

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	FINAL Congressional List for UCSD [partial] [PII] (1 page)	06/13/1997	b(6)

COLLECTION:

Clinton Presidential Records
Speechwriting
Capps, Laura
OA/Box Number: 12622

FOLDER TITLE:

UCSD [University of California San Diego] Luncheon

2016-0194-S

bg225

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]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- 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).

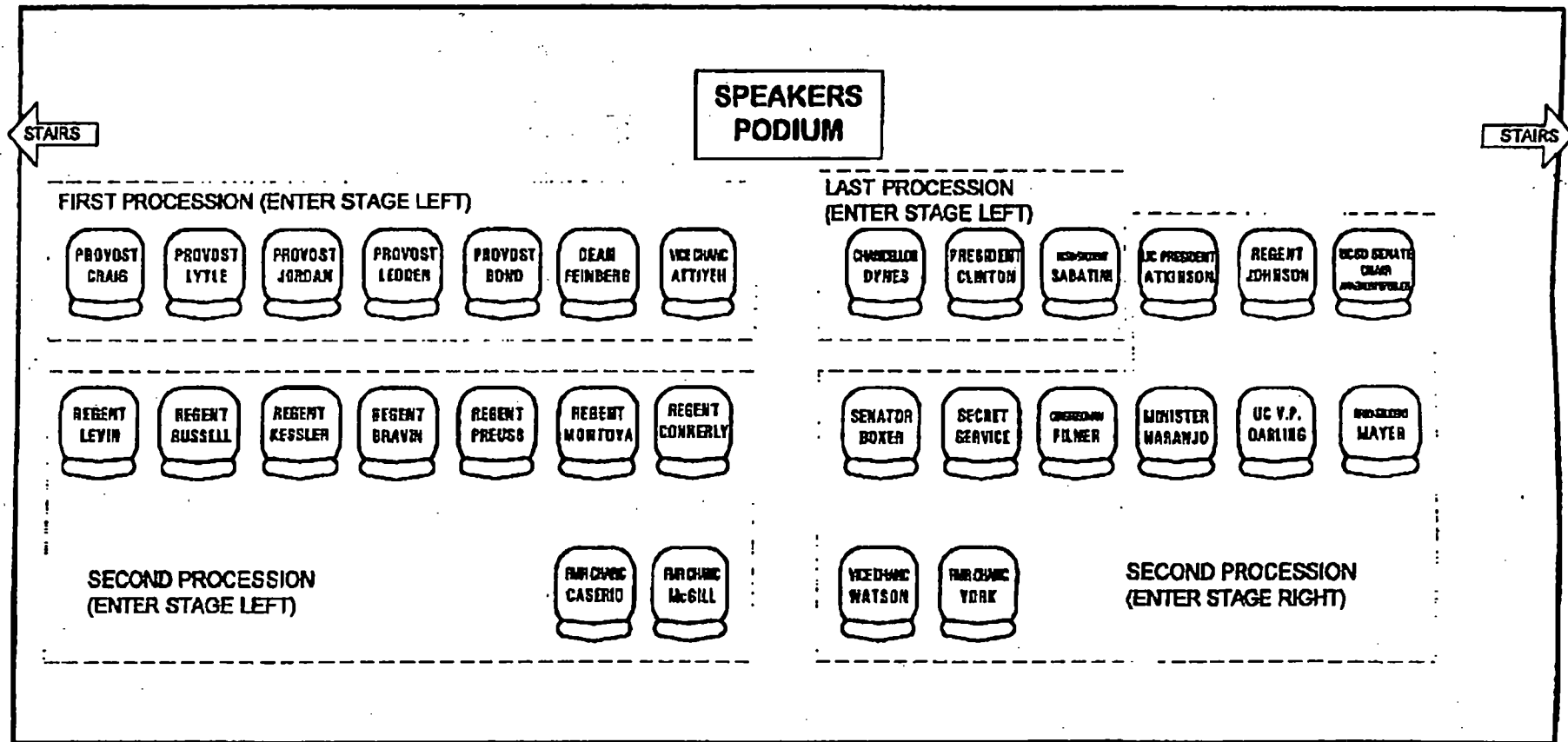
RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- 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]

W/O RICHARDSON

1997 UCSD COMMENCEMENT Platform Party Seating



SEED & CO.

TO

FROM

16:10

JUN-12-1997

Winfred Cox

CONGRESSMAN BOB FILNER

50TH DISTRICT, CALIFORNIA

330 Cannon House Office Building
Washington, DC 20515
(202) 225-8045 Phone
(202) 225-9073 Fax

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Chula Vista, CA 91910
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Fax Cover Sheet

Date: ~~8/13~~ 6/13 Time: _____

To: JOSH Phone: _____

THE WHITE HOUSE Fax: _____

From: STEVE WEISS

Number of Pages (including cover sheet): 6

Message: 4 pages - THE HILL
1 page - ATLANTA JOURNAL-
CONSTITUTION

The Hill

Vol. 2, No. 30

The Capitol News

Wednesday July 26, 1997



Reps. Sonny Montgomery (D-Miss.), left, was National Guardsman on bus with Reps. John Lewis (D-Ga.) and Bob Filner (D-Cal.) who were civil rights demonstrators.

Freedom Ride united three future lawmakers

by Deborah Kalb

Today, as members of Congress, they laugh about it. But it was no laughing matter back in 1961 when they were on a bus traveling through Mississippi—two demonstrators and a National Guardsman,—on opposite sides of the civil rights

In May 1961, 21-year-old John Lewis and 18-year-old Bob Filner were freedom riders, college students who had volunteered to challenge longtime Southern laws segregating bus facilities.

Also on the bus was Sonny

lieutenant colonel in the Mississippi National Guard. It was his duty to escort the freedom riders from the Mississippi-Alabama border to Jackson, Mississippi's capital.

Thirty-four years later, Reps. Filner (D-Calif.) and Montgomery (D-Miss.), who have campaigned for each other, joke about it. "He'll say to the conservative freshmen, 'I arrested this S.O.B.,'" Filner said. "I'll say to the Black Caucus, 'This S.O.B. arrested me.'" And he and Rep. Lewis

program sometimes, and we'll josh around."

But in 1961 there was no such laughter. As the riders approached Mississippi, the governor called out the National Guard.

"Sonny Montgomery was in charge of the Mississippi National Guard that met us at the suite line," Lewis recalled. At the Jackson bus station, the riders were arrested. Lewis remembers a police officer saying, "Move on. ... You're under arrest," as they filed into



Sonny Montgomery (center) and two Mississippi National Guard colleagues in National Guard Armory in Meridian c. 1961.

Three members crossed paths 34 years ago in Mississippi civil rights clash

Lewis marching in Selma.



trickle in what would become a flood of over 300 people, filling the Jackson jails.

"I escorted them. John Lewis and Bob Filner were on there," recalls Montgomery. "My town is near the Alabama border, and the freedom riders were coming from Birmingham...it was more of a protection for the freedom riders than anything else."

Montgomery, who is from Meridian, Miss., said that before this controversial assignment, "I was never involved in any race issues." He and his Guardsmen, bristling with guns, entered the bus at the state line.

As the ride continued, "We were supposed to pick up (passengers) just like a regular bus run," he said. "But nobody got on. They saw all the guns and helmets and gas masks, and said 'I believe I'll wait on the next bus.'"

In Meridian, they changed drivers. "It was pretty tense," Montgomery said. "There were about 3,000 - 4,000 people out there, and they behaved. It was brother against brother, and it was my job to keep order, and we did." Some of his friends "wondered why I did it, but it wasn't a problem. It's a big National Guard state. About half the town was in the National Guard unit."

The bus barreled down the two-lane road, going about 80 or 90 miles per hour as it headed for Jackson. "I think I told the driver one time, 'Let's not wreck this bus,'" Montgomery said. In retrospect, Montgomery believes the biggest mistake he made was not asking the driver to pull off the road for a rest stop. The riders "hadn't been to the rest room since they left Birmingham. ...If I had it to do over again, I would change that."

Lewis and Filner were sent to Mississippi's Parchman prison.

As Filner recalled, the freedom riders were held in individual death row cells to separate them from the other prisoners. The cells were small, and the freedom riders weren't allowed out to exercise. Nor were they permitted to write, or receive mail.

"They wanted to isolate us," Filner said. "They didn't want anybody to get our ideas, and they wanted to break (us)." Filner's mother, worried about her son, contacted the handful of rabbis in Mississippi, asking if they would visit him. "None would," Filner recalled. "They were scared of the situation." Filner spent two months in Parchman. Lewis 27 days.

Filner was a sophomore at Cornell University when he heard about the freedom rides, which began in the spring of 1961. Four years earlier, as a high school student in New York City, he had organized a busload of students to rally in Washington for civil rights. "My family happened to be very involved in politics and civil rights," Filner recalled. "It was part of being Jewish. We were essentially brought up to believe that as minorities your lot was with other minorities."

Hundreds of students showed up for the first meeting at Cornell. But, as the days went on and the time arrived for the volunteers to head to Nashville for non-violence training, only Filner and one other student remained. "I was looking around, saying, 'Where is everyone?'" recalled Filner, who at the time was not involved in campus politics. "Nobody knew who the hell I was."

In Nashville, Filner and the other volunteers, both black and white, were coached in preparation for the hostility and possible physical beatings they would face when the buses rolled through the Deep South.



Former freedom riders John Lewis and Bob Filner today as members of Congress.

From Freedom Rides to Capitol Hill



Filner as Cornell student, May 1961.

Among their teachers was civil rights activist Marion Barry, now mayor of Washington.

"Jackson, Miss., became the focal point," said Filner. "The idea was to fill up the jails."

As Filner remembers it, Lewis, already recognized as a student leader, was on his bus. "He wouldn't remember, but I was so impressed I was on the same bus with him," Filner said. "John is an authentic American hero. What he's gone through compared to me, there's no comparison. Being black as opposed to being white, they took the brunt of it."

By Lewis's own estimate, he was arrested 40 times between 1960 and 1966. "I've seen a lot of Southern jails," said Lewis, who first got involved in the civil rights movement as a student in Nashville in 1959.

The 1961 Mississippi freedom rides began the first week of May in Washington. Lewis was beaten in Rock Hill, S.C.; in Birmingham, Ala., the police

put the group in protective custody, and then dropped them off on the side of a road early in the morning. "It was Klan territory," recalled Lewis, who eventually made it to safety. And in Montgomery, Ala., an angry mob beat Lewis and other riders with pipes. "I was hit on the head, and left lying in a pool of blood."

When Filner arrived in Congress in 1993 he was placed on the Veterans' Committee, then chaired by Montgomery. "I didn't know who he was," Filner recalled. "The first day I was here, I met him. I'm thinking, 'How can I relate to him?' I said, 'I was once a tourist in your state.'"

Lewis recalled that when he came to the Hill in 1987, he related his civil rights involvement at a prayer breakfast, and Montgomery came up afterwards and said that he had escorted the riders to Jackson.

"We've talked about it," said Montgomery, now in his 15th

House term. "Like John (Lewis) said, we've all changed."

Lewis says, "If someone told me when I was on the freedom rides that I would be in Congress, I would have said, 'You're crazy.'" Overall, nothing he's seen on the Hill compares with "the struggle we had to overcome the divisions in the South. ... my involvement makes me appreciate every single day here."

