-college students, which we think is a good thing. This is something I had not planned to do basically until I kept seeing programs like the LA Conservation Corps, City Year, programs like the ones the young people are involved in here.

Q Are you concerned, sir, that it may become a kind of a new entitlement, that it will grow beyond the ability fund and out of control?

THE PRESIDENT: No, if we can't fund it, we'll just have to -- we'll have to -- the entitlement will be access to a loan you can pay back based on a percentage of your income, which will be a huge -- we're going to strengthen collection procedures, cut defaults, cut the cost of administering the program until we can fund a lot of that.

The service issue cannot become an entitlement. If all of a sudden in one year a million people want to convert from a loan to service, we won't be able to afford that. But based on the experiences we have seen in the past, we think that this will be by far the biggest service program in the history of America. And we think we'll be able to take everybody who will choose the service option. We're just going on historical precedence now. We think we can more than fund the people who will choose the service option in the first four years. If they don't, I would consider going back. But we can't let that become an absolute entitlement.

Q -- economic aid, sir, to New York, and are you prepared to do that? Governor Cuomo has asked for it.

THE PRESIDENT: We are processing -- this morning, I got a report on that. And it's my understanding that we are going through the regular agencies and that the request will be processed promptly. I don't think that there is any problem with the request that he made as far as I understand it. And we're giving that a high priority.

Q Mr. President, why did you choose Rutgers for this announcement? And what impressed you about their community service program here?

THE PRESIDENT: I chose Rutgers because, first of all, the university was involved in this facility and because I want to keep highlighting adult education, education of welfare recipients, education of kids that drop out of school, and because I like this New Jersey Youth Program here. Under Governor Florio's administration they started, I think, 9, 10, 11 of these. Something like that. And I want to encourage -- again, I do not want this to be a bureaucratic program. I want to encourage kind of an entrepreneurial spirit out there at the state and local level. I want states to be encouraged to set up youth corps. I want comprehensive community service centers like this to be able to get people doing national service.

So I wanted to come here to say I really appreciate what these folks are doing, but also to give the rest of America an idea of what we mean by community service, what we mean by national service, and how it can embrace people of different ages and different backgrounds with different needs; because it's very important that to make this work, we're going to have to rely on the creativity of people at the grassroots level. And the last thing I want is another centralized bureaucracy telling people how to serve.

As I said, right now, the only decisions we have made for categories of service that have to be approved in every state are in the area of police and teaching, because we know as a practical matter we need more community policing in high-crime areas where we can reduce crime and work with kids and not just be there after it happens. And we know we need more teachers in a lot of core areas to reduce the student-teacher ratio and increase learning.

So we've done that. But otherwise, this program is not going to have a huge set of national requirements or bureaucracy.

Q Mr. President, how closely, if at all, did you work with Senator Bradley's neighborhood corps bill?

THE PRESIDENT: We reviewed it very closely. That's why we invited -- I think he's going to meet us over at Rutgers today. I was very impressed by it. And as a matter of fact, I had a personal conversation with him about it. That's one of the reasons we wanted to come up here, too. And I invited him to come today, and I think he's going to be over there.

Q Mr. President, do you fear that a fear of terrorism in America might change the way of life that most Americans have, if this bombing proves to be terrorism?

THE PRESIDENT: I certainly hope not. We've been very blessed in this country to have been free of the kind of terrorist activity that has gripped other countries. Even a country like Great Britain, that has a much lower general crime rate, has more of that sort of activity because of the political problems it has been involved in.

I don't want the American people to overreact to this at this time. I can tell you, I have put the -- I will reiterate -- I have put the full resources of the federal government, every conceivable law enforcement information resource we could put to work on this we have. I'm very concerned about it.

But I think it's also important that we not overreact to it. After all, sometimes when an incident like this happens, people try to claim credit for it who didn't do it, and if sometimes if folks like that can get you to stop doing what you're doing, they've won half the battle. If they get you ruffled, if they get us to change the way we live and what we do, that's half the battle.

So I can't give -- I would discourage the American people from overreacting to this. It's a very serious thing. And I'm heartbroken for the people who were killed and their families and those who were injured. There was some significant business disruptions, too, as you probably know and as I'm afraid we'll find out more about in the next day or two, just by shutting down the World Trade Center and all the activities that go on there. But I plead with the American people and the good people of New York to right now keep your courage up, go on about your lives. And we're working as hard as we can to get to the bottom of this.

Q I just first want to say that when I saw you on video when you were first running for office, you had a clip of how you met President Kennedy at Boys Nation. And I, too, was at Girls Nation in 1990, when I was a junior in high school. But I didn't have the fortunate chance of meeting President Bush. But I am just very thankful that I could meet a President, especially one who I can support.

But besides that, I would like to thank Rutgers and my college -- I'm a sophomore -- for giving us the opportunity to meet with you today and instill a lot of hope in New Jersey and everyone else who watches this, because if people see the importance in helping one another, I think that's the only way our nation will become stronger. It's investing and reinvesting in our nation. And if people don't come outside of themselves and help one another there's no way that we will move forward in life. So I'm very happy that you're here today because I think that people will now see how important it is for us to help one another. Thank you very much. (Applause.)

