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Collection/Record Group: Clinton Presidential Records

Subgroup/Office of Origin: National Service

Series/Staff Member: Eli Segal

Subseries:

OA/ID Number: 1294

FolderID:

Folder Title:

3/1/93 Rutgers Speech by the President, MTV [Music Television] Interview, Adult Learning Center

Stack:

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Row:

66

Section:

2

Shelf:

7

Position:

2

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	re: Schedule of the President [partial] (5 pages)	03/01/1993	b(7)(E)

COLLECTION:

Clinton Presidential Records
National Service
Eli Segal
OA/Box Number: 1294

FOLDER TITLE:

3/1/93 Rutgers Speech by the President, MTV [Music Television] Interview, Adult
Learning Center

2013-0661-F
rs2919

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

ELI J. SEGAL

March 1, 1993

Rutgers Speech by the President
MTV Interview
Adult Learning Center

**PHOTOCOPY
PRESERVATION**

NATIONAL SERVICE GENERAL TALKING POINTS

National Service as an American Ethic:

* Americans have a new sense of determination. They're saying: We want our country back. And they're doing something about it. That's what national service is all about.

* We're getting back to what's best about America and what's best in ourselves -- a sense that we are all in this together, and a government that helps individuals help our country.

* I believe deeply in service, and I'm going to use the resources at my disposal to support it. But those resources are nothing compared to the resourcefulness of the American people.

* So today, as our entire administration honors service, we are challenging you to lift up yourselves and lift up your country through service.

The National Service Initiative:

* Service is an investment in our future -- and here's the return:

- We'll rebuild our communities
- We'll send thousands of Americans to college
- We'll lift our country up and bring our people together.

* Here's how we will make sure that government does its part and helps people serve. The program has two main components:

- The first part will create thousands of new opportunities for young people to pay for college by serving our country -- fighting crime, teaching young people, helping immunize children, or cleaning up pollution and waste.

- The second part will enable young people to pay off their loans as a small percentage of their income over time. "Income-contingent loan repayment" will help young people take low-paying public service jobs.

The Summer of Service

* Because I don't want service to wait, I'm going to make this summer a Summer of Service -- eight intense weeks for at least 1,000 young leaders from all backgrounds. They'll serve by getting children at risk ready for school -- with tutoring, so they've got better skills; with mentoring, so they want to stay out of gangs and in class; and with immunizations and lead poisoning detection, so kids aren't sick. (More details about the Summer of Service are separately provided herewith.)

BACKGROUNDER ON NATIONAL SERVICE INITIATIVE

Two parts. The legislation -- to be introduced soon -- has two parts: an income-contingent repayment option and a service-for-college benefits option. (Note: The remainder of this backgrounder concerns the latter.)

Funding. \$7.4 billion appropriated over the next four years -- \$3.4 billion in FY 97, \$400 million in FY 94.

Number of Participants. More than 25,000 in FY 94 and more than 100,000 by 1997. Many more Americans will serve because of the income-contingent repayment option.

Eligibility and benefits. Students before, during and after college will be eligible to serve for a year or two, and in return get a small stipend, health and child care benefits where necessary, and a benefit to pay for college or job training.

Activities. The program aims to meet unmet needs in critical areas selected at the national level.

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.

Nondisplacement. The legislation will include strict nondisplacement and nonduplication provisions.

For your information but not yet vetted with Congress:

Benefit Level. \$5000 per year before college, the lower of \$10,000 or the student's debt after college.

Administration. The legislation will probably establish a new national service agency, consolidating the programs of the Commission on National and Community Service and ACTION. The agency would then be responsible for selecting the priorities to be met by local service programs.

Professional Corps. The Teacher Corps and Police Corps will have benefits and administrative structures different from other programs. They may be funded through the national service agency.

Funding formula. Tentatively set at one-fourth to states by formula (for their allocation); one-fourth to states competitively; one-fourth directly to service organizations; and up to one-fourth to federal agencies for service programs.

BACKGROUNDER ON SUMMER OF SERVICE

Overview. In a limited number of communities around the country, the Summer of Service will involve a diverse group of more than 1,000 young people in a leadership training program and special efforts to help children at risk.

Funding. The program will be funded with a portion of a \$15 million appropriation in the FY 93 stimulus package. (There is 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.)

Goals. 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.

Targeted needs. The programs in the Summer of Service aim to help children-at-risk in the areas of education, health, crime prevention, and environmental protection. 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.

Leadership training. The entire summer will be designed to develop the leadership skills of participants. For several days at the beginning and end of the summer, the young people will gather to share their experiences and complete intensive leadership training.

Post-program. All participants who are interested in continuing to serve through the next year will receive placement assistance. Selected participants with plans to design programs will receive modest Service Entrepreneurial Awards for Change (SEA Change).

Administration. The Commission on National and Community Service will administer a competitive process to determine what programs participate. Then, with Commission guidance, programs that are selected will choose participants and staff and run the summer program.

Compensation. Participants will receive a minimum wage stipend and \$1,000 post-service benefit.



**THE TRIP OF
THE PRESIDENT
TO
NEW BRUNSWICK
AND
PASCATAWAY, NJ**

March 1, 1993

schedule

SCHEDULE OF THE PRESIDENT

FOR

MONDAY, MARCH 1, 1993

FINAL

Weather Forecast for New Brunswick and Pascataway, NJ:

Mostly sunny; high temperature of 40 - 45 degrees; mild wind

SCHEDULER: STEPHANIE STREETT
HOME: 202-332-5651
OFFICE: 202-456-7560
WHCA PAGER: 4033
CELLULAR: 202-494-9855

PRESS DESK: ANNE EDWARDS
HOME: 301-565-3101
OFFICE: 202-456-7560
WHCA PAGER: 4208

New Jersey Advance:

L: Steve Bachar (CELL: 202-494-9816)

S: David Morehouse

S: Mike King

P: David Neslen

P: Ellen Berlin

M: Ben Austin

New Jersey Numbers:

WHCA Switchboard: (908) 843-9700

Staff Room: (908) 843-9728

Press Credentials: (908) 843-9797

Staff Fax: (908) 843-9733

Withdrawal/Redaction Marker

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**SCHEDULE OF THE PRESIDENT
FOR
MONDAY, MARCH 1, 1993
FINAL**

NOTE TO STAFF:

7:25 am	Staff going on trip should be assembled at West Lobby, West Executive Avenue
7:40 am	Staff depart from West Executive Avenue en route Andrews Air Force Base
8:20 am	Staff arrive Andrews Air Force Base
8:35 am	All staff must be on board plane

tba **JOG**

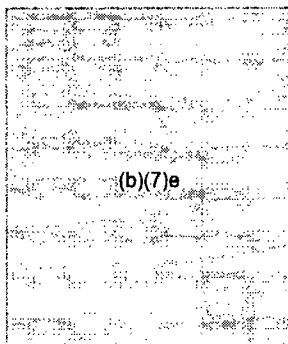
7:40 am tba **RADIO SHOW**
Staff Contact: George Stephanopoulos

8:00 am-
8:15 am **CIA & NSC BRIEFINGS**
OVAL OFFICE
AGJ, Mack McLarty, Tony Lake, Sandy Berger, Leon Fuerth
Staff Contact: Tony Lake

8:20 am **THE PRESIDENT** proceeds to South Lawn

8:25 am **THE PRESIDENT** meets and greets with public as he proceeds to Marine 1

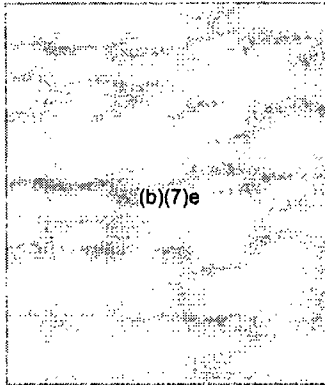
8:40 am **THE PRESIDENT** departs White House via Marine 1 en route Andrews Air Force Base
[flight time: 10 minutes]



8:50 am **THE PRESIDENT** arrives Andrews Air Force Base

9:00 am

THE PRESIDENT departs Andrews Air Force Base via VC-20B plane en route Newark International Airport
[flight time: 1 hour, 10 minutes]
NOTE: speech prep on plane

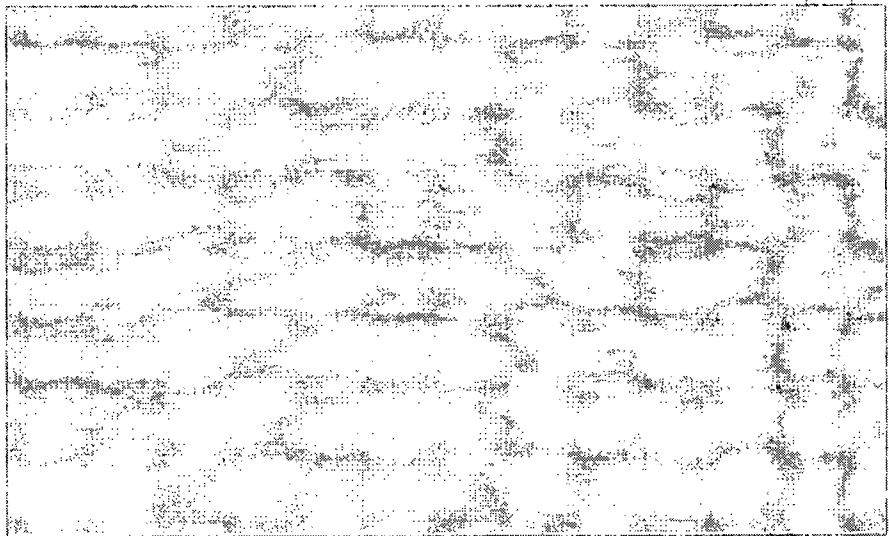


10:10 am

THE PRESIDENT arrives Newark International Airport
greeters: none

10:20 am

THE PRESIDENT departs Newark International Airport en route Adult Learning Center
[drive time: 25 minutes]



10:45 am

THE PRESIDENT arrives Adult Learning Center
greeters: Governor Jim Florio; Senator Bill Bradley; Mayor of New Brunswick James Cahill; Representative Frank Pallone, Jr.