But the legacy of Parchman prison lives on: Rep. Gene Taylor (D-Miss.) gave Lewis a T-shirt with "Mississippi State Penitentiary" written on it. "He said I was about the best-known graduate," Lewis quipped.

Filner, who became a history professor, said his time in jail "changed my life," giving him "a different kind of confidence." In February 1993, Filner spoke on the House floor to commemorate Black History Month, and related some of his experiences as a freedom rider. "It tells people this is not a Johnny-

come-lately thing," he recalled. "It's been part of me for so long."

The irony of the situation is not lost on the three members. "Only in the Congress of the United States," said Filner. "We're all from completely different backgrounds, and here we all are."

Three Democrats crossed paths 35 years ago

Diverse men's common ground in civil rights

By Deborah Kalb
FOR THE JOURNAL-CONSTITUTION

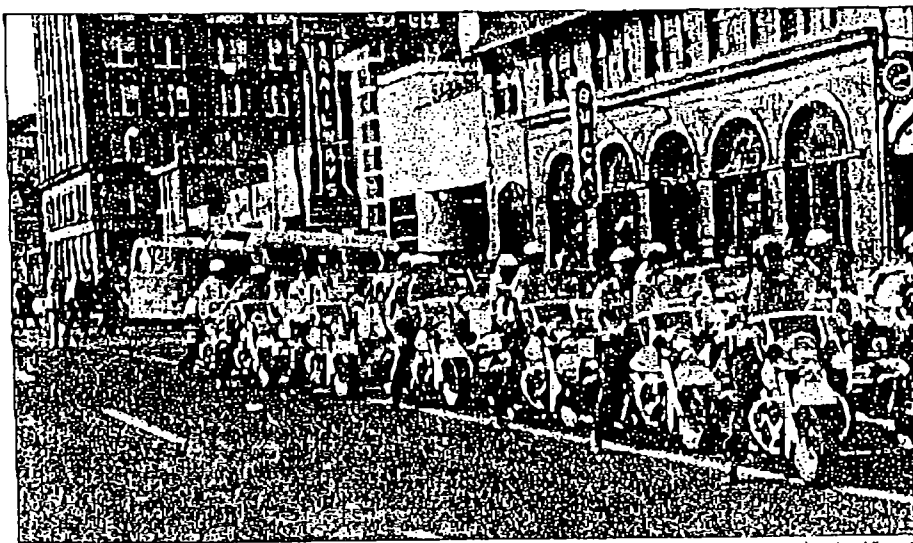
Washington — Today, the three are Democratic members of Congress. But 35 years ago, they stood on opposite sides in one of the most crucial battles of the civil rights movement: the freedom rides.

In the spring of 1961, dozens of college students, such as John Lewis and Bob Filner, volunteered to board racially integrated buses for a tense ride through the segregated Deep South. The immediate goal for 21-year-old Lewis, 18-year-old Filner and other freedom riders: Challenge Southern laws segregating passengers in bus facilities.

On the other side of the issue was Sonny Montgomery, a 41-year-old lieutenant colonel in the Mississippi National Guard who was to escort freedom riders from the Mississippi-Alabama line to Jackson, the capital, in central Mississippi.

For Filner, now a congressman from California and then a sophomore at Cornell University in upstate New York, embarking on the freedom rides was an outgrowth of his family's civil rights activism. "It was part of being Jewish," Filner recalls. "We were essentially brought up to believe that as minorities, your lot was with other minorities."

Filner was sent to Nashville, where he and the other volunteers, black and white, were trained in non-violence. Among their teachers: Marion Barry, now mayor of Washington. "Jackson, Miss., became the focal point," Filner said. "The idea was to fill up the jails."



Patrolmen escort freedom riders from the station in Montgomery in 1961.



Lewis leads charge

Filner clearly remembers Lewis, already known as a student leader in the civil rights movement, being on his bus heading into Jackson. "He wouldn't remember, but I was so impressed that I was on the same bus with him," Filner said. "John is an authentic American hero."

By the time the freedom rides took place, Lewis, now Georgia's 5th District congressman, had been arrested several times for civil rights activism, notably during sit-ins in Nashville, where he was a student leader. Between 1960 and 1966, he would, by his own estimate, be arrested 40 times. "I've seen a lot of

As a guardsman, Sonny Montgomery was an escort for the activists.

Southern jails," he said.

Lewis took part in the first leg of the rides, which began in Washington. After being beaten in Rock Hill, S.C., he was jailed in Birmingham. Then Birmingham police Commissioner Bull Connor had the group of freedom riders dropped off near the Alabama-Tennessee line. "We were afraid the Klan was going to come by and ambush us," Lewis said.

But after making their way back to safety, the riders continued. In Montgomery, there was "unbelievable violence on the part of a local mob," Lewis recalled. He and other riders were beaten with pipes.

As the riders approached Mississippi, the governor called out the National Guard. Montgomery, now a Mississippi congressman, was responsible for escorting the riders from the state line to Jackson, where they were put under arrest. Eventually, more than 300 riders would fill the Jackson jails.

"I picked them up from An-



With many sit-ins under his belt, John Lewis was eager for freedom rides.

niston, Ala.," recalled Montgomery, who was determined to avoid violence. "I probably knew where some trouble spots would be and worked around it. Nothing happened."

Surviving the ride

Montgomery remembers personally escorting one bus filled with riders to Jackson. The convoy, as he remembers, included two busloads of freedom riders, several highway patrol cars and several cars of national guardsmen.

They changed bus drivers in Meridian, Montgomery's hometown, where a crowd was waiting. "Maybe one or two hollered, 'What are you doing up there on that bus, Sonny?'

But they respected the guard and the law," Montgomery said.

The one thing Montgomery regrets in his handling of his mission: not allowing a rest stop for the riders.

Filner and Lewis were sent to Mississippi's Parchman prison. Filner spent two months there; Lewis spent 27 days. Filner remembers the riders being held in small one-person death-row cells to separate them from prisoners who were not involved in the freedom rides.

"They wanted to isolate us," Filner said. "They didn't want anybody to get our ideas, and they wanted to break us."

Meeting up in Congress

In 1993, the liberal Filner arrived in Congress and was assigned to the Veterans' Committee, which was led by the conservative Montgomery, who was first elected to the House in 1966.

"I didn't know who he was," Filner remembered. "I'm thinking, 'How can I relate to him?' I said, 'I was once a tourist in your state.'"

Having established their shared freedom-ride experience, the two, who have campaigned for each other, often joke about it. "He'll say to the conservative freshmen, 'I arrested this SOB,'" Filner said. "I'll say to the Black Caucus, 'This SOB arrested me.'"

Lewis remembered that soon after coming to Congress in 1987, he discussed his experiences in the civil rights movement at a prayer breakfast. After Lewis' remarks, Montgomery approached him and said he had escorted the riders to Jackson.

All three agree the South has changed in 35 years. "In 1961, segregation and racial discrimination were the order of the day all around the South," said Lewis, who was an Atlanta City Council member before running for Con-



As a minority, Bob Filner believed his lot was with other minorities.

gress. "There was a tremendous amount of fear in the places the freedom riders traveled."

Lewis believes the rides were successful, not only in desegregating public transportation in the South, but in spreading civil rights ideas to small towns throughout the region. "It literally brought the movement to almost every area of the Deep South," he said, adding that the Olympics would not be taking place in his city if not for the civil rights movement.

Montgomery, who is retiring from his Meridian-based House seat after 30 years in Congress, also believes the South is different. "You ask an average person, black or white, in Mississippi, and they don't even know what you're talking about when you say 'freedom rides,'" he said. "It's something in our past."

Filner, the non-Southerner of the three (his district is in San Diego), has a mixed view of the changes wrought by the civil rights battles of the 1960s. "Clearly things have changed for the better, but we have not solved all the issues," he said, pointing to the recent wave of church burnings in the South.

Still, all three marvel at the historical forces that brought them together twice in a tumultuous 35-year period.

"It's amazing to me that we all ended up in Congress 35 years later," said Lewis. "It says something about the distance we've come as a nation and as a people."

— Deborah Kalb is a reporter for Congressional Quarterly.

PRESIDENT WILLIAM J. CLINTON
UNIV. of CALIFORNIA, SAN DIEGO LUNCHEON
TALKING POINTS
June 14, 1997

Acknowledgments: Sec. Herman, Sec. Slater, Sec. Brown, Sec. Riley, Ambassador Richardson, Administrator Alvarez, Incoming Secretary of the Cabinet Thurgood Marshall. Members of Congress; Chancellor Dynes, President Atkinson. University of California Regents: Sue Johnson, Jess Bravin, Pat Kessler, Judith Levin, Zelma Montoya, Ward Connorly, Peter Preuss [PROYCE], Richard Russell. Vice President Bruce Darling, Vice Chancellor Joseph Watson and Interim Vice Chancellor Winifred Cox.

Thank you to the Provosts for each college for having combined their commencement ceremonies this year: Thomas Bond of Revelle Collge; Patrick Ledden of Muir College; Cecil Lytle of Marshall College; David Jordan of Warren College; Ann Craig of Eleanor Roosevelt College; Dean Richard Fineberg of International Relations and Pacific Studies; and Dean Richard Attiyeh [uh-TEE-eh] of Graduate Studies.

Thank you for having me here today. UCSD is a wonderful place and I thank you for having welcomed Hillary when she was here in 1995 to dedicate the Eleanor Roosevelt College in January of 1995.

Eleanor Roosevelt, John Muir, Thurgood Marshall, Earl Warren, Roger Revelle . . .
The University of California at San Diego has named its colleges for men and women who represent the ideals that unite us as a nation. They provide your students with a daily, constant reminder of what's best about America.

Our diversity is our greatest strength. It was wonderful to speak to the Class of '97 about how we must come together as One America. I'm proud to say that we have three former Freedom Riders with us: Rep. Bob Filner and Rep. John Lewis rode the bus together through Mississippi. And its a little known fact that Chancellor Dynes was also a freedom rider in 1964 in Jackson, Mississippi.

In the words of Eleanor Roosevelt: "We have to face the fact that all of us are going to die together or we are going to live together, and if we are going to live together, we have to learn to talk." I'm looking forward to continuing the dialogue we began today in the coming months.

Laura,

Here are three quotes from E. Roosevelt and Earl Warren in which you might be interested. If these are not what you are looking for, I'll go back up to the library.

"We have to face the fact that all of us are going to die together or we are going to live together, and if we are going to live together, we have to learn to talk" --Roosevelt

"Our obligation to world is our obligation to the future" --Roosevelt

"The term 'social justice' is not an evil one. It comes to us from the Holy Bible." --Warren

Hope these work,

Kevin



Kris M Balderston

06/12/97 05:30:20 PM



Record Type: Record

To: Laura K. Capps/WHO/EOP

cc:

Subject: Re: acknowledgments for UC San Diego remarks 

As of this moment the following Cabinet members are going (in protocol order) DOL's Alexis Herman, DOT's Rodney Slater, VA's Jesse Brown, and Education's Dick Riley.

You also may want to note the incoming Secretary of the Cabinet Thurgood Marshall.