Q The National Rifle Association right now in New Jersey is actively seeking to overturn the assault weapons ban that

Governor Florio put on the books in 1990. They say if they're successful, then no other state will be able to enact rigid gun control and that you'll have a very tough time getting the Brady bill through Congress. Are you concerned about that?

THE PRESIDENT: I think Governor Florio is right. And I'm going to sure try to pass the Brady bill. I think Americans who want safer streets and still want people to be able to hunt and fish and pursue their sporting activities should take a lot of heart in the success that Governor Wilder had in Virginia recently. And Virginia it has become a source, as you know, of weapons for a lot of illegal activity all up and down the Atlantic seaboard. And they've gone to that once-a-month limitation on the purchase of guns.

I think -- you know, we can't be so fixated on our desire to preserve the rights of ordinary Americans to legitimately own handguns and rifles -- it's something I strongly support -- we can't be so fixated on that that we are unable to think about the reality of life that millions of Americans face on streets that are unsafe, under conditions that no other nation -- no other nations -- has permitted to exist. And at some point I still hope that the leadership of the National Rifle Association will go back to doing what it did when I was a boy and which made me want to be a lifetime member because they put out valuable information about hunting and marksmanship and safe use of guns. But just to know of the conditions we face today in a lot of our cities and other places in this country and the enormous threat to public safety is amazing.

I've got young Americans now in Somalia trying to create conditions of peaceful existence there in a country where it is difficult, but there are a lot of young Americans who are living in neighborhoods today that are about as dangerous or worse than what kids are facing in Somalia in terms of shots. Not in terms of hunger and access to medicine and shelter -- that's different.

But I have to tell you I think that Governor Florio did a gutsy thing here. I think Governor Wilder did a brave thing. I had my own encounters back home in Arkansas, and I just hope to be able to pass the Brady bill and do some other sensible things that do not unduly infringe on the right of the law-abiding citizen to keep and bear arms, but will help make these children's future safer. And I think we ought to do that.

Q Do you think that the NRA's contributing to that threat that you just talked about because it is opposing these gun control measures?

THE PRESIDENT: Well, I don't want to get into character. I think that it is an error for them to oppose every attempt to bring some safety and some rationality into the way we handle some of the most serious criminal problems we have. And these things do not unduly affect the right to keep and bear arms. It's not going to kill anybody to wait a couple of days to get a handgun while we do a background check on somebody that wants to buy a gun.

I have a lot of -- I have personal experience with this. I live in a state where half the people have a hunting or a fishing license. I know somebody who once sold a weapon to a person who went out and killed a bunch of people because he was an escapee from a mental hospital. And the guy liked to never got over it. And if he had just had a law where he was supposed to wait two or three days to check, they would have found that out.

That is a -- I know that happens. I don't believe that everybody in America needs to be able to buy a semiautomatic or an automatic weapon -- built only for the purpose of killing people -- in order to protect the right of Americans to hunt and to practice

marksmanship and to be secure in their own homes and own a weapon to be secure. I just don't believe that.

So I hope that is a debate that will continue. And I think, as I said, what Governor Florio did and what Governor Wilder did, I think will contribute to Americans facing this and trying to reconcile our absolute obligation under the Constitution to give people the right to handle a firearm responsibly and our obligation to try to preserve peace and keep these kids alive in our cities.

THE PRESS: Thank you.

END

12:12 P.M. EST

THE WHITE HOUSE

Office of the Press Secretary
(New Brunswick, New Jersey)

For Immediate Release

March 1, 1993

REMARKS BY THE PRESIDENT
IN NATIONAL SERVICE ADDRESS

Rutgers University
New Brunswick, New Jersey

1:15 P.M. EST

THE PRESIDENT: Thank you very much. (Applause.) Thank you. Thank you, Nakia Tomlinson for that fine introduction. I wish I could take you with me everywhere. We'd make a great duo there. Let's give her another hand. I thought she was great. (Applause.)

I'd like to thank President Frank Lawrence for his - Francis Lawrence -- for his fine speech. Does anybody call him Frank? I should have asked. (Laughter.) I want to compliment Professor Benjamin Barber for his leadership and service here. (Applause.) And I want to thank all of you here in the Rutgers community for coming out for what I hope will be a truly historic moment in our nation's history. (Applause.)

In addition to the people who have been introduced here, there are a host of mayors and members of the Assembly and county officials here from your state. We have two former governors, both of whom I served with -- Brendan Byrne and Tom Kean who are out there. I'm glad to see them. (Applause.) My friends. We have a distinguished array of members of the House from New Jersey -- Herb Klein, Bob Manendez, Frank Pallone, Donald Payne -- (applause).

But you have some members of the Congress from all over America here and I want to introduce them, too, because they have taken a lot of trouble to come to Rutgers and because without them and without the people who represent you, the proposal I make today has no hope of passage.