10:50 am

THE PRESIDENT and **Eli Segal** proceed to Classroom 319 to meet and greet with 100 students who will not be participating in the event

11:05 am

THE PRESIDENT will proceed to Classroom 306 with Eli Segal and Judy Kesin, Principal of the Adult Learning Center and Pauletta Heines, Director of the New Jersey Youth Corps program

**ADULT LEARNING CENTER DISCUSSION
CLASSROOM 306**

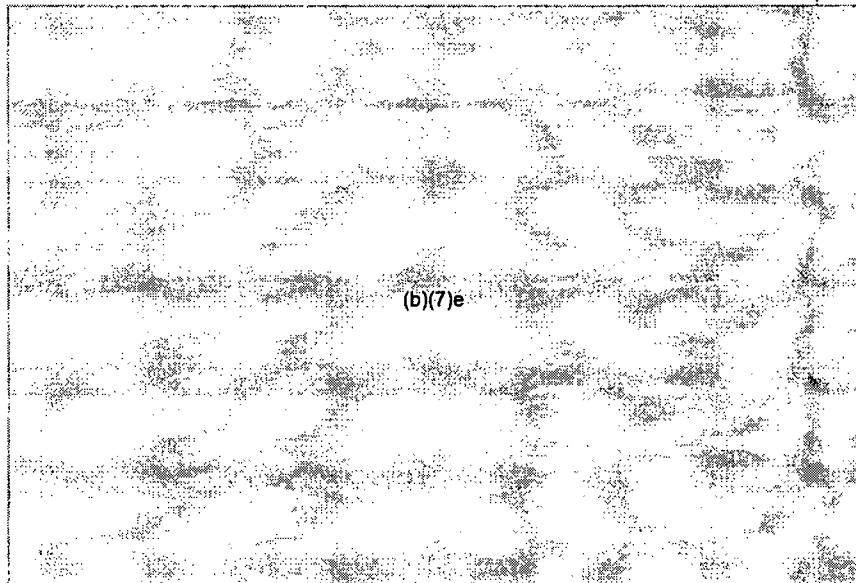
Format: Judy Kesin, Principal of Adult Learning Center, will make one minute opening remarks. A Rutgers student, a NJ Youth Corps member, and an individual who has benefitted from the Adult Learning Center Program will make brief remarks. Judy Kesin will open the event for Q & A discussion.

12:00 pm

THE PRESIDENT proceeds to holding room
(everyone else board motorcade)

12:15 pm

THE PRESIDENT departs Adult Learning Center en route Rutgers University
[drive time: 10 minutes]



12:25 pm

THE PRESIDENT arrives Rutgers University
greeters: Ted Light, Mayor of Pascataway; State Senator John Lynch; Senator Ted Kennedy; Sargent Shriver; Frances Lawrence, President of Rutgers; Ben Barber, Founder of Rutgers Community Service Program; Assemblyman Jerry Green; Assemblyman Bob Smith

12:30 pm **THE PRESIDENT** proceeds to Coaches' Office for lunch and speech prep

12:55 pm **OFF STAGE INTRODUCTION**
THE PRESIDENT proceeds to gymnasium and onstage with Eli Segal, President Lawrence, Senator Bradley, Governor Florio, Representative Pallone, Senator Kennedy, Sargent Shriver, Nakia Tomlinson, Student from Rutgers, other students

1:00 pm **NATIONAL SERVICE ADDRESS**
format: Pres. Lawrence welcomes (2 min.)
Gov. Florio makes remarks (2 min.)
Nakia Tomlinson, student from Rutgers, makes remarks (1 minute) and introduces **THE PRESIDENT**
THE PRESIDENT makes remarks
OPEN PRESS

1:55 pm **THE PRESIDENT** exits stage left and proceeds to work ropeline

2:10 pm **THE PRESIDENT** proceeds to Men's Locker Room for makeup and interviews

2:20 pm-
2:45 pm **INTERVIEWS**
1) MTV (in Men's Locker Room)
2) Local New Orleans TV stations (in Women's Locker Room)
CLOSED PRESS

2:50 pm **THE PRESIDENT** proceeds to 3rd floor

2:55 pm-
3:05 pm **RADIO CONFERENCE CALL** to North & South Dakota
THIRD FLOOR COACHES' OFFICE
CLOSED PRESS

3:10 pm-
3:15 pm **MEETING**
THIRD FLOOR COACHES' OFFICE
Clay Constantinou
CLOSED PRESS

3:15 pm-
3:45 pm **RECEPTION**
THIRD FLOOR RECEPTION ROOM
format: Gov. Florio will welcome & introduce **THE PRESIDENT**

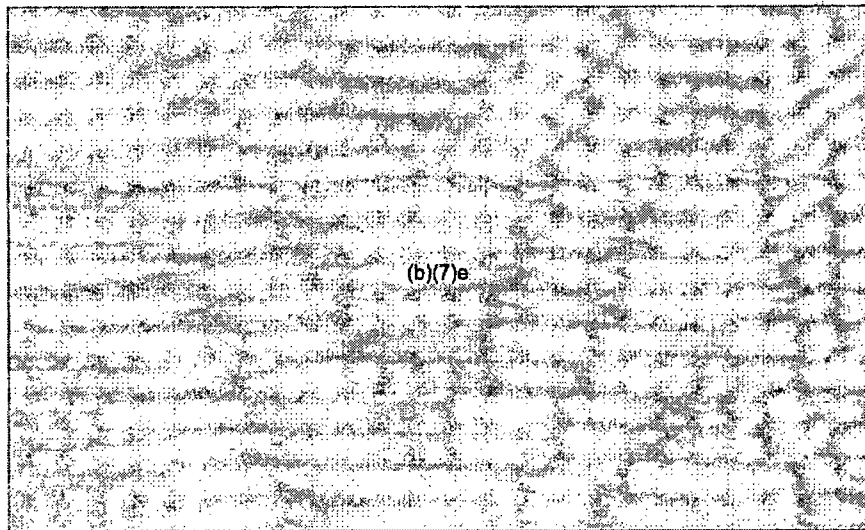
THE PRESIDENT will make brief comments and then
meet and greet with approximately 70 local officials
and supporters
CLOSED PRESS

3:50 pm

PHOTO-OPS with Chief of Police and 5 other law
enforcement officials
THIRD FLOOR HALLWAY

4:00 pm

THE PRESIDENT departs Rutgers University en route for
Newark International Airport
[drive time: 30 minutes]



4:30 pm

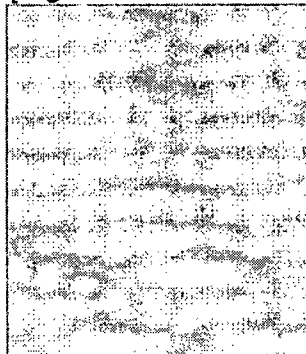
THE PRESIDENT arrives Newark International Airport and
proceeds to meet and greet with volunteers, drivers, etc. on
tarmac

4:45 pm

THE PRESIDENT boards VC-20B plane

4:55 pm

THE PRESIDENT departs Newark International Airport via
VC-20B plane en route Andrews Air Force Base
[flight time: 45 minutes]

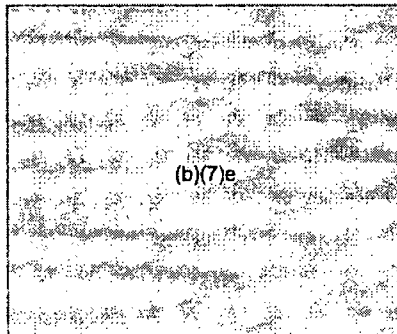


5:40 pm

THE PRESIDENT arrives Andrews Air Force Base

5:50 pm

THE PRESIDENT departs Andrews Air Force Base via
Marine 1 en route White House



6:00 pm

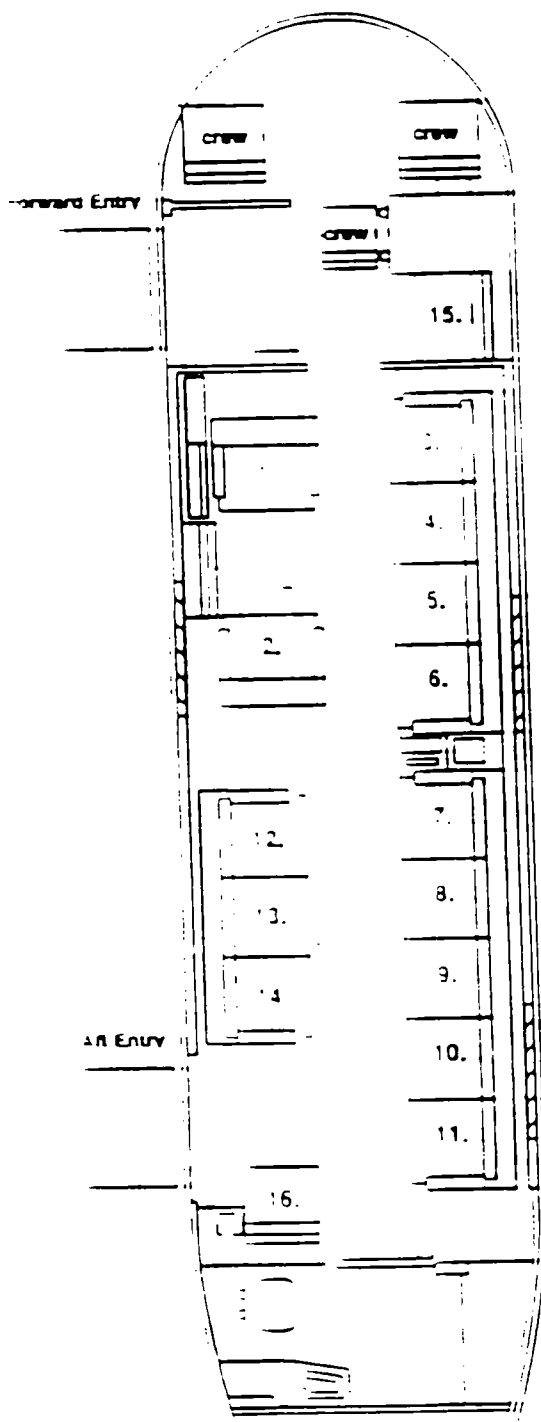
THE PRESIDENT arrives White House

BC AND HRC RON

WHITE HOUSE

diagrams

VH-3D Passenger Seating Arrangement

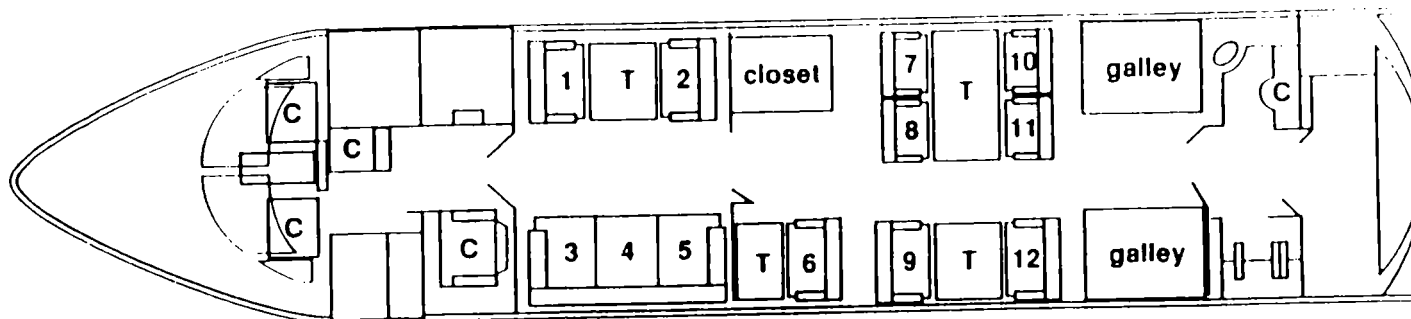


Marine One
Monday March 1, 1993
Andrews AFB to South Lawn
South Lawn to Andrews AFB