LEVEL 1 - 18 OF 18 STORIES

Copyright 1995 Orange County Register
THE ORANGE COUNTY REGISTER

January 27, 1995 Friday MORNING EDITION

SECTION: NEWS; Pg. A26

LENGTH: 695 words

HEADLINE: STATE BRIEFLY

BYLINE: From Register news services

BODY:

CSU trustees make move to
eliminate remedial education

California State University trustees, taking issue with their school administrators, have made a first move to reduce remedial-education classes, saying high schools should do a better job.

Trustee Ralph Pesqueira said he hoped by the end of the year to implement a plan for phasing out some remedial education over the next five years, forcing students who need help with learning skills to look to community colleges.

The trustees Wednesday in Long Beach unanimously approved a resolution calling for development of "specific, practical action plans" to reduce the number of remedial courses in the 22-school system.

Remedial classes for foreign-born or older returning students would not be phased out, Pesqueira said. He wants to target students who have completed college preparatory courses in high school but still lack the basic skills to do college-level work.

Sigoloff Okd for seat
on Board of Education

Sanford Sigoloff, the corporate turnaround artist who couldn't become state school superintendent, got a consolation prize Thursday a seat on the state Board of Education.

Without debate, the state Senate in Sacramento voted 35-0 to approve Gov. Pete Wilson's nomination of Sigoloff to the school board.

Wilson originally named Sigoloff to succeed Democrat Bill Honig as state superintendent of public instruction after Honig was convicted of a conflict of interest.

But Wilson withdrew that appointment early last year after it ran into opposition from school groups that questioned Sigoloff's qualifications for serving as California's top school official.

THE ORANGE COUNTY REGISTER January 27, 1995 Friday

Castration trial slowed
by gender-bias charges

Accusations of gender discrimination slowed the start of jury selection in the retrial of a woman accused of castrating her husband.

The selection process began Wednesday but started over again Thursday after Los Angeles Superior Court Judge Robert O'Neill granted a prosecution motion accusing the defense of discriminating against men in the jury pool.

Prosecutors accused Deputy Public Defender Nan Whitfield of using her peremptory challenges to exclude men because of their gender, said Sandi Gibbons, spokeswoman for the District Attorney's Office.

Aurelia Macias, 37, was being retried on a felony mayhem charge for the Sept. 20, 1992, attack on her husband. The couple has since reconciled and sought dismissal of the case, but the district attorney refused.

LAPD needn't rethink
decision to fire Wind

The Los Angeles Police Department doesn't have to reconsider its decision to fire Timothy Wind, one of four officers dismissed because of their roles in the Rodney King beating, a judge ruled Thursday.

Superior Court Judge Robert O'Brien said forcing the department to review Wind's case "would not be just" because the department already has given the officer the due process he deserved under the city charter.

Wind was acquitted of criminal charges and federal civil-rights charges stemming from King's March 3, 1991, beating. He now has a desk job as an aide at the Culver City Police Department.

Gabor hit on head
by store security gate

Actress Zsa Zsa Gabor was hit in the head by an automatic wooden security gate in the parking lot of a Beverly Hills drugstore, her publicist and husband said Thursday.

Gabor, 77, was taken to the emergency room at UCLA Medical Center after Thursday's incident, said her husband, Frederick von Anhalt.

"The thing came right down and hit her over the head," von Anhalt said. "She has a heavy concussion. "

Von Anhalt said Gabor was treated and released.

THE ORANGE COUNTY REGISTER January 27, 1995 Friday

GRAPHIC: BLACK & WHITE PHOTO; ON THE ROAD; First lady Hillary Rodham Clinton participates in a discussion on using mammograms to detect breast cancer Thursday at the Kimball Senior Center in San Diego as Meggie Helton, a retired public-health nurse, looks on. The visit was part of tour she is taking to encourage women on MediCare to have mammograms. Later Thursday, Mrs. Clinton was the keynote speaker for the dedication of the University of California, San Diego's Eleanor Roosevelt College, in which she lauded her predecessor's contributions.

LANGUAGE: ENGLISH

LOAD-DATE: March 13, 1997

LEVEL 1 - 17 OF 18 STORIES

Copyright 1995 The San Diego Union-Tribune
The San Diego Union-Tribune

January 27, 1995, Friday

SECTION: LOCAL; Ed. 2,3,1; Pg. B-1

LENGTH: 822 words

HEADLINE: First lady hails Eleanor Roosevelt

BYLINE: STEVE SCHMIDT
Staff Writer

BODY:

Paying homage to her White House soul mate, Hillary Rodham Clinton urged UCSD students yesterday to heed Eleanor Roosevelt's call to public service.

"We have a continuing obligation to the larger world," the first lady said in a speech on campus. "We have to believe that if we work on behalf of a better world for all it will benefit us as much as those as we attempt to help."

In this age of unbridled cynicism, she said, "there's probably no better time than now than to rekindle the values and ideals" of Eleanor and Franklin Roosevelt.

Clinton's 25-minute speech in the new gymnasium of the University of California San Diego crowned an afternoon dedication ceremony for the university's Eleanor Roosevelt College.

It also capped a day-long visit by Clinton to the San Diego area that included a talk with doctors and the elderly in National City.

At UCSD, before a crowd of about 5,000 students, professors and others, the first lady dedicated one of five UCSD undergraduate colleges to her fellow Democrat and feminist trailblazer.

The parallels were not lost on the crowd or on those joining her on a gym stage.

Clinton "is in so many ways a modern-day counterpart of the extraordinary woman for whom this college was named," said historian Doris Kearns Goodwin, a Roosevelt biographer.

From the 1930s until her death in 1962, Eleanor Roosevelt helped shepherd some of the major social causes of the mid-century, including civil rights, often to withering criticism.

Clinton -- no stranger to rhetorical attacks -- said she often turns to the inspiration of Eleanor Roosevelt for solace.

"Although I've admired Mrs. Roosevelt over the years, I must say that over the past few years I've developed even greater affection for her," Clinton said. "And I've taken, on occasion, to having imaginary conversations with her."

The San Diego Union-Tribune, January 27, 1995

"When confronted with a particular situation, I might say, Oh, Mrs. Roosevelt, what do I do now?" "

The first lady said her critics might find that odd, but "I think the whole world would be better off if we spent more time with Mrs. Roosevelt."

After President Roosevelt's death in 1945, Eleanor Roosevelt served as a delegate to the United Nations. Later, she worked with President Kennedy on human rights and other social causes.

"I have found great inspiration in her example," Clinton said. "She is not only a model for me, but I hope she will be a model for whole generations of Americans."

"And indeed this college helps assure that." Roosevelt, a Roosevelt grandson, agreed.

"It may well be the pinnacle of all the honors bestowed on her during her life and after," he told the crowd.

The institution, formerly known as Fifth College, is believed to be the first in higher education named for Eleanor Roosevelt. The college focuses on international affairs.

As many as two dozen members of the Roosevelt family attended yesterday's event, which included a standing ovation and sustained applause for Clinton.

"I feel like I'm at a Chargers pep rally," she joked.

After the 90-minute ceremony, Clinton shook hands with scores of students and others as UCSD Chancellor Richard C. Atkinson escorted her from the gym.

A bust of the college's namesake was unveiled.

The dedication highlighted a week of coming-out activities for UCSD's new sports and recreation complex, a \$32 million, four-level behemoth financed by student fees.

Earlier yesterday, Clinton talked with women at the Kimball Senior Center in National City about the importance of mammograms.

"Breast cancer strikes women over 65 most of all," Clinton said. "If we can detect it early enough we can do wonderful things. What can we do to persuade more women to do that for themselves?"

Put the message on television, they told her. In utility bills. In bra packaging. Make sure doctors recommend mammograms.

Among the 120 women invited were cancer surgeons, breast cancer survivors and 76-year-old Ruby Fowler, who said she never had a mammogram. "It just had never occurred to me that I needed one," she said.

Dr. Sheryl Cramer of San Diego said she has done two mastectomies in the past week on women in their 70s who had never had mammograms, including one who said she could not afford transportation to a clinic and another whose doctor never

The San Diego Union-Tribune, January 27, 1995

suggested it.

Many women over age 65 do not know that Medicare will pay part of the cost of a mammogram every two years, Clinton said. About a third of women on Medicare get regular mammograms; the test is recommended for every woman over 50.

For Joan Palmer, 59, of Oceanside, a mammogram detected cancer three months ago, but she could not afford treatment.

"I have breast cancer but can't go further because there's no funding for me," she tearfully told the first lady.

The two-hour meeting was the third Clinton has held across the country in an effort to boost mammography awareness.

GRAPHIC: 2 PHOTOS; 1. Artwork debuts: Artist Rose Shechet Miller and Nicholas S. Aguilar, UCSD director of student affairs, unveil a bust of Eleanor Roosevelt at the dedication of a college named for her. 2. ROOSEVELT COLLEGE DEDICATION First lady Hillary Rodham Clinton talks with UCSD Chancellor Richard C. Atkinson as David Roosevelt, a grandson of Eleanor Roosevelt, applauds. Clinton spoke yesterday at a dedication ceremony for the university's Eleanor Roosevelt College, formally Fifth College. (A-1)

LANGUAGE: ENGLISH

LOAD-DATE: January 28, 1995

LUNCHEON

Elected Officials

Sen. Barbara Boxer (and Stuart Boxer)
Sen. Daniel Akaka
Rep. John Lewis
Rep. Patsy Mink
Rep. Jim Clyburn
Rep. Carlos Romero-Barcelo
Rep. Bob Filner and Jane Filner

Cabinet

Alexis Herman
Rodney Slater
Jesse Brown
Richard Riley
Richardson
Aida Alvarez, Administrator of SBA
incoming Secretary of the Cabinet Thurgood Marshall

School Officials

✓ Chancellor Dines
✓ President Atkinson
Senior Regent Sue Johnson
Student Regent Jess Bravin
Regent Pat Kessler
Regent Judith Levin
Regent Zelma Montoya
Regent Peter Preuss [PROYCE]
Regent Ward Connolly
Regent Richard Russell
Vice President Bruce Darling
Vice Chancellor of Student Affairs, Joseph Watson
Interim Vice Chancellor for Development and University Relations, Winifred Cox
Outgoing Chair of the Faculty Senate, Professor Georgios Anagnostopoulos
Incoming Chair of the Faculty Senate, Darrel Fanestil

Provosts

Thomas Bond (Revelle)
Patrick Ledden (Muir)
Cecil Lytle (Thurgood Marshall)
David Jordan (Earl Warren)
Ann Craig (Eleanor Roosevelt)
Dean Richard Fineberg Int'l
Relations +
Pacific Studies

Dean of Graduate Studies.
Attigena

COMMENCEMENT

Elected Officials:

(on stage) Senator Boxer

Senator Akaka

Rep. John Lewis

Rep. Maxine Waters

Rep. Patsy Mink

Rep. Jim Clyburn

Rep. Bob Filner

Rep. Carlos Romero-Barcelo

Cabinet

Alexis Herman

Rodney Slater

Jesse Brown

Richard Riley

Richardson

Aida Alvarez

incoming Secretary of the Cabinet Thurgood Marshall

School Officials:

Chancellor Robert Dines

President Atkinson

Distinguished Regents

Presentation by President of the Associated Student Body, Sou Lei [Sew Lay] Diallo [Dee-all-o]
and Incoming President of the Graduate Student Association, Thomas Diller

Community Leaders

President of the San Diego Chamber of Commerce *Gil Partida*
President and CEO of the San Diego Urban League John Johnson