Many members of the Congress for years have believed we ought to do more in national service and some of them are here today. I'd like to begin by introducing your Senator Bill Bradley, who's behind me. (Applause.) I must say, when I walked into this arena, I turned around and asked Bill Bradley if he'd ever shot any baskets in here. I'd be intimidated to be the opposing team in here. (Applause.) Senator Bradley sponsored legislation to establish neighborhood corps and self-reliance scholarships, things that are forbearers of the proposal I came to make.

I'd like to recognize the presence on the platform of Senator Ted Kennedy from Massachusetts -- (applause) -- who chairs the Senate Committee on Human Resources and Education, which sheparded the pilot national and community service bill through the Congress in the last session, along with his counterpart who is out here in the audience somewhere. I'd like to ask him to stand up. The Chairman of the House Committee, Congressman Bill Ford, who came all the way from Michigan to be with us. Congressman, would you stand up. (Applause.)

MORE

I'd like to recognize in the audience the presence of Senator Chris Dodd from Connecticut, who was one of the first Peace Corps volunteers in the United States. (Applause.)

The member of Congress who introduced many, many years ago, the first piece of national service legislation ever introduced, the Chairman of the Foreign Relations Committee, Senator Clairborne Pell from Rhode Island is here. (Applause.)

I'd also like to introduce the only person in this audience, at least of our crowd, who doesn't have to look up to Senator Bradley, Senator Jay Rockefeller from West Virginia, an early VISTA volunteer in the United States. (Applause.)

And finally I would like to recognize two other people, one, a member of the United States Senate and one a distinguished American citizen, the first boss of the Peace Corps, Sargent Shriver, who's up here with me. (Applause.) And his deputy, Senator Harris Wofford, from Pennsylvania. (Applause.) And Mrs. Wofford, I'm glad to see you. (Applause.)

Now, I was involved before I became President in a group called the Democratic Leadership Council, and we made one of the central parts of our platform to reclaim a new majority of Americans for our party the establishment of a system of national service to help people to finance education. And one of our founding members and guiding lights is here, Representative Dave McCurdy from Oklahoma. I'd like for him to stand up. (Applause.)

Let me make this last point, if I might, by way of beginning. None of these things happen at the national level. We empower them to happen and then people have to do things here at the grassroots. And I want to say a special word of thanks to your Governor for supporting the New Jersey Youth Corps and several other projects like it around the state, because if nobody's here to believe in this, it can't happen. And I thank Governor Florio for his support for these things. (Applause.)

I came here to ask all of you to join me in a great national adventure, for in the next few weeks I will ask the United States Congress to join me in creating a new system of voluntary national service -- something that I believe in the next few years will change America forever and for the better.

My parents' generation won new dignity working their way out of the great Depression through programs that provided them the opportunity to serve and to survive. Brave men and women in my own generation waged and won peaceful revolutions here at home for civil rights and human rights, and began service around the world in the Peace Corps and here at home in Vista. Now, Americans of every generation face profound challenges in meeting the needs that have been neglected for too long in this country -- from city streets plagued by crime and drugs to classrooms where girls and boys must learn the skills they need for tomorrow, to hospital wards where patients need more care. All across America we have problems that demand our common attention.

For those who answer the call and meet these challenges, I propose that our country honor your service with new opportunities for education. National service will be America at its best -- building community, offering opportunity, and rewarding responsibility. National service is a challenge for Americans from every background and walk of life, and it

values something far more than money. National service is nothing less than the American way to change America. (Applause.)

It is rooted in the concept of community: the simple idea that none of us on our own will ever have as much to cherish about our own lives if we are out here all alone as we will if we work together. That somehow a society really is an organism in which the whole can be greater than the sum of its parts. And every one of us, no matter how many privileges with which we are born, can still be enriched by the contributions of the least of us. And that we will never fulfill our individual capacities until, as Americans, we can all be what God meant for us to be. (Applause.)

If that is so -- if that is true, my fellow Americans, and if you believe it, it must therefore follow that each of us has an obligation to serve. For it is perfectly clear that all of us cannot be what we ought to be until those of us who can help others -- and that is nearly all of us -- are doing something to help others live up to their potential. The concept of community and the idea of service are as old as our history. They began the moment America was literally invented.

Thomas Jefferson wrote in the Declaration of Independence, "With a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortune, and our sacred honor." In the midst of the Civil War, President Lincoln signed into law two visionary programs that helped our people come together again and build America up. The Morrill Act helped states create new land grant colleges. This is a land grant university. The university in my home state was the first land grant college west of the Mississippi River.

In these places, young people learn to make American agriculture and industry the best in the world. The legacy of the Morrill Act is not only our great colleges and universities like Rutgers, but the American tradition that merit and not money should give people a chance for a higher education. (Applause.)

Mr. Lincoln also signed the Homestead Act that offered 100 acres of land for families who had the courage to settle the frontier and farm the wilderness. Its legacy is a nation that stretches from coast to coast. Now we must create a new legacy that gives a new generation of Americans the right and the power to explore the frontiers of science and technology and space. The frontiers of the limitations of our knowledge must be pushed back so that we can do what we need to do. And education is the way to do it, just as surely as it was more than 100 years ago.