Seat Assignments

1. Mr. Lindsey
2. THE PRESIDENT
3. Ms. Soderberg
- 4.
5. Ms. Myers
- 6.
7. Military Aide
- 8.
9. Mr. Segal
- 10.
11. Doctor
12. Mr. Friendly
- 13.
14. Mr. McNeely
15. USSS
16. USSS

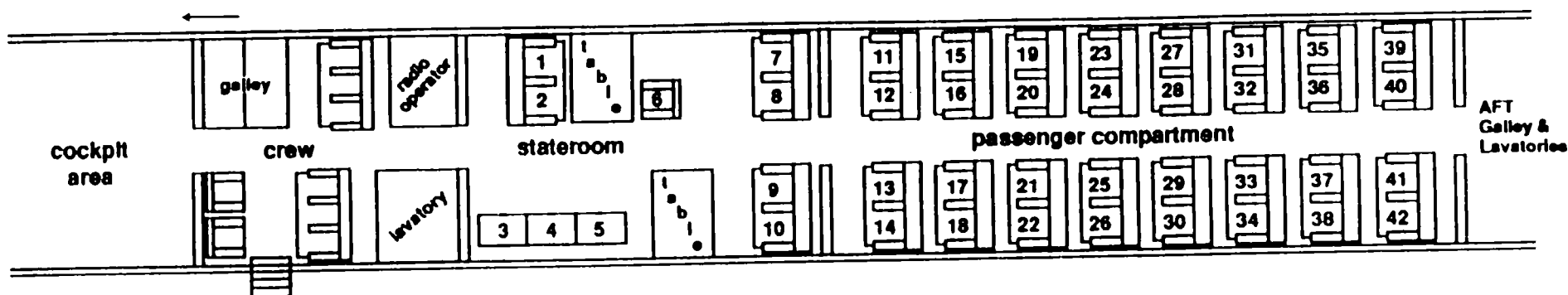
VC-20B Passenger Seating Arrangement



Monday March 1, 1993
Andrews AFB to Newark Int'l

- | | |
|------------------|-------------------|
| 1. Mr. Lindsey | 7. USAF |
| 2. THE PRESIDENT | 8. USSS |
| 3. Ms. Myers | 9. Ms. Soderberg |
| 4. Mr. Segal | 10. Doctor |
| 5. Mr. Kusnet | 11. Military Aide |
| 6. Mr. Friendly | 12. USSS |

VC-9C-31682 Passenger Seating Arrangement



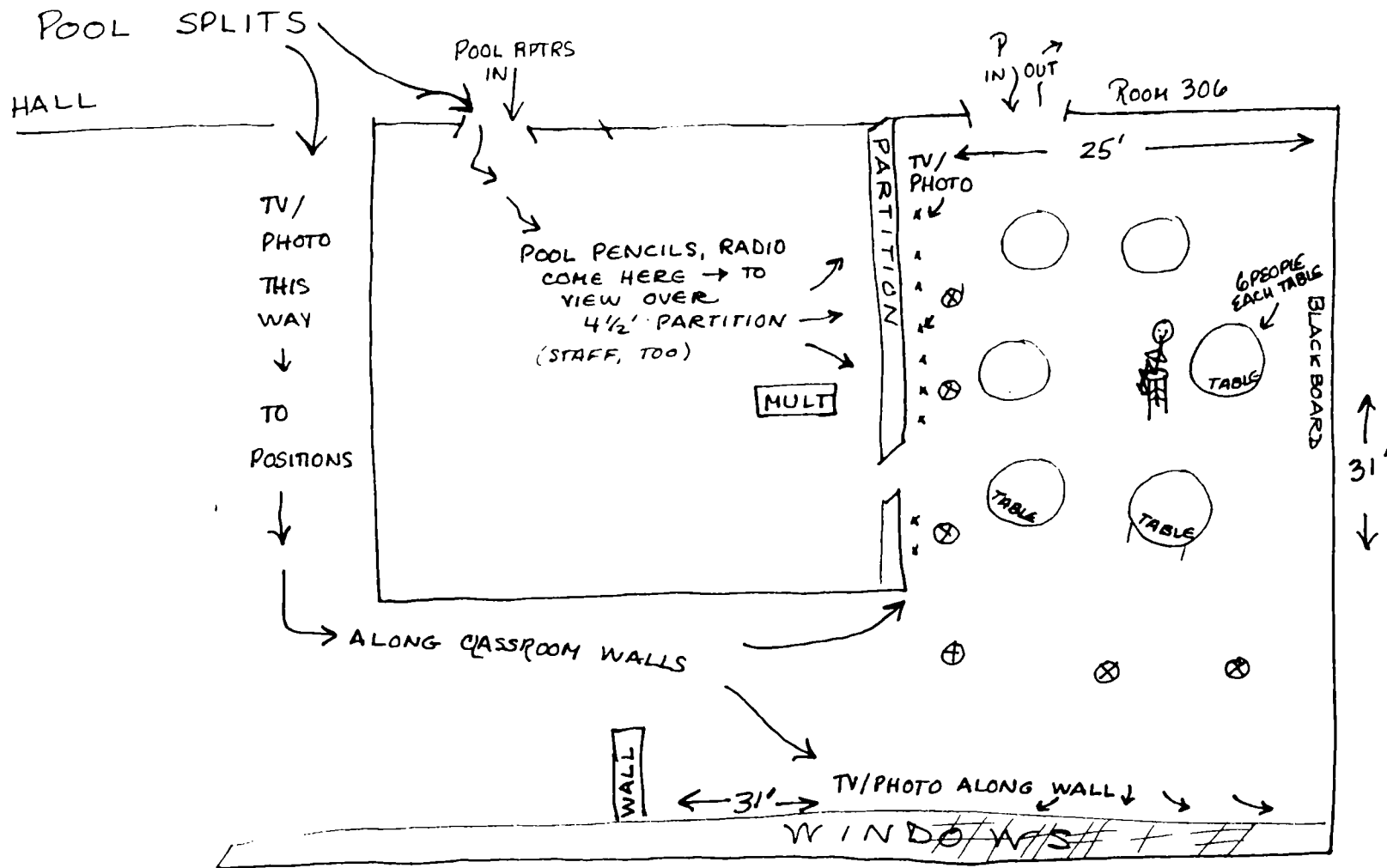
Stateroom

1. _____
2. Mr. Richetti
3. Mr. Stern
4. _____
5. Ms. Lewis
6. Ms. Smith
7. Mr. McNeely
8. Mr. Rabinowitz
9. Mr. Eller
10. Mr. Cohen

Monday, March 1, 1993
Andrews AFB to Newark Int'l

Passenger Compartment

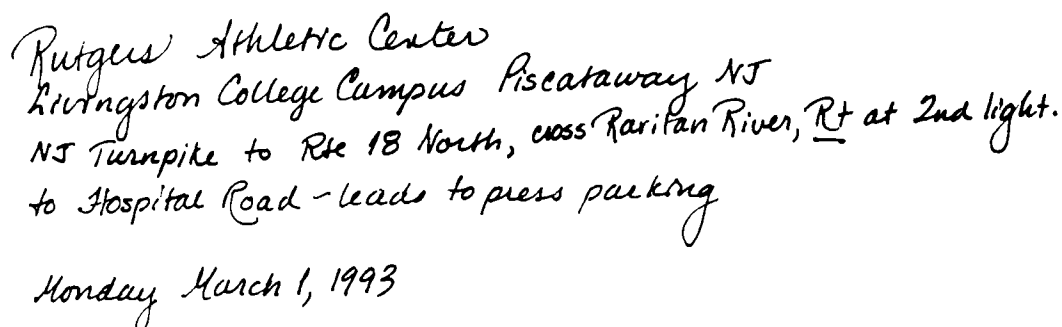
- | | |
|------------------------|--------------|
| 11. WHMO - Mr. Gaughan | 27. WHTV |
| 12. WHCA - Col. Wells | 28. WHTV |
| 13. WHCA A/V | 29. WHCA A/V |
| 14. _____ | 30. PRESS |
| 15. _____ | 31. PRESS |
| 16. _____ | 32. PRESS |
| 17. USSS | 33. PRESS |
| 18. USSS | 34. PRESS |
| 19. USSS | 35. PRESS |
| 20. USSS | 36. PRESS |
| 21. USSS | 37. PRESS |
| 22. USSS | 38. PRESS |
| 23. USSS | 39. PRESS |
| 24. USSS | 40. PRESS |
| 25. USSS | 41. PRESS |
| 26. CARPET | 42. PRESS |



CEILING 8-9' HIGH
LIT ⊗

ADULT LEARNING CENTER
100 BAYARD ST ROOM 306
NEW BRUNSWICK NJ
1 MARCH 93
from Anne Edwards

#1



FINAL
2/26/93

GHELANE CHAIRS
(430-519)