Steve Shreiner, Pres. of the UCSB Alumni Association

619-534-2230 —
THE WHITE HOUSE
WASHINGTON

Eileen

1- 619-534-3136

MEMBERS OF CONGRESS TRAVELLING FROM THE HOTEL TO UCSD IN THE MOTORCADE:

Senator Daniel Akaka (D-HI)
Rep. John Lewis (D-GA)
Rep. Maxine Waters (D-CA), Chair, Congressional Black Caucus
Rep. Patsy Mink (D-HI), Chair, Congressional Asian Caucus
Rep. Jim Clyburn (D-SC), Congressional Black Caucus designee
Rep. Carlos Romero-Barcelo (D-PR)
Rep. Bob Filner and Mrs. Filner
Sen. Barbara Boxer and Stewart Boxer
(Rep. Bilbray will arrive at UCSD on his own)

MEMBERS OF CONGRESS ATTENDING THE UCSD LUNCHEON:

Senator Daniel Akaka (D-HI)
Rep. John Lewis (D-GA)
Rep. Maxine Waters (D-CA), Chair, Congressional Black Caucus
Rep. Patsy Mink (D-HI), Chair, Congressional Asian Caucus
Rep. Jim Clyburn (D-SC), Congressional Black Caucus designee
Rep. Carlos Romero-Barcelo (D-PR)
Rep. Bob Filner and Jane Filner
Sen. Barbara Boxer and Stewart Boxer

MEMBERS OF CONGRESS FLYING BACK ON AIR FORCE ONE:

Senator Daniel Akaka (D-HI)
Rep. John Lewis (D-GA)
Rep. Maxine Waters (D-CA), Chair, Congressional Black Caucus
Rep. Patsy Mink (D-HI), Chair, Congressional Asian Caucus
Rep. Jim Clyburn (D-SC), Congressional Black Caucus designee
Rep. Carlos Romero-Barcelo (D-PR)

INVITED BUT UNABLE TO ATTEND:

Senator Dianne Feinstein (D-CA)
Senator Edward Kennedy (D-MA)
Senator Carol Moseley Braun (D-IL)
Senator Daniel Inouye (D-HI)
Senator Ben Nighthorse Campbell (R-CO)
Rep. Xavier Becerra

Message Sent To: _____



Kris M Balderston

06/12/97 05:30:20 PM



Record Type: Record

To: Laura K. Capps/WHO/EOP

cc:

Subject: Re: acknowledgments for UC San Diego remarks 

As of this moment the following Cabinet members are going (in protocol order) DOL's Alexis Herman, DOT's Rodney Slater, VA's Jesse Brown, and Education's Dick Riley.

You also may want to note the incoming Secretary of the Cabinet Thurgood Marshall.

2

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. email	FINAL Congressional List for UCSD [partial] [PII] (1 page)	06/13/1997	b(6)
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COLLECTION:

Clinton Presidential Records
Speechwriting
Capps, Laura
OA/Box Number: 12622

FOLDER TITLE:

UCSD [University of California San Diego] Luncheon

2016-0194-S

bg225

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]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- 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.

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RR. Document will be reviewed upon request.

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

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- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- 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]

Ann M. Cattalini
06/13/97 11:17:55 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: FINAL Congressional List for UCSD

Final

**CONGRESSIONAL INVOLVMENT IN THE
PRESIDENT'S TRIP TO SAN DIEGO
June 13 - 14, 1997**

MEMBERS OF CONGRESS FLYING ON AIR FORCE ONE (8 TOTAL):

Sen. Daniel Akaka (D-HI)
Rep. John Lewis (D-GA)
Rep. Maxine Waters (D-CA), Chair, Congressional Black Caucus
Rep. Patsy Mink (D-HI), Chair, Congressional Asian Caucus
Rep. Jim Clyburn (D-SC), Congressional Black Caucus designee
Rep. Brian Bilbray (R-CA), represents UCSD
Rep. Bob Filner (D-CA), from San Diego
Rep. Carlos Romero-Barcelo (D-PR)

MEMBERS OF CONGRESS GREETING UPON ARRIVAL IN SAN DIEGO:

Senator Barbara Boxer (D-CA)
Stewart Boxer, spouse
Justin Ferrar, family friend, (b)(6)

**MEMBERS OF CONGRESS TRAVELLING IN THE MOTORCADE TO THE HOTEL DEL
CORONADO AND STAYING IN THE HOTEL DEL CORONADO:**

Sen. Daniel Akaka (D-HI)
Rep. John Lewis (D-GA)
Rep. Maxine Waters (D-CA), Chair, Congressional Black Caucus
Rep. Patsy Mink (D-HI), Chair, Congressional Asian Caucus
Rep. Jim Clyburn (D-SC), Congressional Black Caucus designee
Rep. Carlos Romero-Barcelo (D-PR)
(Reps. Filner and Bilbray will be staying at their homes. Bilbray will not be attending the commencement or the lunch.)

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

January 26, 1995

KEYNOTE ADDRESS BY
FIRST LADY HILLARY RODHAM CLINTON
AT THE DEDICATION OF ELEANOR ROOSEVELT COLLEGE
SAN DIEGO, CALIFORNIA

Thank you. Thank you. Thank you. Thank you very much. Thank you. I feel like I'm at a Chargers pep rally today. And I know that there are probably students from the town of the other team in the California Super Bowl. And I hope that all of you have a great time on Sunday watching what is now being called the California Super Bowl and frankly after the earthquakes and the floods and all the other problems you have been faced with, California deserves the Super Bowl and I'm glad to see it happening.

It is a great honor for me to be here. I want to thank Anne Craig and James Lyon. I want to thank my old friend David Roosevelt and the Roosevelt family. I want to thank the United Nations Association for its recognition. And I appreciate the welcome and the introduction from the Chancellor.

Being here today is for me a very special moment. As Doris Kearns Goodwin so eloquently told all of us, "Eleanor Roosevelt is a woman for all times and all people." The courage that she displayed in her own life and the causes and convictions for which she stood give me the greatest encouragement. And to think that finally a college that will educate the young people of this country and abroad who come here whom she loved is a very special time for all of us. I hope that each of you after having a taste of Doris' book will read the entire book for yourself. Because it is not only a marvelous narrative about two of the most remarkable Americans our country has ever been blessed with, but it tell vividly what our country went through, the challenges it faced during the second world war. It also reminds each of us and I think encourages each of us to be humble in the face of the many difficulties that generations before us have undergone on behalf of our nation.

There are two important dates that are around this particular time of dedication. The one I've already mentioned the Super Bowl. The second is the upcoming birthday anniversary of Franklin Roosevelt. Next Monday would be his 118th birthday and I along with Doris and David and others who care so much about Mrs. Roosevelt know that the legacy that President Roosevelt left us is still making our country great. And I

believe that he would be very proud to know that his wife, his partner in his enterprises was being honored in this way.

In celebrating President Roosevelt's birthday and the birth of the Eleanor Roosevelt College we have, and I hope each of you, associated with this college will continue to have, opportunities to consider the many ways in which these extraordinary public servants helped lead our nation through very difficult stressful times. There is no comparison to the circumstances in which my parents -- your grandparents -- found themselves in facing the Great Depression, facing the second World War. What never flagged throughout that period, no matter how difficult circumstances were, was the faith that the American people had, fueled in large measure by their confidence in themselves and their future despite the odds that America would continue to be great, America would grow, America would solve its problems.

Today we should take heart from the fact that facing our own problems we have the same greatness within us. And this generation of students who will go through this college should be assured that you too will have the future in America that many of us took for granted. And one of the ways we can insure that that will be the outcome is to begin thinking more positively about ourselves and looking to people like President and Mrs. Roosevelt for our role models. Seeing them and in them the very important ways that each of us can participate and make a contribution to our own futures and to our country.

I am a die hard Eleanor Roosevelt fan. I have read her autobiography, her newspaper columns, and many books about her and President Roosevelt. And from the first time I can remember hearing about her, I have always admired her. I was born in 1947, the year before she was sent by President Truman to serve on the United States delegation of the United Nations. Once there, she oversaw the writing and passage of the UN Declaration on Human Rights. I have also read that document which she championed and I'm always struck at how this woman at the end of the second World War, the beginning of the Cold War, continued to emphasize the themes that she had sounded throughout the years. Namely, that we must cooperate, we must find ways to work together.

I almost cannot even imagine the courage it took for her, at the dawn of the Cold War, to persuade delegates from so many different nations to sign their names on behalf of human rights. Although I admired Mrs. Roosevelt over the years, I must say that over the past few years I have felt an even greater affection for her. And have taken on occasion to having imaginary conversations with her. Now I am sure that there will be a talk show host somewhere who will point out with great glee that I have gone over the edge and am talking to myself and talking to Mrs. Roosevelt on a regular basis, but I believe the world, and

particularly our country, would be better off if we all spent a little time talking with Mrs. Roosevelt and less time yelling at each other and listening to people yell at each other. And on occasion when confronted with a particular situation I might say to Mrs. Roosevelt, "Oh my goodness, what do I do now?" And in my imaginary conversation -- my mind's eye -- she would listen to me calmly and look at me seriously and now say very much. I would then go on doing the best that I could and another occasion would arise when I would attempt to seek some pearls of wisdom from this woman who seemed to embody grace under pressure and I might say, "how did you handle this sort of thing. How did you deal with all of the concerns that you had and all of the difficulties that you faced?" And again in my mind's eye I would see her listening calmly and not saying very much. And finally the more I learned about her the more I understood what she dealt with on a daily basis as she persistently and passionately carried forward with what she believed would make the world better. That she could not answer my questions because in her view one simply went about life and did what was expected and did it to the best of one's ability.

So every time I begin to harbor thoughts like, "why haven't we solved this problem by now?" I imagine Mrs. Roosevelt shaking her head and saying something like, "the thing always to remember is to do the thing you think you cannot do." Or perhaps I see her again in my mind's eye saying, "these problems that we faced today are problems that we faced in the past. We have made progress, there are many, many improvements in the way that we treat one another, and we know we have more to do but continue to persist." I have found great inspiration in her example not only for the questions I ask and the role in which I find myself now, but more than that for the humanity and the dignity with which she led her life.

So is not only a model for me but I hope that she will be a model for whole generations of Americans and indeed this college helps assure that. As others have mentioned she was an inveterate traveler. She went everywhere and anywhere she thought her presence would make a difference. She called her experiences the best education she ever had. Not surprisingly she passed through California now and then. And as she did everywhere she made it her business to seek out people who otherwise would be ignored, overlooked whose voices would not be heard. So that she could return to the White House and make sure the President knew not only what his advisors told him, not only what was being written in the press, but what she personally saw and experienced.

I remember particularly a story that Doris relates in her book. When Mrs. Roosevelt was in California she went once with Helen Gahagan Douglas a writer, an actress, and later a congresswoman from California to the San Joaquin Valley. They

were going to tour migrant labor camps and they were driving along when Mrs. Roosevelt spotted a row of migrants' shacks. She asked to stop the car so she could get out. She marched across the a field of mud and muck to inspect the migrants' living conditions. And as she approached one of the workers realized who she was and said matter-of-factly, "Oh Mrs. Roosevelt, you've come to see us." It seemed perfectly normal that the President's wife would get out of a car and walk across a field to talk to migrant workers.