Seven decades after the Civil War in the midst of the Great Depression, President Roosevelt created the Civilian Conservation Corps, which gave 2.5 million young people the opportunity to support themselves while working in disaster relief and maintaining forests, beaches, rivers, and parks. Its legacy is not only the restoration of our natural environment, but the restoration of our national spirit. Along with the Works Products Administration -- the WPA -- the Civilian Conservation Corps symbolized government's effort to provide a nation in depression with the opportunity to work, to build the American community through service. And all over America today, you can see projects -- even today in the 1990s -- built by your parents or your grandparents with the WPA plaque on it -- the CCC plaque on it -- the idea that people should be asked to serve and rewarded for doing it.

In the midst of World War II, President Roosevelt proposed the GI Bill of Rights, which offered returning veterans the opportunity for education in respect to their service to our country in the war. Thanks to the GI Bill, which became a living reality in President Truman's time, more than eight million veterans got advanced education. And half a century later, the enduring legacy of the GI Bill is the strongest economy in the world and the broadest, biggest middle class that any nation has ever enjoyed.

For many in my own generation, the summons to citizenship and service came on this day 32 years ago, when President Kennedy created the Peace Corps with Sargent Shriver and Harris Wofford and other dedicated Americans when President Kennedy created the Peace Corps. With Sargent Shriver and Harris Wofford and other dedicated Americans, he enabled thousands of young men and women to serve on the leading edge of the new frontier, helping people all over the world to become what they ought to be, and bringing them the message by their very lives that America was a great country that stood for good values and human progress.

At its height, the Peace Corps enrolled 16,000 young men and women. Its legacy is not simply goodwill and good works in countries all across the globe, but a profound and lasting change in the way Americans think about their own country and the world.

Shortly after the Peace Corps, Congress, under President Johnson, created the volunteers and service to America. Senator Jay Rockefeller, whom I introduced a moment ago, and many thousands of other Americans went to the hills and hollows of poor places, like West Virginia and Arkansas and Mississippi, to lift up Americans through their service.

The lesson of our whole history is that honoring service and rewarding responsibility is the best investment America can make. And I have seen it today. Across this great land, through the Los Angeles Conservation Corps, which took the children who lived in the neighborhoods where the riots occurred and gave them a chance to get out into nature and to clean up their own neighborhoods and to lift themselves and their friends in the effort; in Boston with the City Year program -- with all these programs represented here in this room today, the spirit of service is sweeping this country and giving us a chance to put the quilt of America together in a way that makes a strength out of diversity; that lifts us up out of our problems; and that keeps our people looking toward a better and brighter future. (Applause.)

National service recognizes a simple but powerful truth -- that we make progress not by governmental action alone, but we do best when the people and their government work at the grassroots in genuine partnership. The idea of national service permeates many other aspects of the programs I have sought to bring to America. The economic plan that I announced to Congress, for example, will offer every child the chance for a healthy start through immunization and basic health care and Head Start. (Applause.) But still it depends on parents doing the best they can as parents and children making the most of their opportunities.

The plan can help to rebuild our cities and our small communities through physical investments that will put people to work. But Americans still must work to restore the

social fabric that has been torn in too many communities. Unless people know we can work together in our schools and our offices, in our factories, unless they believe we can walk the streets safely together, and unless we do that together, governmental action alone is doomed to fail. (Applause.)

The national service plan I propose will be built on the same principles as the old GI Bill -- when people give something of invaluable merit to their country, they ought to be rewarded with the opportunity to further their education. National service will challenge our people to do the work that should and indeed must be done and cannot be done unless the American people voluntarily give themselves up to that work. It will invest in the future of every person who serves.

And as we rekindle the spirit of national service, I know it won't disappoint many of the students here to know that we also have to reform the whole system of student loans. (Applause.) We should begin by making it easier for young people to pay back their student loans and enabling them to hold jobs -- (applause) -- enabling them to hold jobs that may accomplish much, but pay little.

Today, when students borrow money for an education, the repayment plan they make is based largely on how much they have to repay, without regard to what the jobs they take themselves pay. It is a powerful incentive, therefore, for young college graduates to do just the reverse of what we might want them to do; to take a job that pays more even it is less rewarding because that is the job that will make the repayment of the loans possible. It is also, unfortunately, a powerful incentive for some not to make the payments at all, which is unforgivable.

So what we seek to do is to enable the American students to borrow the money they need for college and pay it back as a small percentage of their own income over time. This is especially important after a decade in which the cost of a college education has gone up even more rapidly than the cost of health care. (Applause.) Making a major contribution to one of the more disturbing statistics in America today, which is that the college dropout rate in this country is now 2.5 times the high school dropout rate. We can do better than that through national service and adequate financing. (Applause.)

The present system is unacceptable, not only for students, but for the taxpayers as well. It's complicated and it's expensive. It costs the taxpayers of our country about \$4 billion every year to finance the student loan program because of loan defaults and the cost of administering the program. And I believe we can do better.