P = Podium

Q = Quid Box

#3

NORTH

NORTH
BENCHES



THROW

10' H
10' W

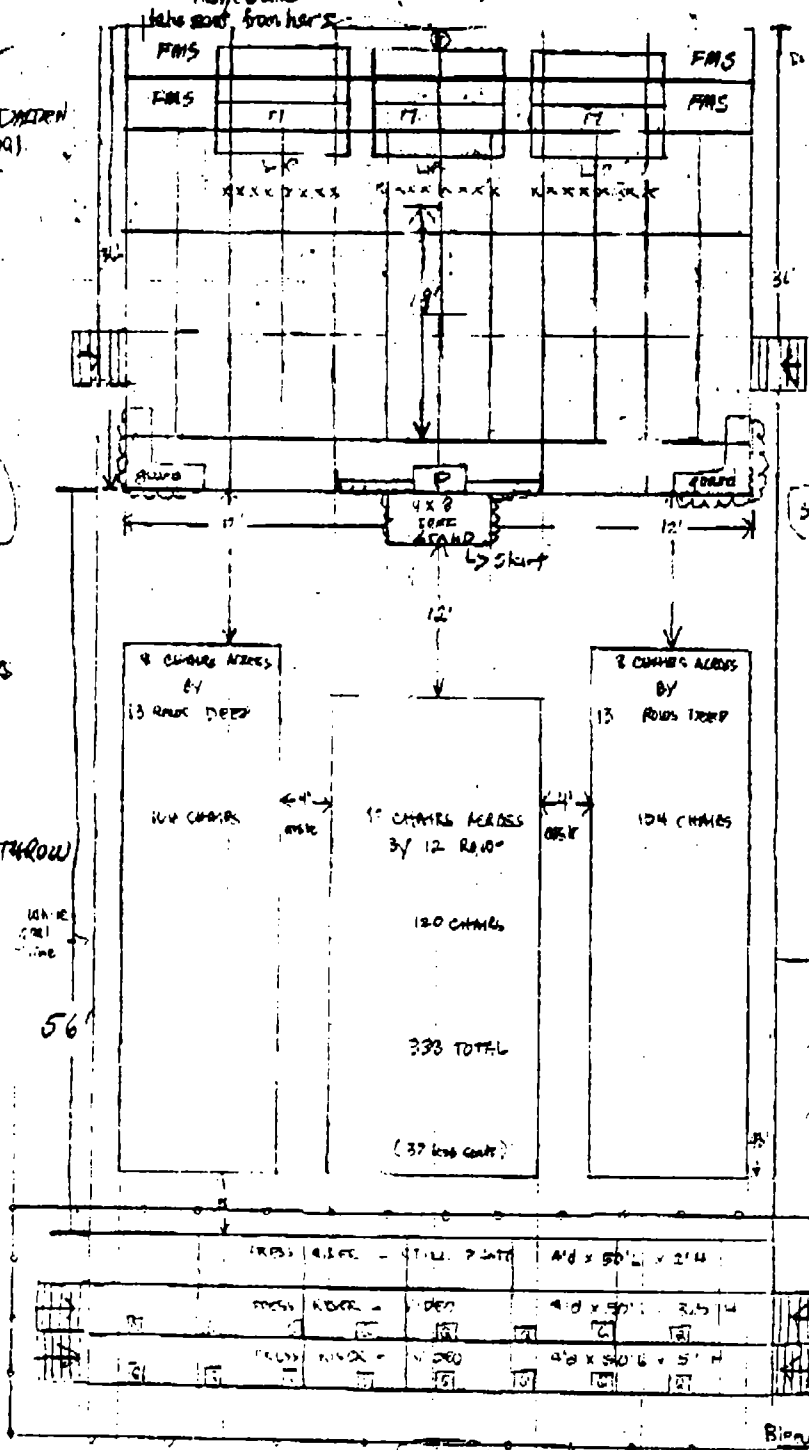
56'

SOUTH

SOUTH
BENCHES



ROPE OFF
BLOCK OF SEATS
ON SOUTH SIDE
FOR "GOLD" PASS
SECTION 114

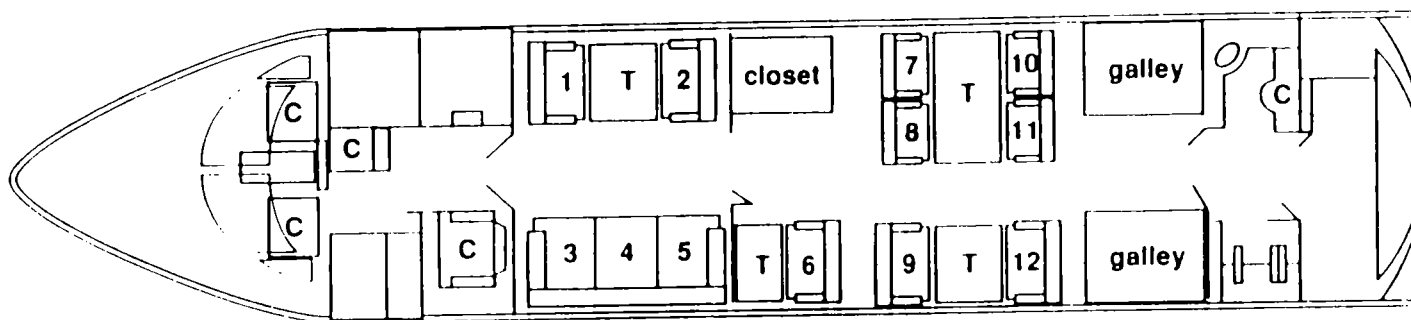


DIAGRAM

COURT FLOOR

ONLY
ENTRANCE
LEADING TO
BENCHES
8' Deep
10' Long
8 seats per Row
6' tall
96 total seats
24 free chairs
120 total chairs
on stage

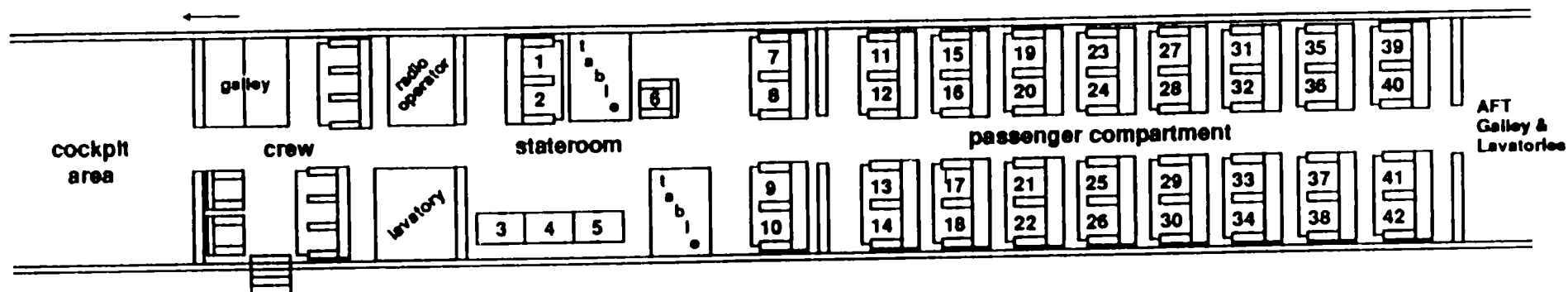
VC-20B Passenger Seating Arrangement



Monday March 1, 1993
Newark Int'l to Andrews AFB

- | | |
|------------------|-------------------|
| 1. Mr. Lindsey | 7. USAF |
| 2. THE PRESIDENT | 8. USSS |
| 3. Ms. Myers | 9. Mr. McNeely |
| 4. Mr. Segal | 10. Doctor |
| 5. Ms. Soderberg | 11. Military Aide |
| 6. Mr. Friendly | 12. USSS |

VC-9C-31682 Passenger Seating Arrangement



Stateroom

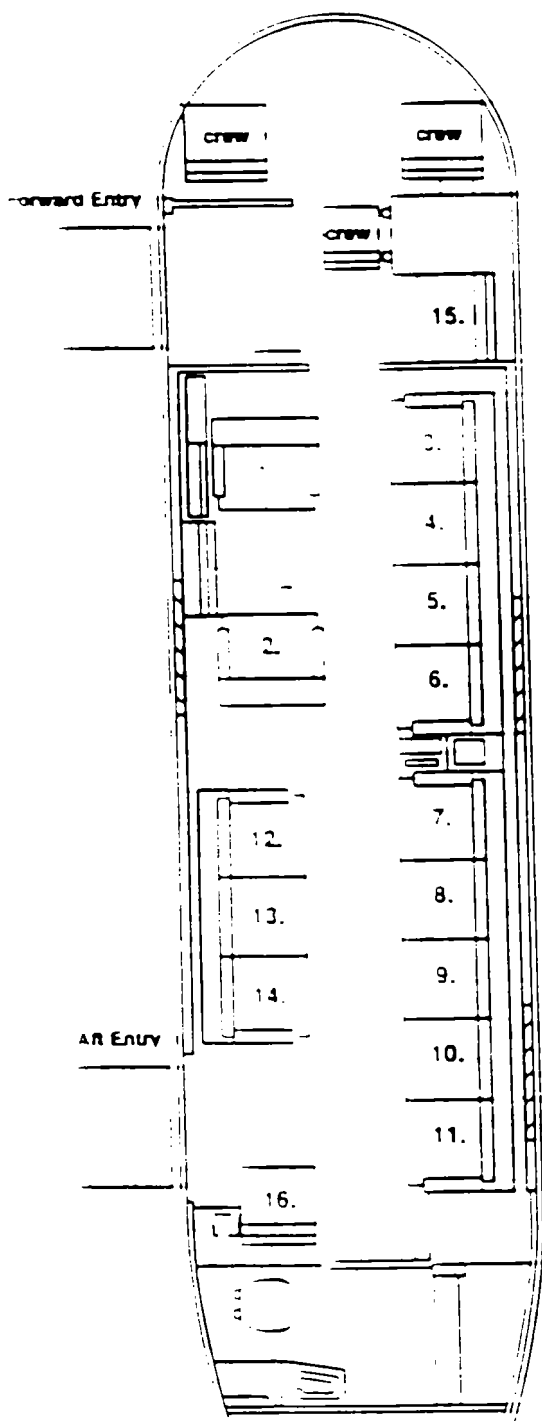
1. Mr. Richetti
2. Mr. Kusnet
3. Mr. Stern
4. _____
5. Ms. Lewis
6. Ms. Smith
7. _____
8. Mr. Rabinowitz
9. Mr. Eller
10. Mr. Cohen

Passenger Compartment

- | | |
|------------------------|--------------|
| 11. WHMO - Mr. Gaughan | 27. WHTV |
| 12. WHCA - Col. Wells | 28. WHTV |
| 13. WHCA A/V | 29. WHCA A/V |
| 14. Medic | 30. PRESS |
| 15. Milaide | 31. PRESS |
| 16. USSS | 32. PRESS |
| 17. USSS | 33. PRESS |
| 18. USSS | 34. PRESS |
| 19. USSS | 35. PRESS |
| 20. USSS | 36. PRESS |
| 21. USSS | 37. PRESS |
| 22. USSS | 38. PRESS |
| 23. USSS | 39. PRESS |
| 24. USSS | 40. PRESS |
| 25. USSS | 41. PRESS |
| 26. CARPET | 42. PRESS |

Monday, March 1, 1993
Newark Int'l to Andrews AFB

H-3D Passenger Seating Arrangement



Marine One
Monday March 1, 1993
Andrews AFB to South Lawn
South Lawn to Andrews AFB

Seat Assignments

1. Mr. Lindsey
2. THE PRESIDENT
3. Ms. Soderberg
- 4.
5. Ms. Myers
- 6.
7. Military Aide
- 8.
9. Mr. Segal
- 10.
11. Doctor
12. Mr. Friendly
- 13.
14. Mr. McNeely
15. USSS
16. USSS

February 27, 1993

ADULT LEARNING CENTER DISCUSSION

DATE: MARCH 1, 1993
LOCATION: ADULT LEARNING CENTER
TIME: 11:00 am
From: Chris Gallagher

I. PURPOSE

You will be holding a discussion with volunteers and staff from the New Brunswick Adult Learning Center. The purpose of this meeting is for you to interact with the people whose education and service efforts will be uplifted by your initiative on National Service. Involving both pre- and post college kids, the site is unique in the multiplicity of community service efforts it conducts.