Today we live in an era of short and selective memories and we often forget the sacrifices and stands made by men and particularly women of the past. Those women who had the courage to break new ground simply by living according to their values and beliefs. I know that it is often difficult today for young people, particularly to make sense out of all of the contradictions and conflicts they see in today's world. And I know that all of us wished that everything that we faced could somehow be made simpler so that somehow our choices our decisions were not so difficult. But life is a great adventure. Eleanor Roosevelt knew that and she lived it. And she also understood that everyone of us everyday has choices to make about the kind of person we are what we wish to become.

She was often attacked and criticized but there was never any confusion in her own mind about what constituted a meaningful life. She refused to be categorized or stereotyped which of course greatly frustrated her critics. She was one of those rare people who strikes that elusive balance between "me" and "we." Between our rights and expectations as individuals and our obligations to the larger community. She conceived herself as a citizen. Someone who was there trying to make sure that democracy worked well. Someone who wanted to help educate other citizens about what they could do.

One of my favorite stories, again, takes place in California. She went to the West Coast to tour this part of the country on behalf of the President shortly after Pearl Harbor was bombed. You can imagine the swelling fear that existed in our state here. You can imagine the prejudice against Japanese-Americans. Editorials described Japanese-Americans as traitors, spies, and worse. Their houses and businesses were searched and many Californians were convinced that their former neighbors were now their enemies. As the hysteria mounted, Mrs. Roosevelt took it upon herself to pose with a group of Japanese-Americans. She issued a statement accompanying the photo that said, "Let's be honest. There is a chance now for great hysteria against minority groups -- loyal Americans born Japanese and German. If we treat them unfairly and make them unhappy we may shake their loyalty which should be built up." This act of honesty and courage so enraged so many in California that the Los Angeles Times essentially called for her removal from public life. But

of course she continued to speak out against the unfair treatment of anyone -- Japanese-Americans, German-Americans, anyone who she believed was mistreated. And she particularly worked to reverse her husband's policy of internment camps here in California and elsewhere.

One of my favorite quotes of hers is as follows, "To undo mistakes is always harder than not to create them originally, but we seldom have foresight. Therefore, we have no choice but to try to correct our past mistakes." She lived by that. In many, many ways she kept reminding the people of her time, those in power, that they could reverse their mistakes. She was able finally to see that the internment camps -- in large measure because of the impact they were having on children and families - were shut down.

For many of you who are students here, you may not believe now that you will ever face any issues that pose moral questions. That you will never have the opportunity to exhibit courage in the face of dilemmas such as Mrs. Roosevelt. I would say that everyday you have the opportunity to demonstrate courage. You have a choice. You can decide to be someone who tries to bring people together or you can fall prey to those who wish to divide us. You can be someone who stands against prejudice and bigotry or you can go along with the crowd and tell the jokes and point the fingers. You can be someone who believes your obligation as a citizen is to educate yourself and learn what is going on so you can make an informed decision. Or you can be among those who believe that being negative is clever, being cynical is fashionable, and there really is nothing you can do anyway. Your college experience will be a great opportunity for you to test yourself. It may never make headlines or any book of quotations, but you will know where you stand. You will find out what you are willing to be for and against. You will begin to understand what that balance about me and we that Mrs. Roosevelt worked to achieve can mean. You will discover as people do as they grow older that a meaningful life includes others and is open to new experiences. You will find as you study history, and literature, and the arts, as you delve into the sciences that your opportunity to learn and grow is as great as the investment you are willing to make in it.

And I hope that you will appreciate the understanding of life that Mrs. Roosevelt has given to us. That we have a continuing obligation to the larger world even when things don't work out as we would wish. Even when problems that we thought had been solved continue to plague us. Even when people don't act responsibly, don't do what they should to take care of themselves, we have to believe that if we work on behalf of a better world for all it will benefit us as much as those whom we attempt to help.

It is a gift for those of you here to be affiliated with a college not only named for Mrs. Roosevelt but dedicated to her ideals. She placed great faith in America's young people. That is my first memory of her. When I was in junior high school and had a teacher who talked to us about Mrs. Roosevelt and about how young women, just like young men, could learn and grow and make a contribution to the larger world that all of us must inhabit together. Mrs. Roosevelt would tell young audiences, "Do not stop thinking of life as an adventure. It is meant to be lived. You must keep curiosity alive. One must never turn his back on life," and I would add, on his fellow men and women.

There is probably no better time than now to rekindle the values and ideals of the Roosevelts. As Doris Kearns Goodwin has told us, they were not perfect people. They made their mistakes. They had their heartbreaks. But they had a fundamental belief in both the value of their own lives and in the betterment of the world in which they live. They both worked hard to keep faith with those core values.

As we look around our world today, we need to go back to those values. We need to understand that opportunity and responsibility go hand in hand and that our communities are stronger when we invest ourselves in them. I like to believe that if the Roosevelts were here today they would in their own ways -- he in his humorous, very human way of telling stories and relating to people -- he would say, "this is a great time to be alive. America's best days are ahead of her." She in her slightly more earnest way would look at us and say, "that's right, but each of us has an obligation to make sure that happens."

I hope for all of you that the values and ideals that this college represents will not merely be a weigh station for four years of your life, but be a beacon for you to live by and for you to help guide others to live by as well. Congratulations on the adventure awaiting you, and thank you for being part of this dedication.

END



University of California
San Diego

UCSD TODAY

AS AN INSTITUTION

- ▶ Although only 36 years old, the University of California, San Diego ranks 10th in the USA in the excellence of its graduate programs and the quality of its faculty, according to the most highly-regarded ranking of universities, released in 1995 by the National Research Council.
- ▶ The 1996 *US News and World Report* ranks UCSD sixth best of all state-supported colleges and universities in the nation. The ranking was based upon a nation-wide survey of 2,730 academicians expressing their opinions of 1,422 schools. In a 1997 survey conducted by *US News and World Report* of graduate and professional programs, UCSD ranked third in the nation in drama/theater and 12th in the nation in film programs.
- ▶ In the first objective study of academic strengths among U.S. research universities, UCSD's faculty ranked tops in the nation among public institutions in science productivity. When compared to private universities, in the 1997 survey, UCSD ranked fourth in the nation in science productivity, behind Caltech, Stanford and MIT.
- ▶ UCSD numbers five Nobel Laureates on its faculty, and of all public universities in the USA, has the second highest number of faculty elected to the prestigious national academies.
- ▶ Although a relatively small and young campus, UCSD ranks fifth in the nation and first in the University of California system according to the amount of federal research dollars the campus spends on research and development. Last year UCSD received \$325 million in research funding.
- ▶ A recent publication by Johns Hopkins University Press called The Rise of American Research Universities ranked leading public and private universities. UCSD was first among public institutions in the science ranking. If the private and public science rankings are merged, UCSD is fourth in this order: Caltech, Stanford, MIT, UCSD, and Harvard.

Page 2

- ▶ The 1997 *U.S. News and World Report* graduate school rankings rated UCSD's theater program third in the nation; film ranked 12th; engineering climbed to 23rd and the School of Medicine was in the top 20.
- ▶ UCSD ranked 16th among the nation's top 100 colleges and universities in graduating Hispanics at the doctorate degree level, according to the National Center for Education Statistics, U.S. Department of Education. It ranked 31st among the top 100 in bachelor degrees conferred to Hispanics, and in specific academic areas, was third in biology in Hispanics graduated.

AS AN ECONOMIC FORCE

- ▶ As the region's fourth largest employer, UCSD's annual revenues are \$1.1 billion, and its annual payroll is \$495.7 million. Using a conservative multiplier to estimate the effect of spending and respending of those dollars, UCSD's local economic impact was \$1.8 billion in 1996.
- ▶ In 1996 alone, UCSD attracted an estimated \$710 million from outside the San Diego region and channeled it into the local economy. UCSD's impact translates into 53,000 jobs locally and another 63,000 outside of this region.
- ▶ UCSD has spun-off more than 120 San Diego companies. These companies alone create well over \$1.8 billion in annual revenues. And 40 percent of the people who work in the San Diego biotech/biomed industry work for UC-related companies.
- ▶ UCSD has generated 132 active patents, with much of the licensing activity occurring in San Diego's life sciences, telecommunications, and software development industries.
- ▶ In 1996 UCSD received only 18.2% of its overall funding from the State of California. However, for each dollar the State of California invests in UCSD, the university generates four more -- and injects most of these dollars into the local economy.

Page 3

STUDENT BODY

UCSD is home to approximately 18,000 undergraduate, graduate and medical students. Out of almost 28,000 undergraduate applications received for fall, 1996, UCSD enrolled over 3,600 new freshmen and transfer students. The freshmen were in the top 8% of California high school graduates. The average GPA for the fall, 1996 incoming freshmen was 3.90 and their average SAT composite score was 1224.

Ethnically, UCSD has a diverse undergraduate student body. Enrollment for fall, 1996, included 42.6% White; 33.8% Asian/East Indian/Filipino; 11% Hispanic; 9.7% Other/No data; 2% African American and 0.8% American Indian.

For the anticipated fall, 1997 entering class, the average GPA and SAT composite scores are 3.89 and 1232, respectively. Ethnically, the anticipated fall, 1997 entering class includes 41.1% White; 34.5% Asian/East Indian/Filipino; 10.7% Hispanic; 10.7% Other/no data; 2.2% African American and 0.8% American Indian.

Over 90% of UCSD undergraduates are from California, and 91% are under the age of 25. Thirty-two percent of UCSD's undergraduates are from San Diego County, but 40% of UCSD's students work here after graduation. In fact, over 20,000 UCSD alums work in this County.

Prepared by UCSD University Communications Office

facts/ucsdbody
(06/02/97)

Profile

UNIVERSITY OF CALIFORNIA, SAN DIEGO

The University of California, San Diego, one of the nine campuses in the University of California system, is located on some 1,200 acres of coastal woodland near the northern limits of the City of San Diego. It has grown, since its founding in 1960, into one of the nation's leading teaching and research institutions.

UCSD's 18,000 employees and \$476.8 million annual payroll rank it as the third largest employer in San Diego County. With a \$1 billion+ annual operating budget, UCSD's impact on the San Diego economy is estimated at \$.1.01 billion annually, and its national economic impact at \$1.8 billion.

The campus was awarded approximately \$325 million in federal research funds last year, reflecting UCSD's international reputation for scholarship in natural sciences, engineering, oceanography, medicine, social sciences, and the arts and humanities. UCSD is ranked sixth in the national in federal research and development expenditures among all U.S. colleges and universities.

UCSD's faculty includes five Nobel laureates, the 1989 Pulitzer Prize winner in Music, and a recipient of the Fields Medal, the highest honor in mathematics.

Among the nation's public universities, UCSD ranks first in the percentage of undergraduates who are accepted at both medical and graduate schools. The prestigious National Research Council ranking of graduate education and faculty quality lists UCSD as tenth in the national.

UCSD's Graduate School of International Relations and Pacific Studies is the only graduate school in the nation to focus exclusively on the Pacific Rim. The campus also is home to the nationally prominent UCSD School of Medicine; Scripps Institution of Oceanography, the preeminent marine and global climate research center; the San Diego Supercomputer Center; the Institute of the Americas; the Charles Lee Powell Structural Research Laboratories, noted nationally for its seismic work; the California Environmental Technology Center; the California Space Institute, headed by former astronaut Sally Ride, and the Center for U.S.-Mexican Studies.