Beyond reforming this system for financing higher education, the national service program more importantly will create new opportunities for Americans to work off outstanding loans or to build up credits for future education and training opportunities.

We'll ask young people all across this country and some who aren't so young who want to further their college education to serve in our schools as teachers or tutors in reading and mathematics. We'll ask you to help our police forces across the nation, training members for a new police corps that will walk beats and work with neighborhoods and build the kind of communities ties that will prevent crime from happening in the

first place so that our police officers won't have to spend all their time chasing criminals. (Applause.)

We'll ask young people to work, to help control pollution and recycle waste, to paint darkened buildings and clean up neighborhoods. (Applause.) To work with senior citizens and combat homelessness and help children in trouble get out of it and build a better life. (Applause.)

And these are just a few of the things that you will be able to, for most of the decisions about what you can do will be made by people like those in this room, people who run the programs represented by all of those wearing these different kinds of tee-shirts. We don't seek a national bureaucracy. I have spoken often about how we need to reinvent the government to make it more efficient and less bureaucratic, to make it more responsive to people at the grassroots level.

And I want national service to do just that. I want it to empower young people and their communities, not to empower yet another government bureaucracy in Washington. This is going to be your program at your level with your people. (Applause.)

And as you well know, that's what's happening all across America today. People are already serving their neighbors in their neighborhoods. Just this morning, I was inspired to see and to speak with students from Rutgers serving their community, from mentoring young people as Big Sisters, to helping older people learn new skills.

I met a lady today who has 13 grandchildren and five great-grandchildren who dropped out of school the year before I was born -- is about to become a high school graduate shortly because of the efforts of this program. (Applause.) Is she back there? Stand up. (Applause.)

I'm impressed by the spirit behind the Rutgers civic education and community service program: the understanding that community service enriches education, that students should not only take the lessons they learn in class out into the community, but bring the lessons they learn in the community back into the classroom. (Applause.)

And that spirit, during this academic year alone, more than 800 students from Rutgers are contributing more than 60,000 hours of community service -- in New Brunswick, in Camden, in Newark, throughout this state. (Applause.)

This morning I also met with members of the New Jersey Youth Corps. Here they are. (Applause.) Stand up. (Applause.) Young people who are looking for a second chance at school, and who when coming back to finish their high school degrees, also serve in their communities. Through this program, more than 6,500 young adults have contributed over 900,000 hours of service to the state of New Jersey. (Applause.)

They've done everything from paint senior citizens' homes, to tutor and mentor children in after-school programs. For the future of our state and nation, we need more young people like those in the New Jersey Youth Corps who exemplify the spirit of service.

That spirit also moves people all across the nation. In my state, there's a young woman named Antoinette Jackson, who's a senior in a small community called Gauld, Arkansas. She's a member of the Delta Service Corps. The rural Mississippi

Delta is still the poorest place in America. And in that area, she works with a "Lend a Hand" program which runs a thrift shop to provide hungry and homeless people with food and clothing. And in return, the Delta Four is going to help her attend college so that she can make an even greater contribution. (Applause.)

The spirit of service also moves a young man I met about a year ago named Stephen Spalos, who works with a City Year program in Boston. At age 23, he's had some hard times in his life. But as he puts it, City Year gave him a place and the tools to be able to start over. He works as a team leader, a mentor, a tutor, a project manager for a bunch of young people who restore senior citizens' homes.

Last year when I visited his project, he literally took his sweatshirt off his back and gave it to me so that I would never forget the kids at City Year. And I still wear it when I go jogging, always remembering what they're doing in Boston to help those kids. (Applause.)

The spirit of service moves Orah Fireman, a graduate of Wesleyan College. As a sophomore in high school, she worked with disadvantaged children in upstate New York. That experience changed her life. And during her high school and college years, she continued to work with children. And now that she is out of college, she has begun what will probably be a lifetime of service by working at a school for emotionally disturbed children in Boston. She wants other people to have the opportunity to serve, and she wrote this: Service work teaches responsibility and compassion. It fights alienation by proving to young people that they can make a difference. There is no lesson more important than that.

Well, there are stories like this in this room and all across America. And we're going to create thousands of more of them through national service. We'll work with groups with proven track records to serve their community, giving them the support they need. And if you have more good ideas, if you're entrepreneurs of national service, we'll let you compete for our form of venture capital -- develop new programs to serve your neighbors. That's how we want the national service program to grow every year -- rewarding results, building on success, and bubbling up from the grassroots energy and compassion and intellect of America.

I don't want service to wait while this potential is wasted. That's why I want to make this summer a summer of service, when young people can not only serve their communities, but build a foundation for a new national effort. I've asked Congress to invest in and I'm asking young people to participate in a special effort in national service and leadership training just this summer. We are going to recruit about 1,000 young people from every background -- from high school dropouts to college graduates, to send to an intensive leadership training program for national service at the beginning of the summer.