II. BACKGROUND

In 1980 the New Brunswick Board of Education drafted a proposal offering local adults the opportunity to earn a standard high school diploma. Judith Kesin was hired to implement the program. It immediately became clear to Judy that the educational needs of area adults greatly exceeded the resources available through the small program. By 1981, state and federal funds were accessed to add programs to the original school and develop new ones at other district schools. In 1984, the first Adult Learning Center opened as a single roof to house the popular programs. In 1988, however, the center closed and the program nearly died after the state found the facility to be inadequate in meeting building regulations. After much lobbying by participants and staff, the Board of Education made the commitment to support a new center. Today the Adult Learning Center enrolls approximately 800 adults and out-of-school youth. Free day and evening programs provide, in a variety of formats, instruction for **Literacy, "Second Chance" High School Diploma Preparation, and English as a Second Language** (These programs are described in section III.) The Center's mission is to enable adults and out-of-school youth to acquire the skills and/or credentials necessary to function independently as citizens, parents, workers and consumers.

III. PARTICIPANTS

Governor Jim Florio, Senator Bill Bradley, Representative Frank Pallone, New Brunswick Mayor Jim Cahill, Eli Segal, Judy Kesin, Pauletta Heines.

Student participants will be seated at six round tables representing six different programs offered at the Adult Learning Center. The programs represented at the tables are as follows:

- **Table 1, Adult High School:** Participants earn credit towards a district high school diploma. They must meet state and local graduation requirements as well as minimum standards on the state-wide basic skills assessment. Seated around this table will be four adult high school students, their teacher, and a Rutgers intern who assists the teacher.

- **Table 2, REACH literacy Program:** This program is designed to serve AFDC clients who are referred through REACH (the state's welfare reform program) and JTPA. This remedial program helps clients develop the skills needed for entry into job-training programs. Career counseling is provided for participants. Seated around the table will be adult students on welfare, a teacher, and two Rutgers interns who assist the teacher.

- **Table 3, English as a Second Language (ESL):** This English literacy program serves foreign born students who cannot afford private classes. The program begins with a skills-assessment class and progresses through three levels of ESL classes. Seated around the table will be a diverse group of ESL students of different skill levels, the teacher, and a Rutgers intern.

- **Table 4, New Jersey Youth Corps:** This "second chance" program for young people who have dropped out of school (ages 16-25) combines diploma preparation, community service work experience, work maturity training, personal and career counseling and placement services. Youth Corps graduates have gone on to college, entered job training and obtained full-time employment after participation. Four Corps members, a Corps GED teacher, and a Rutgers intern will be at the table. **Additional details on NJ Youth Corps attached.**

- **Table 5, Mentoring in the Community (Big Sister/Little Sister):** "Mentoring in the Community" is a "Service Learning" course at Rutgers designed to examine and nurture mentoring relationships between young women. In addition to a reading list, Rutgers students become "Big Sisters" to local girls through the Big Sister/Little Sister program at ALC. At this table will be both "big" and "little" sisters.

- **Artists in Society:** This is another Rutgers class that works in conjunction with the Adult Learning Center. Part of the class includes Rutgers students teaching dance to local kids through the "Art Matters" program at the ALC. Seated at the table will be both Rutgers students from the "Artist in Society" class and the local kids who these students teach through "Art Matters."

Important: Three participants in particular have prepared to share with you their experience at the Adult Learning Center. One will be Daniel Marshall, a New Jersey Youth Corps member. Another will be Betty Shockley, an adult student from the REACH literacy program. And the third will be a Rutgers student, David McNight, who interns at the center. Their backgrounds are attached.

IV. PRESS PLAN

Expanded Pool plus the New Jersey Pool.

V. SEQUENCE OF EVENTS

- * Upon arrival you will be greeted by Gov. Florio, Senator Bradley, Rep. Frank Pallone, and Mayor of New Brunswick Jim Cahill. After the greeting you will proceed to classroom #319 and the greeters will proceed to #306 to get in place for the event. In classroom #319 you will meet and greet (5-10 minutes) with 100 students who will not be participating in the event. This will be very informal, it will be closed to the press and no sound will be provided.
- * After the meet and greet you will proceed to classroom #306 with Judy Kesin, Principal of the Adult Learning Center and Pauletta Heines, Director of the New Jersey Youth Corps program at the Adult Learning Center. You will have on a lavalier microphone. There will be 6 tables of students, you should briefly meet and greet at each table and then take your seat. Judy will make one minute remarks to open and inform everyone about the program. Next there will be brief remarks from David McNight, a Rutgers student; Daniel Marshall, a New Jersey Youth Corps member; and Betty Shockley an adult student in the REACH literacy program. Judy will then open the event for a free flowing discussion. You should not only take questions from the students, but also ask them questions about the program. At the appropriate time, Judy will close the program. At this time you should invite everyone to come to the Rutgers speech.
- * You will proceed to your holding room for a few minutes to allow everyone to board the motorcade. You and Eli

Segal will then board the bus and ride with the Adult Learning Center students to Rutgers. There will be a camera crew and a still photographer riding the bus.

VI. REMARKS

Backgrounders on your National Service and "Summer of Service" initiatives, and general talking points are attached.

**BACKGROUNDS ON THREE YOUNG PEOPLE
GIVING TESTIMONIALS AT
ADULT LEARNING CENTER**

Betty Schockley

Betty is a 32 year old Afro-American mother of three who has returned to school to improve her reading and math skills so she will be able to "get off welfare."

Danyelle Marshall

Danyelle is an 18 year old Afro-American mother completing requirements for the GED. Her community service worksite is in the escort service at Robert Wood Johnson University Hospital.

David McNight

A young man of African-American ancestry, David grew up in an economically disadvantaged setting in Trenton. His devotion to community service began in high school, and is motivated by a desire to give back to communities, especially to the children of economically disadvantaged backgrounds. He is a junior, majoring in sociology and a resident of the Community Service House. He has been working with young people at the Adult Learning Center, first as a math tutor and mentor to young men and women seeking to complete secondary school, then (along with Kenny Greenblatt as a mentor/facilitator/resource in the Youth corps service-learning pilot educational program. He was recently selected as one of two Rutgers University Holland Fellows, named after former Trenton mayor Arthur Holland, a man himself devoted to community service.

ADULT HIGH SCHOOL - TABLE 1

Ramona Dorsey - Adult Learning Center Adult High School Student (ALCAHSS)

Ramona is a 19 year old white female special education student who has been working towards her high school diploma since 1991.

Andrew Juhasz - ALCAHSS

Andrew is a 25 year old white male who is determined to earn his high school diploma in order to set an example as a parent and to enter a mechanical training program after graduation.

Hattie Ross - ALCAHSS

Hattie is a 65 year old grandmother of 13 and great grandmother of 5 who left school when she was in the 5th grade to work. She will graduate this June.

Judy Levy - ALCAHSS

Judy is a 38 year old Jewish female born in Yemen who emigrated to the United States 20 years ago. She is hoping to become a US citizen this spring and she plans to graduate from the Adult High School in June 1994.

Jeffrey Bishop - Adult Learning Center Adult High School English Teacher

David McKnight - Rutgers Intern

LITERACY REACH PROGRAM - TABLE 2

Betty Schockley - Adult Literacy Center Literacy and Basic Skills Student

Betty is a 32 year old Afro American mother of three who has returned to school to improve her reading and math skills so she will be able to "get off welfare."

Keith Hammonds - Adult Learning Center Literacy and Basis Skills Student

Keith is a 24 year old Afro-American male who wants to eventually work in the child care field. He presently works in an after-school program in Roosevelt elementary school teaching basketball and helping children with their homework.

Donna Scanlon - Adult Learning Center REACH Program (Welfare Reform) Participant

Donna is a 31 year old white female mother of two who is studying to earn her GED diploma so that she can enter a REACH training program in accounting.

Iris Valencia - Adult Learning Center JTPA Participant

Iris is a 35 year old hispanic mother of 1 currently on unemployment due to a plant closing. She is studying to improve her basic skills in order to enter a training program in the office occupations field.

Donna Stelluto - Adult Learning Center Literacy and Basic Skills Teacher

Krystin Wynne - Rutgers Intern

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ENGLISH AS A SECOND LANGUAGE - TABLE 3

Elena Montalvo - Adult Learning Center REACH English Second Language Student

Elena is a Puerto Rican born mother of nine who never had the opportunity to attend school as a child. She has completed ESL II and is now in ESL III with hopes of eventually training as a nurse's assistant.

Yugenie Yefremov - Adult Learning Center Evening School for Foreign Born Students

Yugenie is a 72 year old from the Ukraine who walks over a mile to attend English class.

Mauro Calvache - Adult Learning Center English Second Language Student

Mauro is a 45 year old Colombian born male who was a public accountant in his native country but is now working the graveyard shift in a factory while he perfects his English to re-enter his career field.