The site of several theaters, galleries and the nationally acclaimed Stuart Collection of outdoor sculpture, the campus also provides a major cultural resource for San Diego County.

(more)

Page 2

The Geisel Library, a fascinating eight-level structure of cast concrete and glass, serves as a major research library for the campus and for Southern California.

One founding feature which sets the UCSD campus apart from most large universities in California and elsewhere is the "small college" concept patterned after the model so successfully pioneered, centuries ago, by Oxford and Cambridge.

Each of UCSD's five undergraduate colleges--Revelle, Muir, Thurgood Marshall, Warren and Eleanor Roosevelt--has its own residence halls, student services, general education requirements, and educational philosophy and traditions. So, while the students remain part of one university, they also develop a sense of identity with the smaller family of their chosen college.

The UCSD Medical Center's two hospitals (Thornton Hospital on the La Jolla campus and the Medical Center in Hillcrest) plus a network of clinical facilities and research centers, serve as a national resource for clinical care and biomedical research expertise.

#

MARCH, 1996
jucsdback

July 18, 1995

UCSD HISTORICAL TRIVIA

1. Mascot:

UCSD doesn't have a mascot, as such, but does use a "Trident" (a three-pronged fishing spear carried by Neptune as a symbol of power over the sea) as its symbol in graduations and other ceremonial events. The symbol originated with Scripps Institution of Oceanography, incorporated in 1912, out of which the UCSD campus grew and was officially established in 1959.

Additionally, four "Triton trumpet shells" (large conch shells) were used as fanfare to open Revelle College commencements for the first several years. Four students stationed around the platform blew into the shells to emit the large hollow blasts which opened the ceremonies.

2. Famous Alumni:

Susumu Tonegawa, '68, Nobel Prize in medicine, 1987, for work on molecular immunology
Bill Atkinson, '74, co-developer of the Macintosh Computer
Guy Tribble, M.D., Ph.D., '75, principal architect of the original Macintosh and co-founder NeXT Inc.

Current Governmental

Lucy Killea, Ph.D., '75, California State Senator - *retired*
Steve Peace, '75, State Assembly
Valerie Stallings, '78, San Diego City Council
Loren Kaye, '78, Cabinet Undersecretary, Department of Trade and Commerce

3. Achievements in Athletics:

- Judith Sweet, UCSD Athletic Director, first woman president of NCAA, served 1991-92 term.
- Since 1981, UCSD has won 15 NCAA national championships in volleyball, tennis, soccer and golf.
- UCSD has no football team, although the subject is raised almost annually. One year, in the early 70's, a team actually got as far as uniforms and a schedule, but this attempt was nipped when Cal Tech ended its 14 year losing streak by beating the UCSD team.

4. Official and unofficial campus song:

- There is no official or unofficial campus song, but folk singer Sam Hinton, former Dean of Admissions, was asked to write a song specifically for a Universitywide surfing gathering. A copy of the song, to the tune of "Vive la Campagnie," is attached. He notes that it certainly did not attain any sort of status as an official campus song.

Page 2

5. Most (and least) beautiful campus building:

- a. The University Library building, often compared to a space-ship taking off, is regarded nationally as the symbol--and most architecturally powerful structure--on the UCSD campus. Designed by famed architect William Pereira, it contains six glass-enclosed floors of book stacks, widening and then narrowing as the structure rises. Completed in 1970, the space was nearly doubled when 200,000 square feet was added, entirely underground, in 1993. The building has been featured in movies, television shows, and countless commercials by advertising maestros or producers who want to photograph a building that evokes the rare style of the Crown Jewels elegantly melded with E.T.'s cosmic minivan.
- b. Several barracks, left from WWII when Marines trained at what is now the UCSD campus, are still in use as classrooms or offices and are regarded by some as unattractive. Others see the revamped buildings as charming connections to past history.

6. Strangest gift ever received:

Artifacts from a Spanish treasure galleon which sank off the shores of Key West in 1622 were received as dividends of stock given to the UC San Diego Foundation. The UCSD "treasure" included 12 silver coins, one gold coin, one gold bar, seven coin fragments, one copper ingot and a light emerald. These artifacts from the ship "Nuestra Señora de Atocha" were sold by the University in 1990 for \$15,500, which went toward educational support of women medical students.

7. Unique student, faculty or staff traditions:

The "watermelon drop" is undoubtedly the longest lasting tradition on this relatively new campus. It emanated from the first class in physics at Revelle College (1965), when an exam question centered on the velocity on impact of a dropped object. Students then took a watermelon and dropped it from the top (7th) floor of Urey Hall to measure its splat. The Watermelon Drop now marks the end of the school year at UCSD--a king or queen is elected, pageants and parties held before and after the main "drop" event.

8. Faculty accomplishments:

- a. Early discoveries in superconductivity were made by Bernd Matthias, a UCSD physicist and pioneer in superconductivity.
- b. Development of new cultured human skin replacement for severely burned patients.
- c. Isolation of the gene for luciferase, the enzyme that causes insects to glow (firefly glow.)
- d. UCSD researchers were the first to generate electricity by man-made photosynthesis.
- e. First direct evidence of how a cancer gene works: Chemist

Page 3

Russell Doolittle discovered that a gene that normally helps wounds to heal can run amok to cause cancer.

- f. **Greenhouse effect:** Scripps Institution scientists confirmed that carbon dioxide was rising in the atmosphere from pre-industrial levels.
- g. **Black Hole:** Through measurements from a space satellite, researchers provided the first compelling evidence that a black hole exists at the center of the Milky Way.
- h. **Earthquake resistant bridges:** UCSD engineers designed the retrofitting for earthquake-resistant double-decker bridges now used by CalTrans in seismically active areas of California.
- i. **Origin of earth theory:** In a now-famous 1953 experiment at the University of Chicago, UCSD chemist Stanley Miller and the late Harold Urey showed that life on Earth could have been formed by lightning bolts catalyzing the synthesis of chemicals in the ancient atmosphere. One of Miller's recent experiments confirmed that the first genetic material may well have been closer to RNA than previously thought.

9. **Quaint and curious bits of campus lore:**

Utility tunnels which lie under much of the Revelle campus were, according to legend, used for parties, for student scares, etc. Now, according to the Internet, they're used for skateboarding. (May be true, in part.)

The thousands of eucalyptus trees which mark the campus were planted originally for use as railroad ties by the Santa Fe Railway. (True.)

10. **Anything else:**

The one feature which sets UCSD apart from most large universities (and the other UC campuses) is the "small college" concept, patterned after those at Cambridge and Oxford. Each of the five undergraduate colleges at UCSD--Revelle, Muir, Thurgood Marshall, Warren and Eleanor Roosevelt--has its own residence halls, student services, requirements, educational philosophy, traditions, even graduation ceremonies. So, while the undergraduates remain part of one university, they also develop a sense of identity with the smaller family of their chosen college.

Ted (Dr. Seuss) Geisel, a resident of La Jolla, gave the commencement address, in verse, for Revelle College seniors in June, 1978. A major portion of the Seuss/Geisel collection of original sketches and verses is housed in the Special Collections section at The University Library.

THE VALUE OF LEARNING *through research*

THE PROCESS OF LEARNING—the acquisition of wisdom, knowledge, and skills—takes many forms. The simplest, and perhaps the most common, is the appropriation to oneself, through lectures and books, of information already acquired by another. It's a basic and necessary process.

But there's another way, a way that has been practiced for centuries at all the great schools of learning around the world. It is the research method, a method whereby students learn by discovering and, in the process, learn the process of discovery itself. This way is particularly appropriate to the University of California, San Diego, one of the top ten research universities in the United States. It is also particularly appropriate to a world where changes happen so quickly that new ideas can be out-of-date almost as soon as they are published.

At UC San Diego, as this Annual Financial Report demonstrates, research is conducted, not by faculty alone, but by many of the students as well. At this campus students learn, not just by attending lectures and reading books, but by conducting research alongside their professors. At UC San Diego, research is not an aside to a student's education, it is an essential component of the process that he or she undergoes.

Nor is research at UC San Diego the exclusive preserve of the natural sciences and engineering; as this report illustrates, it is conducted by faculty and students in the arts, humanities, and social sciences alike. And with the computational strength of the San Diego Supercomputer Center, based on the UC San Diego campus, at their disposal, our students have access to one of the most powerful research tools in the world.

Some people say that what society needs is more and greater technology and some would like to see funding more focused on research that has practical consequences. They have a point. But it is important to remember that great technologies are often based on ideas discovered by people conducting basic research, for its own sake, with no higher motive than the discovery of truth itself. One should also remember that many technologies have applications in areas that have little or no relationship to the discipline in which the original research was conducted. Whoever would have guessed that research into electronic data storage would give birth to the compact disk, on a handful of which the entire collection of Greek literature, ancient and modern, would be stored?

UC San Diego is no ivory tower. The research conducted by students is very often sponsored by off-campus industries attracted to the campus by the quality of our faculty and students and the quality of the research they conduct together. Through our Academic Internship Program, students are given the opportunity to take part-time jobs where they can test their theories with hands-on experience—and get academic credit for it.

Learning through research is at the heart of UC San Diego. The university's founders set the stage in the 1950s by first hiring the best available researchers and professors and only then opening up the campus to students who wished to learn. This campus never lost that commitment to research. Having hired close to forty new faculty for each of the past two years, we expect to hire an additional thirty this year. We commit more than a quarter of our budget every year to research and we rank sixth in the nation in the amount of money the federal government grants universities in the United States for research and development.

Research at UC San Diego was never something that only faculty did. It was, and still is, a shared enterprise, the best way we know for students to learn to discover truth and contribute to the human and social endeavor.

A PRICELESS COMMUNITY ASSET

emerging technologies



PROVIDING FOR THE FUTURE Research at UC San Diego produces a non-stop stream of new discoveries and technologies.

[8]



COBRA VENOM SPELLS PAIN RELIEF

People suffering from rheumatoid arthritis, sepsis, psoriasis, asthma, and components of atherosclerosis and cancer may take heart from the research of UC San Diego chemist Edward Dennis who is studying the cascade of reactions that trigger inflammation, fever, and pain. One of the key ingredients of that cascade bears a close resemblance to an enzyme found in the venom of the Indian cobra.



HARNESSING THE POWER OF THE STARS

Researchers under the direction of UC San Diego School of Engineering dean Robert Conn are studying interactions between plasma and containment materials that could be used in a fusion reactor, the seemingly inexhaustible source of energy for the future. Their laboratory is one of the few sites in the world where the interaction between edge plasma and beryllium, the material of choice for the inner containment wall in fusion power plants, can be tested.

A DNA VACCINE TO CONTROL ALLERGIES

A medical team led by Dennis Carson, director of the Sam and Rose Stein Institute for Research on Aging at UC San Diego, has developed an anti-allergy vaccine from a snippet of DNA. The vaccine, which could be applied simply by scratching the skin, may not only prevent allergies from launching an attack, it may wipe them out for good. It would be cost-effective, safer, and specific to the allergy protein or allergen causing the symptoms.

■ Pest-resistant beans and peas, important sources of protein in developing countries, are being genetically engineered by UC San Diego biologists.