Then we'll ask them to work on one of our country's most urgent problems, helping our children who are in danger of losing their God-given potential. Some of them will tutor. Some will work on programs to immunize young children from preventable childhood diseases. Some will help to develop and run recreational centers or reclaim urban parks from dealers and debris. Some will counsel people a few years younger than themselves to keep them out of gangs and into good activities. And everyone will learn about serving our country and helping our communities.

At the end of this summer, we'll bring all these people together for several days of debriefing and training, and then they'll all join in a youth service summit. I will attend the meeting and I expect to listen a lot more than I talk. I'll ask leaders from Congress, from business, labor, religious, and community groups to attend the youth service summit, too. We'll give those who serve the honor they deserve, and we'll learn a lot more about how to build this national service program. And from the thousand pioneers of this summer, I want the national service to grow 100-fold in the next four years. (Applause.)

But even when hundreds of thousands are serving, I want to maintain the pioneer spirit of this first few months, because national service can make America new again. It can help solve our problems, educate our people, and build our communities back together. So if anybody here would like to be one of those 1,000 -- or if anybody who is listening to this speech by radio or television or reads about it and would like to be one of those 1,000, drop me a card at the White House and just mark it national service. We're going to pick them. And I can't promise you'll be selected, but I promise you'll be considered. I want to engage the energies of America in this effort. (Applause.)

I also want to say that you shouldn't wait for the summer or for a new program. We need to begin now. We are going to be looking for the kinds of ideas that we ought to be funding. This is Monday. I ask you by Friday -- every one of you -- to think about what you think you can do and what we should do to be agents of renewal; to talk with your parents, your clergy, your friends, your teachers, to join the effort to renew our community and to rebuild our country; and to write to me about what you are doing. It's time for millions of us to change our country block by block, neighborhood by neighborhood -- time to return to our roots an excitement, an idealism, and an energy. (Applause.)

I have to tell you that there are some among us who do not believe that young Americans will answer a call to action, who believe that our people now measure their success merely in the accumulation of material things. They believe this call to service will go unanswered. But I believe they are dead wrong. (Applause.)

And so, especially to the young Americans here, I ask you to prove that those who doubt you are wrong about your generation. And today I ask all of you who are young in spirit -- whether you are a 10-year-old in a service program in our schools who reads to still younger children, or a 72-year-old who has become a foster grandparent -- I ask you all to believe that you can contribute to your community and your country. And in so doing, you will find the best in yourself.

You will learn the lessons about your life that you might not ever learn any other way. You will learn again that each of us has the spark of potential to accomplish something truly and enduringly unique. You will experience the satisfaction of making a connection in a way with another person that you could do in no other way. You will learn that the joy of mastering a new skill or discovering a new insight is exceeded only by the joy of helping someone else do the same thing. You will know the satisfaction of being valued not for what you own or what you earn or what position you hold, but just because of what you have given to someone else. (Applause.) You will understand in personal ways the wisdom of the words spoken years ago by Martin Luther King who said "Everybody can be great because everybody can serve." (Applause.)

I ask you all, my fellow Americans, to support our proposal for national service and to live a proposal for national service; to learn the meaning of America at its best, and to recreate for others America at its best. We are not just another country. We have always been a special kind of community, linked by a web of rights and responsibilities, and bound together, not by bloodlines, but by beliefs. At an age in time when people all across the world are being literally torn apart by racial hatreds, by ethnic hatreds, by religious divisions, we are a nation, with all of our problems, where people can come together across racial and religious lines and hold hands and work together, not just to endure our differences, but to celebrate them. I ask you to make America celebrate that again. (Applause.)

I ask you, in closing, to commit yourselves to this season of service because America needs it. We need every one of you to live up to the fullest of your potential, and we need you to reach those who are not here and who will never hear this talk, and who will never have the future they could otherwise have if not for something that you could do. The great challenge of your generation is to prove that every person here in this great land can live up to the fullest of their God-given capacity. If we do it, the 21st century will be the American century. The American Dream will be kept alive if you will today answer the call to service.

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

END

1:50 P.M. EST

PRESS BRIEFING MATERIALS:

PRESIDENT'S VISIT TO NEW JERSEY:

On Monday, March 1, the anniversary of the Peace Corps, President Clinton will travel to New Jersey where he will:

- Visit the new Brunswick Public Schools Adult Learning Center, involving college student from the Rutgers Civic Education and Community Service Program and Youth Corps from the area;
- Give a major address on national service at Rutgers University, where he will discuss his national service initiative, and announce his plans for a special national service summer project entitled "summer of Service."
- Tape and interview with MTV, where he will issue a specific challenge to young people to get involved in national service. The interview will be aired as part of an MTV special that evening.

VICE PRESIDENT AND ADDITIONAL ADMINISTRATION PRINCIPALS TO ENCOURAGE NATIONAL SERVICE:

Also on Monday:

- Vice President Gore will be visiting the Wisconsin Conservation Corps and giving a speech at the University of Wisconsin on national service and the environment;
- Mrs. Tipper Gore will be visiting a Richmond emergency shelter for families and speaking to student service providers at the University of Richmond;
- Secretary Shalala will be at the Sick Children's Hospital in Washington, DC; Secretary Babbitt will be working with the Durham Conservation Corps on Durham, North Carolina; Secretary Reich will be at "Youthbuild" in Boston; and Secretary Cisneros will be at Civic Works Youth Corps in Baltimore.