Mindy Wu - Adult Learning Center Adult High School ESL Student

Mindy is a 28 year old Taiwanese born female who is probably the most enthusiastic student the center has ever had. She is perfecting her English to earn a high school diploma and enter college for computer programming.

Esther Bocanegra - Adult Learning Center JTPA ESL Student

Esther is a 60 year old Peruvian born mother and grandmother who has just completed her GED in Spanish and ESLIII and is awaiting training in an accounting program.

Kathe Biegle - Adult Learning Center ESL Teacher

Aivin Morales - Rutgers Intern

NEW JERSEY YOUTH CORPS - TABLE 4

All of the participants marked with an * are students in the New Jersey Youth Corps of Middlesex County at the Adult Learning Center

Solomon Morris

Solomon is an 18 year old Afro-American male completing his requirements for the GED. His Community Service Worksite is a construction project.

Maria Milner

Maria is an 18 year old Afro-American female who has completed testing for the GED. Her community service worksite is a construction project.

Norberto de Jesus.

Norberto is an 18 year old Hispanic male completing requirements for the GED. His community service worksite is the McKinley Elementary after-school program.

Danyelle Marshall

Danyelle is an 18 year old Afro-American mother completing requirements for the GED. Her community service worksite is in the escort service at Robert Wood Johnson University Hospital.

Deborah Fuller - New Jersey Youth Corps GED Teacher

Kenny Greenblatt - Rutgers Intern

MENTORING IN THE COMMUNITY BIG/LITTLE SISTER - TABLE 5

Dr. Wendy Gunther-Canada

Dr. Wendy Gunther-Canada is the instructor of the "Mentoring in the Community" course. She recently recieved her doctoral degree in Political Science from Rutgers University. The course is designed to examine and nurture mentoring relationships between youg women. Course readings combine narratives about female development with texts focusing on the history of women's activism on such issues as abolition, sufferage and equal rights in America.

Susan Song

Susan is a Rutgers College junior majoring in Political Science and is an undergraduate ASSociate of the Eagleton Institute of Politics. "This course attracted me because of the Big Sister-Little sister Mentor Program. I have developed sympathey and understanding for those of a different class and culture." Susan Song;s little sister is Jaquetta Best.

Keesha Wright

Keesha Wright is a senior at Douglass College majoring in History. "My goal in the class is to give something back to my college community and to encourage my little sister to participate in her community." Keesha Wright's little sister is Deonda Sirman.

Sharon Rubin

Sharon Rubin is a sophomore at Douglass College majoring in Political Science. "I enrolled in the 'Mentoring in the Community' course because of the Big Sister Program and its concentration on the study of women's relationships." Sharon Rugin's little sister is Shakiman Stokes.

Jaquetta Best

Jaquetta Best is a fifth grade student at the Pul Robeson Community School in New Brunswick. She loves to play the piano and hopes to have a career in business. Her big sister is Susan Song.

Deonda Sirman

Deonda Sirman is a fifth grade student at the Paul Robeson Community School in New Brunswick. SHE would like to be a doctor. Her big sister is Keesha Wright.

Shakima Stokes

Shakima Stokes is a fifth grade student at the Paul Robeson Community School in New Brunswick. Her big siste is Sharon Rubin.

ARTISTS IN SOCIETY - TABLE 6

Instructor Dr. Claudia Gitelman

Dr. Claudia Gitelman studied dance with Honya Holm. Dr. Gitelman directs the "Art Matters" program which unites students in the Bachelor of Fine Arts, Dance Program at the Mason Gross School of the Arts with students from the Paul Robeson Community School.

Nakia Tomlinson

Nakia Tomlinson is a freshman enrolled in the Bachelor of Fine Arts, Dance Program at the Mason Gross School of the Arts. "The course allows me to introduce my art to the kids and broaden their understanding of their community."

Shantel Ehrenberg

Shantel Ehrenberg is a freshman enrolled in the Bachelor of Fine Arts, Dance Program at the Mason Gross School of the Arts. "I joined art matters to enhance my teaching skills and while teaching children modern dance I have learned about my responsibility to the larger community."

Patricia Martinez

Patricia Martinez is a freshman enrolled in the Bachelor of Fine Arts, Dance Program at the Mason Gross School of the Arts.

Brian Cunningham

Brian Cunningham is a sixth grade student at the Paul Robeson Community School. He wants to attend Michigan State university and play football.

Sarah Lee

Sarah Lee is a seventh grade student at the Paul Robeson Community School.

ADDITIONAL INFORMATION ON THE NEW JERSEY YOUTH CORP

Program Description

The New Jersey Youth Corps of Middlesex County was one of the nine pilot Youth Corps projects. The program was originally funded in Fiscal Year 1986 as a consortium of five agencies and institutions in Middlesex County. As a result of the unwieldy logistics of multiple agency involvement, the second year program sponsorship was whittled down to the solid partnership of the New Brunswick Board of Education's Adult Learning Center and the University of Medicine and Dentistry of New Jersey, New Jersey's University of New Jersey, New Jersey's University of the Health Sciences- Community Mental Health Center at Piscataway; Office of Prevention Services.

The program, now in it's eighth year, has continued and flourished under this unique partnership, tapping the rich and varied resources and strengths of both entities. The New Jersey Youth Corps of Middlesex County is housed in the Adult Learning Center with staff from both the University and the Board of Education.

Youth Corpsmembers are enrolled on a monthly basis in groups of 10 - 15 per cycle and participate an average of seven monthly. The first month features an array of activities designed to address attitudinal barriers to success and to promote positive group affiliation while beginning the basic skills development. Intensive training in job readiness and job survival prepares students for the paid community service work experience phase which begins in the second month. Corpsmembers are placed at a variety of local non-profit agencies/institutions where they work on special projects which have been identified as those which would not ordinarily be attended to by regular agency employees. Ten agencies including Robert Wood Johnson University Hospital, Crossroads Theater, City of New Brunswick and the local police Athletic League have served as worksites. Some participants work with the program's Crew Leader on special construction projects. Corpsmembers constructed a shelter for the municipal recycling program. Several times each year, corpsmembers from 11 New Jersey Youth Corps programs gather to cooperate on special projects of civic concern. These corpsmembers were involved in a massive conservation effort on Earth Day, in which they planted seedlings in Lebanon State Forest. Corpsmembers and staff who are working in a new full-time component funded by a grant from the Commission on National and Community service, will travel to Miami, Florida to participate in a rebuilding effort after the destruction of Hurricane Andrew.

Attending school is an important part of the program and Youth Corpsmembers must attend three hours a day at the Adult Learning Center, where the program is housed, in order to receive a stipend for living expenses for the hours in which they work. Instruction combines both individualized and group modes in order to best meet the varying needs and learning styles of corpsmembers. Basic skills development is generally geared to preparing corpsmembers for the state's GED test leading to the New Jersey High School Diploma. Corpsmembers who have acquired a sizeable number of high school credits may work with the Adult High School, which is also located in the Center, in order to complete state and local requirements for the New Brunswick High School Diploma. Computer-assisted instruction, entrepreneurship education and other practical life skills activities add additional interest and relevance to the curriculum.

A comprehensive counseling component addresses attitudinal and other socio-personal barriers to success. Group and individual counseling are provided to all corpsmembers along with outreach services, crisis intervention and family counseling when necessary. Field intervention and family counseling when necessary. Field trips, cultural activities and personal development workshops are aimed at enhancing the participants' life and coping skills. Career exploration and placement service assist corpsmembers in developing realistic goals and in following through with post program opportunities to enter college, job training or to obtain a full-time job. Transportation and assistance with child care through JTPA are additional support services of the program.

February 27, 1993

NATIONAL SERVICE ADDRESS AT RUTGERS UNIVERSITY

DATE:	March 1, 1993
LOCATION:	Rutgers University
TIME:	1:00 PM EST
FROM:	Chris Gallagher

I. PURPOSE

You are going to Rutgers thirty-two years to the day after President Kennedy established the Peace Corps. In his spirit, you will issue a challenge to young people to take responsibility for our future, and you will "make news" by outlining your vision of national service. The long-term vision mentions income-contingent lending and stresses service placements for college aid. The short-term plan is for the "summer of service" for young people to target the needs of at-risk youth. Rutgers was selected because it has one of the best and most celebrated college service programs in the country.

(NOTE: Other Administration principals doing national service hits on Monday include The Vice President at the Wisconsin Conservation Corps; Mrs. Gore at a homeless shelter in Richmond; and Secretaries Babbitt (North Carolina), Reich (Boston), Secretaries Shalala and Espy will participate in the DC-area.)

II. BACKGROUND

Rutgers University: Rutgers University was chartered as Queens College in 1766 to "promote learning for the benefit of the community." Since that time -- it became Rutgers College in the Nineteenth Century and the State University of New Jersey in 1945 -- it has remained committed to a form of liberal learning in which citizenship and community responsibility play a key role. Rutgers now enrolls more than 47,000 students on its campuses in Camden, Newark, and New Brunswick. The university comprises 26 degree-granting divisions: twelve undergraduate colleges, eleven graduate schools, and three schools offering both undergraduate and graduate degrees. Minority students constitute 27% of the student enrollment.

Service at Rutgers: Former President Edward J. Bloustein, in his 1988 commencement address proposed "making community service to others a requirement of the undergraduate liberal arts degree." As a result of President Bloustein's initiative, The Committee on Education for Civic Leadership (CECL), chaired by Walt Whitman Professor of Political Science Benjamin Barber, launched an ambitious program to explore ways that it might educate students in the "civic arts" by linking a classroom-based curriculum with community service activity. The university program, currently in its fourth year, now comprises over fifteen courses on all three campuses in which students combine the study of social issues with community service. At the end of the Spring Semester, 1993, over 800 students will have participated in the CECL pilot courses, contributing over 60,000 hours of community service in New Brunswick, Camden, and Newark.

Collaboration with New Jersey: In addition to the work on the Rutgers campuses, the CECL and the Walt Whitman Center are collaborating with the State of New Jersey in its comprehensive community service plan. The state's efforts are highlighted by the New Jersey Academy for Community Service and Service-Learning, which provides training, curricular development, dissemination, and evaluation to all community service programs across the state; K-12, Youth Corps, and higher education. One of two states to receive funding under all four parts of the National and Community Service Act, New Jersey will be launching its innovative Urban Schools Service Corps, a program sending full- and part-time youth and adults into 15 urban schools across the state to assist with teaching, after-school activities, school-based site management, and parental participation in the schools.