■ By manipulating the gene that controls salt-uptake in plants, UC San Diego biologists may create salt-resistant crops and save California \$500 million a year.

■ A gene therapy that would protect babies from developing AIDS by arming their immune system against HIV is being developed by UC San Diego scientists.

■ UC San Diego biologists who genetically alter plants to produce flowers faster provide growers with a new tool for improving crops.

■ A new 3-D computer model of the heart developed by a UC San Diego engineer lets doctors connect the activity within single heart cells to the heart itself.

■ Molecules that a UC San Diego pharmacologist learned to wire with fluorescent tags are eavesdropping on cellular secrets in the far reaches of the human body.

■ The next generation of MRI scanners is being developed by a UC San Diego physicist with plastic sewer pipe, fiberglass, copper wire, and epoxy worth \$200.

■ Scripps Institution of Oceanography research that links the tropical Pacific to the global climate may enable forecasters to predict El Niño effects more accurately.

A PRICELESS COMMUNITY ASSET



[9]

FUNGUS THAT KILLS CANCER TUMORS

A chemical derived from a lethal compound in the poisonous jack-o'-lantern mushroom by Trevor McMorris, a specialist in the chemistry of natural substances at UC San Diego, is being tested as a treatment for tumors that resist other forms of chemotherapy. The chemical appears to be more effective than currently approved drugs in fighting cancers of the lung, breast, colon, and skin.



BUILDING SHIPS AND BRIDGES TO THE FUTURE

An industry-university consortium, led by UC San Diego engineering professor Robert Asaro, is designing, testing, and building prototypes of commercial passenger ships from high-strength, low-weight, composite materials such as carbon, kevlar, and glass. Another group, led by Gilbert Hegemier, is using space-age materials to build a new generation of highway bridges and retrofit existing bridges to withstand earthquakes.



CREATING NEW AND BETTER COMMUNICATORS

Under the direction of Anthony Acampora, researchers at UC San Diego's Center for Wireless Communications are developing new technologies to allow hand-held mobile personal communicators to transmit a combination of voice, data, image, and video. High-speed digital circuitry, smart antennas, new ways to compress multimedia signals, and new strategies for handling radio signals are among the technologies being developed.

■ Ocean noise is being used by a Scripps Institution of Oceanography researcher as an acoustic substitute for light to search the darkness of the deepest seas.

■ A blood substitute developed by UC San Diego bioengineers and medical faculty studying oxygen delivery in the human body has been patented by the university.

■ A vaccine that sounds an alarm to churn out millions of cells designed to attack and destroy tumor cells has been developed by a UC San Diego oncologist.

■ A new laser, generated from a table-top device built at UC San Diego, will be able to generate a beam ten times stronger than the current world record holder.

■ A nonlinear physicist at UC San Diego is taming chaos and developing a system that will increase the speed of information transmitted on optical fiber.

■ A computer engineer at UC San Diego has created a software package that allows viewers to take the role of director and view scenes from several different angles.

TO FIND OUT MORE For a comprehensive list of new discoveries and technologies being developed at UC San Diego, see the *Emerging Technologies* brochure. For a copy, call (619) 554-5120 or send email: tnebrida@UCSD.edu

UNIVERSITY COMMUNICATIONS

UCSD NEWS

March 28, 1997

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Ann Redelfs, SDSC, (619) 534-5032, redelfs@sdsc.edu

UCSD-LED PARTNERSHIP WINS COMPETITION TO REVOLUTIONIZE NATIONAL HIGH-PERFORMANCE COMPUTING CAPABILITIES

A multi-center partnership led by the University of California, San Diego has been named as one of two awardees for the National Science Foundation's new Partnerships for Advanced Computational Infrastructure (PACI) program. The announcement today by the National Science Board, the oversight advisory group of the National Science Foundation, allows UCSD to enter into negotiations for a five-year grant.

UCSD's partnership--the National Partnership for Advanced Computational Infrastructure (NPACI)--teams 37 of the nation's leading academic and research institutions to revolutionize high-performance computing to keep the United States ahead in all fields of science and engineering.

The other winning proposal came from the National Computational Science Alliance, a partnership led by the University of Illinois, Urbana-Champaign. Funding for the five-year awards is slated to begin October 1, 1997.

As envisioned, the partnership will tackle some of the nation's most intractable scientific and engineering problems, including the need for improved forecasts for climate and weather, the rational design of drugs to treat disease, and the creation of materials needed for a new generation of transportation and telecommunications networks and systems. Advances in these technologies will push future economic growth, while students and scientists at all levels will gain access to a vast reservoir of interactive information for education and training.

Sid Karin, founding director of SDSC, will serve as director of NPACI and will chair an Executive Committee that will be the primary decision-making body for the partnership.

(more)

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"NPACI has assembled the most knowledgeable people in computational and computer science," said Karin. "Together with the Alliance, we will build a coordinated, national infrastructure that will provide unprecedented computational capabilities for the nation's researchers. This is a rare opportunity to have a profound impact on scientific progress."

An essential ingredient of the UCSD-led proposal is the creation of a national "metacomputing" environment, that will harness diverse high-end computers, electronic storage and visualization systems linked over geographically dispersed sites by high-speed networks. This vast network of resources will permit researchers to solve computation-intensive problems in science and engineering, establish vast libraries of data and visual information, and allow this information to be manipulated by scientists collaborating with each other over long distances.

"This is an exciting opportunity to support collaboration among academia, industry, and government to advance high performance computing," said UCSD Chancellor Robert C. Dynes. "We are proud to have assembled such a high-caliber group for this project. Through sharing of ideas and expertise, the NPACI partnership will guide the nation in innovation and discovery based on computational methods."

NPACI partner sites will participate in the deployment of computing and data resources, technology and applications development, and education/outreach activities; many will participate in all three areas. Development work will focus on "thrust areas" to motivate, guide, and validate the evolution of the infrastructure. As areas poised for scientific discovery and technology development, NPACI initially will focus on Molecular Science, Neuroscience, Earth Systems Science, and Engineering. Three technology areas will be pursued that are central to creating the planned metacomputing environment: Adaptable, Scalable Tools/Environments, Data-intensive Computing, and Interaction Environments.

"We expect this list of thrust areas to evolve," said Karin, "with thrusts added and deleted as the work progresses, technologies develop, and new computational needs become manifest."

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npaci

Chancellor's Report

UNIVERSITY OF CALIFORNIA, SAN DIEGO

Message from the Chancellor

We hope you enjoy the new Chancellor's Report.

This young campus owes much of its success to the support of the community. Our loyal friends have been joined over the years as our circle has grown to include business and industry, education and civic leadership, elected officials and patrons of the arts.

As we approach the 21st century, the future of our university and our region depend more and more upon our ability to work creatively and collaboratively with all sectors of the community. In recent months, we have seen many examples of partnership in action. The opportunity to join with friends and colleagues in events that celebrate these partnerships has been one of the most rewarding aspects of my first year as chancellor.

You'll read about these recent highlights inside:

- The NSF approved our National Partnership for Advanced Computational Infrastructure (NPACI) proposal, creating a consortium of 37 of the nation's leading academic, corporate, research and government institutions.
- Chugai Pharmaceutical Co. presented a gift of \$1 million to endow a chair in cancer research.
- The San Diego Padres announced a partnership with UCSD Medical Center to launch a major community initiative on behalf of children with cancer.
- We gave the UCSD Medal to His Excellency Fidel Ramos, president of the Philippines, in an event that brought together a diverse group of San Diegans to recognize our role as a major player in the Pacific Rim.
- Our reviews get better and better: in two new surveys we were ranked first in the nation among public universities in science productivity, and our theatre department ranked third in the country.

And, we have just received the news that President Bill Clinton has chosen to address our graduating students on June 14, a great opportunity for our students, their families and the community.

I am excited about the future of UCSD and this region. With this new publication, we will be regularly sharing information about UCSD with our many friends, and building upon the momentum we have achieved together.



Service Medals to be Awarded By Chancellor's Associates

Two members of the Chancellor's Associates will be honored with Distinguished Service Awards during the associates' spring meeting May 29 at the Birch Aquarium at Scripps.

Receiving the awards for their generosity, dedication and volunteer service to UCSD will be Lawrence B. Robinson and R.B. Woolley, Jr.

Robinson will be cited for playing a major role in establishment of the Graduate School of International Relations and Pacific Studies, and his participation on the Dean's Roundtable and International Advisory Council, as well as his leadership gift to the Peter A. Gourevitch Endowed Fellowship fund and the Associates' Silver Circle membership. His award notes: "As a devoted friend, respected advisor and generous benefactor, Larry has played a

Service Medals continues on page 2

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computer
network
awarded
to UCSD

IO and NASA
establish joint
research center

Caplan, CEO
pursues change

Biotech Center
Endows Chair

Endowed
Chair for Honorary
Member

Major Endowment
Made to UCSD
Cancer Center

UNIVERSITY COMMUNICATIONS

UCSD NEWS

April 30, 1997

Media Contact: Warren R. Froelich, (619) 534-8564

UCSD FUSION RESEARCHER WINS NATIONAL MEDAL OF SCIENCE

Marshall Rosenbluth, professor emeritus and research physicist at the University of California, San Diego, has been named one of nine recipients this year of the National Medal of Science, the United States' equivalent of the Nobel Prize.

The Medal, which is awarded by the President of the United States, represents the nation's highest honor for ground-breaking scientific research.

"It is important that the nation publicly repay its debt to these outstanding men and women, whose contributions to science have helped to advance human learning, fight disease and provide insight into the central questions of the nature of the universe and humanity's place in it," said Neal Lane, director of the National Science Foundation which administers the medal competition.

According to the citation, Rosenbluth was honored for his fundamental contributions to plasma physics, his leadership in the quest to develop controlled thermonuclear fusion, and his wide-ranging contributions to national security. His theoretical studies of the behavior of plasmas and their instabilities provided a significant foundation for the design and development of prototype devices for fusion power.

Rosenbluth, also a senior scientist with the International Thermonuclear Experimental Reactor (ITER) program, is considered by many to be the dean of fusion theorists.

His work spans the history of fusion research. Shortly after receiving his doctorate from the University of Chicago in 1949 at the age of 22, he began an analysis of the scattering of relativistic electrons within nuclei, which led to the discovery of the so-called Rosenbluth formula --a staple of college-level physics courses.

In 1950, Rosenbluth was recruited by Edward Teller as one of the principal theoreticians at the Los Alamos Scientific Laboratory, New Mexico, doing classified fusion research that led to

(more)

page 2--rosenbluth

the development of the hydrogen bomb two years later. Rosenbluth later joined a small group of eminent scientists under James Tuck investigating the possible peaceful uses of fusion energy.

Rosenbluth, who also works with General Atomics, joined the UCSD faculty in 1987 and began work with the ITER project in 1993. He has received numerous awards including the E.O. Lawrence Prize, the Albert Einstein Award, and the Enrico Fermi Award.

The National Medal of Science was established by Congress in 1959. It honors the contributions made by outstanding individuals who have significantly advanced knowledge in the following fields: physics, biology, mathematics, engineering, and sociology and other behavioral sciences. Nominations are reviewed by the President's Committee on the National Medal of Science.