INFORMATION ON THE PRESIDENT'S NATIONAL SERVICE INITIATIVE:

o **Timing:** The President will submit legislation for his national service program to Congress this spring.

o **Two Components of the Program:** The President's program will have two primary components: 1) The program will create national service opportunities for young people to serve their country and receive money for college or training in return; 2) The program will enable all young people to go to college or receive training to pay back their student loans as a small percentage of their income over time ("income contingent" loans), thereby encouraging young people to take their college or training skills to essential but often low-paying public service jobs.

Details on The First Component:

o **Funding:** The President has requested \$7.4 billion over the next four years for his national service program. The funding level will rise each year, to \$3.4 billion in 1997. Funding starts at \$400 million for the first year.

o **Number of Participants:** The number of participants for the first year is estimated at 25,000. By 1997, it is expected that more than 100,000 young people will be paying for their education or training by serving their country and communities.

o **Eligibility and Benefits:** Students before, during and after college will be eligible to serve for a year or two, and in return receive a small stipend, health and child care benefits where necessary, and an educational benefit to pay for college or job training (or discharge loans incurred for those purposes).

o **Focus of Service Activities:** The program objectives will be to meet unmet needs in critical areas. For example, young people will be able to serve as teachers in schools where children need extra help; in clinics in areas where people need medical care; in the police force, keeping criminals off the streets and kids out of gangs; and in an environmental corps, recycling waste and fighting pollution.

o **Administration:** The program will be non-bureaucratic, using venture capital to support entrepreneurs and public-private partnerships to support growing programs. States and local organizations will be given the opportunity to design innovative ways to meet identified national priorities.

o **Nondisplacement:** The legislation will include strict nondisplacement and nonduplication provisions. National service will only meet needs that are not otherwise being met.

PRESIDENT'S "SUMMER OF SERVICE" PROJECT:

- o Project Overview:** With national service a high priority for the President, he will be organizing a summer project even as his proposed legislation will be making its way through Congress. The project will focus on 4 to 10 communities around the country, involving a diverse group of more than 1,000 young people involved in special efforts to help children at risk.
- o Funding:** The project will be funded with a portion of a \$15 million appropriation in the FY 93 stimulus package. (Additional challenge-grant funding for service corps; for expanding teacher training in service learning; and for re-establishing VISTA's Summer Associates program are also included in the package.)
- o Objectives:** The program has two major goals: To show what national service can accomplish, meeting critical needs and bringing people together; and to develop a leadership corps for future years of national service. National service is such a priority of the President, he wouldn't let it wait for the full program to pass Congress.
- o Targeted Needs:** The programs in the "Summer of Service" will focus on children-at-risk in the areas of education, health, crime prevention, and environmental protection. For example, some participants will tutor; some will help bring families into medical clinics; some will develop recreational centers; some will counsel youths to keep them out of gangs.
- o Leadership Training:** The summer project will be designed to develop the leadership skills of the young participants. For several days at the beginning and end of the summer, the participants will gather to share their experiences and complete intensive leadership training.
- o Post-program/Ongoing Benefits:** All participants interested in continuing to serve through the next year will receive placement assistance. Participants with ideas to design their own programs to fight community problems will be able to receive modest Service Entrepreneurial Awards for Change (SEA Change) to realize their plans.
- o Administration:** The Commission on National and Community Service will administer a competitive process to determine what programs participate. The programs will select the participants. The Commission is working quickly to ensure that programs are developed rapidly and effectively to succeed for this summer.

Not. Service

The White House

Office of the Press Secretary

FOR IMMEDIATE RELEASE

JULY 28, 1993

**Statement by the President on House Passage of the
National Service Trust Act of 1993**

By approving my national service plan today with overwhelming support, the House proved that government can work - without partisan rancor, in a spirit of community, and for the common good.

Now that House Republicans and Democrats have joined in this great act of civic service, I urge Republican Senators to put partisan politics aside and do what is right for this country.

House members showed the spirit of service that we need in our politics and around the country. Members of both parties recognized that national service isn't Democratic or Republican. It's just plain American -- helping young people who help America. The bill embodies principles that Americans from every political viewpoint share: community, responsibility and opportunity.

House Republicans put service ahead of politics. I urge Senate Republicans to do the same.

The White House

Office of the Press Secretary

FOR IMMEDIATE RELEASE

August 3, 1993

Statement by the President

I am extremely pleased by action taken today by the Senate in passing the National and Community Service Trust Act. I am also gratified that Republicans and Democrats were able to work together to turn this landmark legislation into reality.

National service will take on our nation's most pressing unmet needs while empowering a new generation to serve as leaders of change. National service is about enhanced educational opportunity and rebuilding the American community. Most importantly, national service is about getting things done.

A number of senators played crucial roles in helping pass this bill. In particular, I would like to thank Senator Kennedy for the leadership and dedication he has shown throughout this process. Thanks to the efforts of the Senate today and the House last week, young people will soon be serving their country in their communities here at home.