(**NOTE:** There have been student uprisings and demonstrations at Rutgers for approximately four years. Recently, four members of the lead protesting group CARE -- Campaign for an Affordable Rutgers Education -- have been suspended from Rutgers for violating the university's code of conduct. There has been a 26% increase of tuition at Rutgers over the last four years. The reason for the increase has been explained as New Jersey's low priority in funding Higher Education.)

III. PARTICIPANTS

On stage: Governor Jim Florio; Senator Edward Kennedy; Eli Segal; Sargent Shriver, Original Director of the Peace Corps; Senator Bill Bradley; Rep. Frank Pallone; Francis

Lawrence, President of Rutgers University; and Nakia Tomlinson, Student from Rutgers, and other students.

Special Guests (seated in the VIP section):

See attached.

IV. PRESS PLAN

Open press.

V. SEQUENCE OF EVENTS

- * Upon arrival at Rutgers you will be greeted by Sen. Ted Kennedy; Sargent Shriver; Francis Lawrence, President of Rutgers; Benjamin Barber- Director of the Rutgers Citizen Education and Community Service Program; State Sen. John Lynch, Mayor Ted Light of Piscataway, Assemblymen Jerry Green and Bob Smith.
- * Proceed to hold in Coach's Office, 3rd floor. At this time you may eat lunch, speech prep, etc.
- * Off state introduction, you will proceed to the gymnasium and onto the stage with Eli Segal, President Lawrence, Senator Bradley, Gov. Florio, Rep. Pallone, Sen. Kennedy, Sargent Shriver, Nakia Tomlinson, Student from Rutgers, and other students. The students will be seated behind you on bleachers and the others will be seated on stage off to the side.
- * Program - President Lawrence will give opening remarks (2 min.), Gov. Jim Florio will make brief remarks (2 min.), Nakia Tomlinson will make brief remarks (1 min.) and introduce you. You will then give your address on National Service. After your address you will exit stage left and work a ropeline for about 15 minutes. After you finish the ropeline proceed to the Men's locker room for make-up and interviews.
- * After your interviews you will have a five minute private meeting with Clay Constantinou. Originally, Clay had a meeting scheduled with you on February 15, at the White House but it was cancelled at the last moment because of a scheduling conflict.

VI. REMARKS

Speech attached. (NOTE: Nakia Tomlinson will introduce you. Her biography is attached. Also attached are biographies of three people who you will refer to in

your speech: Stephen Spaloss, Orah Fireman, and Antoinette Jackson).

Important: Special acknowledgements would be in order for Eli Segal and the three people associated with President Kennedy and/or the Peace Corps: Sen. Edward Kennedy, Sargent Shriver, and Harris Wofford (original Deputy Director), Senator Christopher Dodd (former Peace Corps Volunteer).

Introducing the President:

Nakia Tomlinson: Freshman, Rutgers University
(She will be participating at the Adult Learning Center event)

Background: 18 yrs. old, african-american, from Laural Md. She is a freshman at Rutgers majoring in dance.

Service Experience:

* Laurel Public High School - President of the "**Interact**" club which involved high school students twice a week in various sorts of service work (Students visited senior citizen homes, wrote letters to soldiers in Operation Desert Storm, for example). Nakia also coached the cheerleading squad.

* After high school - worked as a counselor at the "**Partners in Education**" summer program working with low to middle income elementary school kids as tutors, mentors, big brothers and big sisters.

* At Rutgers - works at the Paul Robeson center with 30 underprivileged elementary school kids in a program called "**art matters**" which teaches basic music and dance performance skills. (The program is part of the Rutgers University service-learning initiative which requires students to complement their studies with hands-on service experience).

Nakia says that she got involved in service work because "I know I have something to offer people, ...especially young african-american kids who don't think that it is possible for them to become college students or dancers or important people. I have a responsibility to them. I have been fortunate. When they see that I am trying to make it and that I am even getting somewhere, they begin to think that maybe they can too."

(questions: contact Kate Frucher x6444)

2/28/93
7:00 pm

--Draft--

ADDRESS OF PRESIDENT WILLIAM JEFFERSON CLINTON
RUTGERS UNIVERSITY
MARCH 1, 1993

[Acknowledgments]

I am here to ask you to join me at the beginning of a great adventure. In the next few weeks, I will ask Congress to create a new system of voluntary national service. In the next few years, I believe this program will change America.

Today, I ask you to become part of a noble tradition, of Americans serving their communities and our country.

My parents' generation won new dignity, working their way out of the Great Depression. Brave men and women in my own generation waged and won peaceful revolutions in civil rights and human rights.

Now, Americans of every generation face the challenge of meeting needs that have been neglected for too long. From city streets plagued by crime and drugs, to classrooms where girls and boys must learn the skills they'll need tomorrow, to hospital wards where patients languish for want of care, our problems demand action.

For those who answer the call -- and meet these challenges -- your country must honor your service and offer new opportunities for education and training. For, at our best, America offers opportunity, rewards responsibility, and builds community.

My challenge is for everyone who is young in years -- or young in spirit. It is a challenge for Americans from every background and every walk of life. It is a challenge that builds upon the best traditions of a nation filled with youthful energy, and restless, questing spirit.

Service has value that goes beyond money; it is the American way to change America.

The concept of community -- and the spirit of service -- are as old as our history. Especially at moments of change and challenge, Americans have found new ways to honor service, encourage individual responsibility, and solve our most pressing problems.

It began the moment America was invented. "With faith in divine Providence," Thomas Jefferson wrote in the Declaration of Independence, "we mutually pledge to each other our lives, our fortunes and our sacred honor."

In the midst of the Civil War, President Lincoln signed into law two visionary programs that helped America come together again and grow stronger than ever.

The Morrill Act helped the states create new "land-grant" colleges where young people learned the skills to make American agriculture and industry the best in the world. Its legacy is not only our great state colleges and universities like Rutgers but the American tradition that merit -- and not money -- should give people the chance for higher education.

The Homestead Act 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.

Seven decades later, in the midst of the Great Depression, President Roosevelt created the Civilian Conservation Corps, which gave two-and-a-half 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.

In the midst of World War II, President Roosevelt proposed the GI Bill of Rights which offered returning veterans the opportunity to buy a home, a farm, or a business -- and, even more importantly, for education or job training. Thanks to the GI Bill, which became a living reality in President Truman's time, more than eight million veterans got advanced education. Half a century later the legacy of the GI Bill is the great American middle class.

And for many in my own generation, the summons to citizenship and service came 32 years ago today, when President Kennedy created the Peace Corps, with Sargent Shriver and Harris Wofford, and enabled thousands of young Americans to serve on the leading edge of the New Frontier.

Even at its height, the Peace Corps enrolled only 16,000 men and women. But its legacy is not only good will and good works in countries all across the globe, but a profound and lasting change in the way Americans think about their country and the world.

Truly, the lesson of our history is that honoring service and rewarding responsibility is the best investment America can make. And today I ask Americans to join me in making that investment, not only with our dollars but with our deeds.

Of all the investments in my economic plan, none is more important than national service. It invests in our most precious resource: the spirit and the skills of our people. And it recognizes a simple but powerful truth: that we will make progress not by government working alone, but by the people and their government working together.

My economic plan offers new opportunities for education and training, but you must seize those opportunities and make the most of them. My plan can offer every child the chance for a healthy start and a Head Start, but parents must raise their children right. And my plan can rebuild the physical structure of our communities -- from our roads and highways to our subways and city halls -- but Americans must also restore the social fabric of our communities, so that we can work together in our factories and offices and schools.

My plan summons tremendous resources to tackle our problems. But even greater than these resources is the resourcefulness of the American people. Whenever Americans have been offered the opportunity, they have eagerly accepted the responsibility to improve their own lives and contribute something to their country. This is why national service is so important.

Our national service program will be built on the same principles as the old GI Bill. It will challenge our people to serve our country and do the work that should -- and must -- be done. It will invest in the future of every man and woman who contributes to their community and their country.

And while we rekindle the spirit of national service, we should reform our system of student loans. We will make it easier for young people to pay back their student loans, enabling them to hold public service jobs that accomplish much but pay relatively little. Under our program, Americans will be able to borrow the money they need for college -- and pay it back as a small percentage of their income over time.

We'll give graduates the chance to repay their loans on an affordable, sensible schedule, based on how much money you earn each year. This will give you the chance to do the work our communities really need -- and still pay off your loans.

The status quo is unacceptable. The system is too complicated and too expensive. [Bankers and middlemen siphon off too much.] Taxpayers are left holding the bag for billions in defaults every year. And high monthly bills that arrive after graduation discourage young people from choosing the path of service.

Beginning tomorrow, Washington, D.C., will be swarming with lobbyists representing the banks. Even before our national service legislation is presented to the House and Senate, they'll try to tell the Senators and Representatives that the status quo on student loans is the best we can do.

It's time to put the national interest first for a change. Let's help the millions of students this system was built to benefit -- not the favored few who profit from it now. You and I know that America can do better.

While we reform our system for financing higher education, we will deliver on our commitment to national service. We will create new opportunities for Americans to serve our country for a year or two -- and get financial support for education or training in return.

No matter where you stand on life's journey -- and no matter what path you are pursuing -- we will offer you the opportunity to serve. We'll ask you to serve in our schools -- not only as teachers but as tutors in reading and mathematics.

We'll ask you to help our police forces across the nation. We'll train members for a new Police Corps that will walk beats and work with neighborhoods to fight back against the crime wave that terrorizes our people and tears apart our communities.

We will ask you to help control pollution and recycle waste, to make sure that you pass on to your children a country that is clean and safe for generations to come.

And these are just a few of the opportunities we will offer.

I have often spoken about "reinventing government." And I want national service to empower communities, not enlarge bureaucracies. Observers from Alexis de Tocqueville to those in our own time have marveled at the vibrant and diverse civic life we have built here in America -- our houses of worship, our community associations, and our business, professional, labor, and ethnic organizations.

All across America, people are serving their neighbors and their neighborhoods.

This morning, I was inspired to see and speak with students from Rutgers who are serving their community, from mentoring young people as "big sisters" to helping older people learn new skills.

I am impressed by the spirit behind the Rutgers Civic Education and Community Service Program. You understand that community service enriches the educational experience: that

students should not only take the lessons they learn in class out into the community, but bring the lessons they learn in community service back into the classroom. In that spirit, during this academic year alone, more than 800 students from Rutgers are contributing more than 60,000 hours of community service, at your campus here in New Brunswick and in Camden and Newark.