I've always said national service is the American way to change America. I commend the United States Congress for taking action that will prove that true.

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FILE : NATIONAL
SERVICE

THE WHITE HOUSE
WASHINGTON

DATE: 11/17/93

TO: MACK MCLARTY
DEE DEE MYERS

FROM: JOHN D. PODESTA
Assistant to the President and
Staff Secretary

The attached has been forwarded
to the President.

THE WHITE HOUSE
WASHINGTON

November 17, 1993

117 27:20

MEMORANDUM FOR THE PRESIDENT

FROM: ELI SEGAL *ES*

SUBJECT: NATIONAL SERVICE UPDATE

Crime and Violence

Your Corporation for National and Community Service has decided to make public safety the focus of our Summer of Service 1994. This effort will sweep across the various streams of service you have energized: from youth corps, to VISTA Summer Associates, to the participants in grants programs (like those from our SOS class of 1993 with whom you met at the University of Maryland), to the various ACTION senior citizen programs. In all, we expect to have approximately 3500 participants organizing neighborhood patrols; creating and staffing "safe schools" and other safe places for latch-key children; undertaking those functions that now keep uniformed officers off the street; running mediation and other dispute resolution programs; helping victims find assistance; teaching seniors how to protect themselves and their homes from criminals; and fighting crime in a myriad of other innovative ways. We will undertake a particularly aggressive program in one city, ideally here in Washington.

The decision to target public safety will give us an early opportunity to showcase national service as a key delivery system of real change on critical national and community needs. We are working closely with Bruce Reed, David Gergen, Peter Edelman and others in the inter-agency working group on crime and violence -- to make sure our summer program works and to incorporate national service now as part of the administration's arsenal in the fight against crime. We have support for this initiative from police officers, prosecutors and others in the judicial system, corrections officials, and victims' assistance organizations. Mayor Richard Daley and his Police Commissioner, Matt Rodriguez, one of your nominations to the Board of the Corporation for National and Community Service, are particularly supportive of this approach.

Veterans

I was happy that you got a chance on Veterans' Day to meet General Don Scott, who is heading our Civilian Community Corps. Don has been a hit with veterans and the active military (his old friend General Shalikashvili was especially glad to see him), as he develops this residential service program on military bases, using veterans in leadership capacities. Don and the CCC provide just one of the initiatives we have already undertaken to convert the veterans community into supporters of civilian national service. We outlined our activities and intentions in a letter (drafted with Herschel Gober's help) to the five biggest veterans service organizations, sent just before Veterans' Day.

National Service in Los Angeles this weekend

Currents plans for your visit Sunday call for a number of California Conservation Corps members who fought the recent fires to join your church reception in the Pasadena area. In your remarks, you may wish to emphasize the following:

- The vanguard of national service has already arrived. Hundreds of service participants (mostly from the California Conservation Corps) helped fight the various fires around the state.
- Service is also providing vital assistance to post-disaster recovery. Fire fighters must move on to other emergencies and compassionate public support in the wake of the fires, as heart-warming as it is, is by definition short-lived. That's why the LA Conservation Corps and others will be stepping in, planting trees and ground cover on fire-ravaged hillsides, to protect against mudslides -- helping avoid the next disaster.
- And your Corporation will be developing a Rapid Response Relief Reserve -- the concept you and I discussed the day of the August summer forum, where a specially trained corps could be assembled quickly from around the country to provide invaluable services and help coordination when any disaster hits.

Capitol Hill Launch

Next Monday evening, in the Senate Caucus Room, we will have a reception hosted by the Vice President for Congressmembers, the service community, the press and others to launch the Corporation. The reception will climax a day of press briefings to the major dailies, long-lead magazines and specialty press, introducing our management team, describing our schedule and objectives for our first year, and moving the interest in national service into this next phase.

Americorps is coming

We know how much you enjoy seeing the City Year corpsmembers in Boston. Keep your eyes peeled on the road in the weeks ahead -- Americorps is coming!

NATIONAL SERVICE

o Thirty years after it was founded, the Peace Corps is still remembered for capturing the idealism of a generation for the purposes of the nation. Thirty years from now, I believe national service will be thought of the same way.

o I always say that national service will be America at its best. Today, in reporting out the National Service Trust Act, two Committees in the House and Senate showed Congress at its best as well.

o National service isn't about partisanship; it's about America. That's why Democrats and Republicans joined together today to take a great step forward for our country. In the Senate, Senators Dan Coats and Judd Gregg joined our four original Republican cosponsors, Senators Durenberger, Specter, Chafee, and Jeffords, and about a dozen Democratic cosponsors. And in the House, we have almost 20 Republican cosponsors -- and more than 200 cosponsors total.

o National service will be America at its best: offering opportunity, rewarding responsibility and building community. We'll meet our country's needs, pay for our children's education, and bring all Americans together in the common work of citizenship.

o We've known for a long time that national service can bring Americans together. It's good to see it can bring Congress together, too.