And this morning, I also met members of the New Jersey Youth Corps, who serve in their communities while completing their high school degrees. Through this program, more than 6,500 young adults contribute more than 900,000 hours of service to the state.

Here in New Brunswick, these young people paint senior citizens' homes and tutor and mentor children in after-school programs. For the future of this state and this country, we need more young people like those in the New Jersey Youth Corps, who exemplify the spirit of service. Here in New Brunswick, and all across America, that spirit is moving Americans to make wonderful contributions to their communities.

The spirit of service moves Antoinette Jackson, a high school senior from the community of Gauld in my home state. As a member of the Delta Service Corps, she works with the "lend-a-hand" program which runs a thrift shop that provides hungry and homeless people with food and clothing. And, in return for her service, the Delta Corps is going to help her attend college, so that she can get the education to make an even greater contribution to our country.

The spirit of service moves Stephen Spalos, who works with the 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, and a project manager -- for a team of young people restoring senior citizens' homes.

And the spirit of service moves Orah Fireman, a graduate of Wesleyan College. As a sophomore in high school, she worked with disadvantaged children at Camp Ramapo in upstate New York. That experience changed her life, and, during her high school and college years, she continued working with children. Now that she's graduated from college, she's continuing what may well be a lifetime of service by working at a school for emotionally disturbed children in Boston. And she would like other young people to have the opportunity to serve, for, as she writes: "Service work teaches responsibility and compassion. It fights alienation by proving to young people that they can make a difference in their community. There is no lesson more important than that."

There are stories like these all across America. And our national service program is going to create thousands more of them. We'll work with groups with proven track records serving their communities, giving them the support they need to grow. And we'll let people with good ideas -- "entrepreneurs," if you will, -- compete for the venture capital they need to develop new programs to serve their neighbors.

That is why we want the national service program to keep growing every year, rewarding results and building on proven success. And I don't want service to wait, while people's potential is wasted.

That is why I want to make this summer a summer of service, when young people can not only serve their communities but build a solid foundation for a new national effort.

I am asking Congress to invest in -- and I am asking young people to participate in -- a special effort in national service and leadership training. We'll recruit more than 1,000 young people, from every background, and from high school dropouts to college graduates. We'll send them to an intensive leadership training "boot camp" at the beginning of the summer.

Then, we'll ask them to work on one of our country's most urgent problems: helping children who are in danger of losing their God-given potential.

Some of the participants will tutor. Some will work on programs to immunize young girls and boys against childhood diseases. Some will help develop and run recreational centers, or reclaim urban parks from the dealers and the debris. Some will counsel people a few years younger than themselves to keep them out of gangs. And every participant will learn about serving our country and helping ourselves.

At the end of this summer of service, we will bring all the participants together for several days of debriefing and training. Then, the participants will join in a Youth Service Summit. I will attend that meeting, and I plan to listen even longer than I speak. And I will ask leaders from Congress, and from the business, labor, religious, and education communities to attend that Youth Service Summit with me.

We'll give those who serve the honor they deserve, and learn a lot about how to build a national service program. And, from the thousand pioneers of this summer, I want the national service program to grow one hundred-fold within four years.

Even when hundreds of thousands are serving, I want to maintain the pioneer spirit of these first months. Because national service will make America new again.

National service can help solve our problems, educate our people, and reknit our communities. If you want to answer the challenge, please let me know. Drop me a card -- and mark it "National Service." Let me know that you want to serve.

Then, when the programs for the Summer of Service have been selected, we will give you information about the effort closest to you. While I cannot guarantee that you will be chosen, I do assure you that you will be considered. Together, we can make sure that the Summer of Service this year will grow into many more seasons of service for others who follow their example and answer the call.

My message today is that you shouldn't wait -- and our country cannot wait -- for a summer or for a program. We need to begin right now.

Today is Monday. By Friday, think about what you can do to be an agent of renewal. Talk to your teachers, your parents, your clergy, and your friends. Join the effort to renew our communities and rebuild our country. And write me about what you are doing.

It is time for millions of you to change our country -- block by block, neighborhood by neighborhood. It is time to return to our roots -- in excitement, in idealism, and in youth.

There are some among us -- your elders and your peers -- who believe that young Americans will no longer answer a call to action. They say young people measure their success merely in the accumulation of material things. They maintain that a summons to service will go unanswered.

I maintain: They are wrong. And I ask you to prove that what they are saying about your generation is wrong.

But my message today is not only for the young people who are here with me, but for Americans of every age, everywhere. Whether you are a ten-year-old in a service program in our schools who reads to younger children, or a seventy-two-year-old who has become a foster grandparent, you can contribute to your community and your country.

In serving others, you will find the best in yourself. And you will learn lessons about your own life, about other people, and about the meaning of our democracy.

You will learn that each of us has the spark of potential to accomplish something for ourselves and contribute something to others. You will experience the satisfaction of making a connection with someone you may think is very different from you,

only to learn you have more in common than you thought. You will learn that the joy of mastering a new skill or discovering a new insight is equaled and exceeded only by the joy of helping another person experience that excitement.

You will know the satisfaction of being valued not for what you own or even for what you earn, but for what you have contributed to others. You will understand the wisdom in the words of the Rev. Martin Luther King, Jr.: "Everybody can be great. Because everybody can serve."

More than in any classroom or from any book, you will learn the meaning of America at its best. For we are not just another country, but a special kind of community, linked by a web of rights and responsibilities, and bound together not by bloodlines but by beliefs. When we serve others, we honor our heritage, exercise our responsibilities, and act on our beliefs.

Today, I ask you, not just to commit yourselves to seasons of service, but to become Americans in the best sense of the word. I am confident that your generation of Americans -- and every generation of Americans -- will answer the call.

THE WHITE HOUSE

WASHINGTON

February 27, 1993

MTV INTERVIEW

DATE: March 1, 1993
LOCATION: Rutgers Athletic Center
Holding Room
TIME: 2 PM (approx., after speech)
FROM: Ethan Zindler

I. PURPOSE

You should use this interview to reiterate the message of the speech directly through the one medium which reaches more young people than any other - MTV. This is a perfect opportunity for you to repeat your speech's challenge to young people to play leading roles in solving the problems facing their communities.

II. BACKGROUND

You have been interviewed one-on-one by MTV's Tabitha Soren twice before: at the Meadowlands in New Jersey last November and on the bus in Georgia last September. You also appeared with her on MTV's "Choose or Lose Town Hall" in Los Angeles last May.

Those appearances, along others with others aimed at young people, solidified your base of support among 18-24 year olds and helped boost turnout among this previously apathetic group. It is estimated that young voter turnout increased by 10 percent in 1992, with about two million more young people voting than in 1988. You won the large majority of these "first timers".

The success of the national service initiative will depend largely on how well young people can be motivated to get involved. They must view service as more than a way to pay for college.

III. PARTICIPANTS

1. Reporter Tabitha Soren
2. Producer Dave Sirulnick, MTV News Director
3. Two camera people and two sound tech people.

IV. PRESS PLAN

MTV is putting together a half hour special called "Bill Clinton: Your Future, His Plan" which will air at 11 PM on Monday night, noon and 10 PM on Tuesday, and several more times throughout the week. The program will consist of background on and comparisons

to the genesis of the Peace Corps, soundbites from your speech at Rutgers, and virtually all of this interview.

Tabitha Soren is now also an occasional correspondent for NBC's Today Show and will report on her discussion with you during an in-studio appearance with Katie Couric on Tuesday morning. Portions of the interview will be aired then, as well.

A staff photographer will take pictures of you before and during the interview for possible distribution to college newspapers.

V. SEQUENCE OF EVENTS

- MTV will set up their cameras in a holding room at the Rutgers Athletic Center while you are giving your speech.
- You will be interviewed immediately following the close of your speech for ten minutes.

VI. REMARKS

It is expected that Tabitha Soren's questions will be a bit tougher this time than during your previous interviews. There are a couple reasons for this: first, MTV News is feeling defensive about accusations that they were flacks for the Clinton campaign; and second, Tabitha, aware of the fact that she is looked down upon (and probably envied by) the national press corps, is currently being profiled by Betsey Kolbert of the New York Times who will be watching the interview from MTV's control room.

As a result of this interview and your speech, we would like young people to demonstrate that they think service is vital for the country, that they support your plan for national service, and that they want to serve. Accordingly, you should echo your Rutgers challenge that they write you, saying they are ready to serve. We'll use the statistics about the response received as part of our legislative strategy. We'll also be sending each respondent information about one of the Summer of Service programs closest to them. **Specifically, give the following address:**

**The White House -- National Service
Washington, DC 20500**

Again, as you are doing in your speech, we'd suggest that you stress that there is only so much the federal government can do, and challenge your audience to seize the responsibility for making change -- and then write you. (These anecdotes will be useful for speeches, for you future site visits and Eli's, and potentially for programs to include in the initiative.)

This is also a good chance to pitch the overall economic plan. Young people have the most to gain and the least to lose under the plan.

Tabitha's questions will probably touch on the following:

The Summer Program and the Entire Initiative

Tabitha is aware of the fact that not all of the details have been sorted out, but she will ask you to clarify how young people can get involved, particularly in the summer program. She will probably also ask you to respond to critics who say you're not keeping your promise and that the program is starting too small. She has been told that national service is being "ramped up" just as other successful social programs such as Head Start and Social Security were.

The Energy Tax

She is likely to ask how this will affect young people. You should feel free to explain to MTV's audience the environmental benefits of such a tax. And you should point out that under your plan young people are asked to make the least financial contribution of any age group, but that we all have a part to play.

Race Relations/Discrimination

As a rejoinder to their "Choose or Lose" campaign of last year, MTV has begun a new campaign called "Free Your Mind" focusing on race, class, and sexual divisions in America. This new campaign was partly inspired something you said on MTV last November. When asked what was the one issue you would fight hardest for, no matter the political consequences, you answered: tolerance and mutual understanding among all Americans. MTV would very much like to hear you say the word "tolerance" again.

Quick Q & A

At the end of the original MTV town hall, you were asked a series of rapid-fire one word answer questions about your favorite sport, music, book, painter, etc. Tabitha would like a chance to ask you a bunch of these at the end of the interview. Here are some possible questions you might get:

Your favorite rapper?

Chelsea's favorite rapper?

Your favorite band? (supporters U2 or R.E.M.)

What does Hillary like to cook?

Where do you like to listen to music in the White House?

Favorite room in the White House?

Why did you make the White House mess accessible to all?

The average age of your staff?

Age of the person who briefed you for this interview? (23)

CNN
Scaled back