Including this year's recipients, the Medal has been awarded to 352 distinguished scientists and engineers, including Eugene M. Shoemaker, an astronomer and co-discoverer of Comet Shoemaker-Levy 9, which struck the surface of Jupiter in 1994; Milton Friedman, an internationally known economist who performed seminal research in the fields of consumption analysis, monetary history and theory; and Edward O. Wilson, who pioneered the field of sociobiology.

Past medalists at UCSD include Harold Urey, Margaret Burbidge, Michael Freedman, Walter Munk, George Palade and Roger Revelle.

The medalists will be recognized at a White House ceremony later this year.

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UNIVERSITY COMMUNICATIONS

UCSD NEWS

April 15, 1997

Media Contact: Katherine Brown, (619) 534-4006,
UCSD Laboratory of Comparative Human Cognition (LCHC),
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UCSD AFTER SCHOOL PROGRAM IS ADOPTED AT CAMPUSES ACROSS STATE

An innovative University of California, San Diego after school program which combines computer instruction and education with academic research and social interaction is being adopted at other UC campuses throughout the state. The UCSD program was the inspiration for the University of California's *UC Links* program, a new network of university-community partnerships to establish after school programs for K-12 students.

The UCSD program, called the Fifth Dimension, was established nearly a decade ago by Michael Cole, a professor of communication and psychology and a specialist on human cognition and learning, and researchers at UCSD's Laboratory of Human Cognition (LCHC). As a result of the continued success of the program, last year the University of California provided seed money to start the *UC Links* program, which so far has resulted in 25 community and university-based sites serving more than 700 K-12 students.

The theory-into-practice approach of researchers at LCHC has led to a new model for after school programs that mixes literacy activities with computers and play with education, and involves elementary school aged children with university students and academic researchers. Over the years, Fifth Dimension has grown to include three sites in San Diego, as well as numerous other sites scattered across the country.

"One of the most wonderful things about this program is that it successfully integrates the university's three-fold mission of research, teaching, and community service," said Cole. "It provides K-12 youth with computer-based instruction and learning after school, while providing faculty a laboratory to conduct research in the areas of culture, language and learning. At the

(more)

Page 2 -- UCSD After School Program Adopted at Other Campuses...

same time, the Fifth Dimension program gives undergraduates the opportunity to develop research skills as ethnographers of children's computer and learning practices, while providing positive role models for the children. The programs also have strong links to the public -- they are essentially collaborations between the university and the community."

One of the first sites established by UCSD is located in Eden Gardens, a predominantly Mexican community located in the northern San Diego city of Solana Beach. La Clase Mágica (tr the Magical Class) is a bilingual and bicultural after school site, where the combination of community and university participation and resources creates a dynamic and collaborative learning environment in which language and culture are integrated in computer learning and play. La Clase Mágica was developed under the auspices of UCSD Communication Professor Olga Vasquez, currently on leave at UC Santa Barbara.

Besides providing school children with a safe place to gather during after school hours, it engages bilingual children in literacy and learning activities, using first and second languages. La Clase Mágica is also unique because of the high level of involvement among parents, who are increasing their language and computer literacy skills along with the children.

Another important facet of La Clase Mágica is that it seeks to create an academic pipeline that facilitates school success and increases Latino representation in the ranks of UC students. Similarly, one of *UC Links'* objectives is to increase minority representation on UC campuses through these collaborations with the community. According to Vasquez, a member of the UC Latino Eligibility Task Force, La Clase Mágica has been cited by the task force as an example of UC-community collaborations that can pave the way for increased enrollment of Latinos in the UC system.

The after school program sites all use computer-based strategies to educate, entertain, and increase the language and literacy skills of the children. The children compose and receive e-mail messages, use educational software to do problem-solving activities, and play computer games. Unlike most after school programs, the Fifth Dimension is non-authoritarian in structure. Children are free to come and go as they please, and disputes, arguments, and problems are

(more) (

Page 3 -- UCSD After School Program Adopted at Other Campuses...

settled by a mythical figure called "The Wizard," (or "El Maga" at La Clase Mágica) who the children contact via e-mail.

According to Cole, motivated undergraduates help to make Fifth Dimension much more than a typical after school program. At UCSD, approximately 30 undergraduates participate in the program each quarter, receiving academic credit for their work. The students are required to review and analyze scholarly articles on child development, to hone their knowledge and use of new learning technologies, and to prepare detailed clinical field notes on their interactions with the children.

Perhaps most importantly, the students serve as mentors to the children, encouraging them to think that in the future, they too, one day, may be able to attend the university.

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JCSD's Fall 1997 Freshman Class is More Diverse Than Ever

NUMBERS: Minority admissions fall at UC's three law schools

By Terry Law
News Editor

LOS ANGELES — While the number of underrepresented minorities at the two prestigious UC law schools have plummeted, UCSD's class of 2001 will have more African-American and Hispanic faces than ever before.

Eighty African-American stu-

dents chose to enroll at UCSD for fall 1997, said Chancellor Robert Dynes during a break in Thursday's UC Board of Regents meeting, up from 61 the year before.

The number of Hispanic students accepting UCSD's offers of admission rose nearly 30 percent, to 313 from last year's 241.

UCSD's Native American population will remain essentially unchanged — 28 students accepted, compared to 29 in 1996.

A total of 3,500 students have returned their deposits and

Statements of Intent to Register, up from 2,753 last year. Campus officials are scrambling to find room for the 500 more students who accepted than were anticipated. However, they say they are pleased with the higher numbers because the number of applications from underrepresented minorities actually fell this year.

Dynes credited much of the growth to increased outreach and his own efforts in the community.

"I would like to believe we've been out there trying to make UCSD

a friendlier place," Dynes said.

However, Dynes said he had "no idea" what would happen next year when affirmative-action admissions criteria are eliminated.

The color-blind admissions policies, a result of UC Regent Ward Connerly's July 1995 SP-1 measure, went into effect this year at UC graduate schools.

At UC Berkeley's Boalt Hall law school, the number of African-American students sunk 81 percent. While 75 black students were

See **NUMBERS**, Page 9

NUMBERS:

Connerly not surprised by drop

Continued from page 1

admitted for fall 1996, only 14 were chosen for fall 1997.

The number of Hispanic students admitted to Boalt also fell, although not as dramatically. Only 39 Hispanics were admitted this year, down from 78 last year.

The UCLA School of Law reported similar 1997 admissions figures. Only 21 African-American applicants were accepted, down from 104 last year.

While the number of Hispanic students accepted at UCLA did not fall as dramatically as at UC Berkeley, the drop is still significant — 108 were admitted last year, but only 73 received offers this year.

"This sort of reinforces the belief I've had for a long time that we're giving major, major preferences to 'underrepresented' minorities," said Connerly. "It's like a bucket of cold water in the face."

The number of white students offered admission at the two schools went up by 15 percent at UC Berkeley and 14 percent at UCLA. The number of Asian students grew by 18 percent at UC Berkeley and seven percent at UCLA.

UC Davis law school admissions officers accepted 20 blacks for 1997, down from 27 for 1996. The number of Hispanics admitted fell as well, to 50 from 69. White admissions rose from 482 to 488, and the number of Asians admitted sank to 107 from 148.

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17TH STORY of Level 2 printed in FULL format.

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SECTION: A SECTION; Pg. A01; REALITY CHECK

LENGTH: 2217 words

HEADLINE: A Distorted Image of Minorities; Poll Suggests That What Whites Think They See May Affect Beliefs

BYLINE: Richard Morin, Washington Post Staff Writer

BODY:

A majority of white Americans have fundamental misconceptions about the economic circumstances of black Americans, according to a new national survey, with most saying that the average black is faring as well or better than the average white in such specific areas as jobs, education and health care.

That's not true. Government statistics show that whites, on average, earn 60 percent more than blacks, are far more likely to have medical insurance and more than twice as likely to graduate from college.

Most of those surveyed, regardless of race, also greatly overestimated the number of minority Americans in the United States. Most whites, blacks, Hispanics and Asian Americans said the black population, which is about 12 percent, was twice that size. Those whites with the most inaccurate ideas about the size of the minority populations were the most likely to say that further increases would be bad for the country.

"There is real meaning, substantive meaning in these numbers," said Richard Neimi, a political scientist at the University of Rochester who has studied the relationship between knowledge and attitudes. "People do misunderstand what the country is like. They overestimate. . . . And it is not a big leap to imagine that this may well affect the way people think about minorities, that it may lead to this idea that the country is being overrun."

These misperceptions were one finding of a recent national telephone survey sponsored by The Washington Post, the Kaiser Family Foundation and Harvard University, the first in a series of polls that will explore how much Americans know and how it may affect the way they think about themselves and their country. A total of 1,970 randomly selected Americans were interviewed, including 802 whites, 474 blacks, 352 English-speaking Asians, and 252 Spanish and English-speaking Hispanics. The remainder were of other races or declined to identify their race.

Overall, the survey found that Asian Americans generally were closer to whites on many but not all racial issues, while Hispanics were closer to black views.

Pessimism united the races. A majority said they feel the American Dream is fading for them and for their children. Good jobs, they said, are harder to find. So is decent housing. Schools are getting worse, not better. Those in America's growing black middle class said they felt particularly vulnerable,

The Washington Post, October 08, 1995

expressing fears that tough times and discrimination could wash away their gains.

Regardless of race, an overwhelming majority agreed that merit -- not diversity -- should decide who is hired, promoted and admitted to college. No such consensus emerged, however, about the value of integration in workplaces, neighborhoods and schools. Half of each group said it was important; half said it wasn't.

The sharpest divisions occurred in the way whites and blacks view the world. Simply put, a majority of whites said they believed that many blacks have achieved equality with whites on the cornerstone issues that gave momentum to the civil rights movement more than 30 years ago. Most blacks, in stark contrast, said they believe that racism and discrimination have been on the rise in the past decade.

For example, 68 percent of blacks surveyed said racism is "a big problem in our society today," but only 38 percent of whites agreed. Similarly, 71 percent of blacks said "past and present discrimination" was a major reason for the economic and social problems facing some African Americans today, but only 36 percent of whites thought this was true.

The gap is so wide that "it really seems that blacks and whites may as well be on two different planets," said Robert J. Blendon, a Harvard professor who analyzed the poll's results. Blendon, who specializes in public policy and survey research, was a member of The Post/Kaiser Foundation/Harvard team that designed the survey.

The racial divide was clearly visible in longer follow-up interviews conducted with survey participants.

Merle Barone, 64, a white retired department store clerk living in Monroeville, Pa., said: "I just feel as though the white person is being blamed for everything that goes wrong with the African Americans. Nobody owes any of us anything. Let's get on with our lives and make the best of it. . . . Come on. Everything in the world can't be racial."

Whites "do not want to get it," said Kolima David Williams, 38, a black chemist in Lewisville, Tex. "The reason they don't acknowledge the problems is because then they would have to admit that the system is corrupt and that it's working for their benefit and then they would have to give up something they have and would have to share."

Whites and blacks in the survey tended to agree on what Congress should do -- balance the budget, reform welfare, preserve programs that help children -- but they disagreed about most issues relating directly to race.

The overwhelming majority of whites said blacks have an equal chance to succeed, that whites bear no responsibility for the problems that blacks face today, that it's not the federal government's role to ensure that all races have equal jobs, pay or housing.

In several key areas, the survey found, a majority of whites said blacks are as well or better off than whites. For example, 46 percent of whites said blacks on average held jobs of equal quality to those of whites, 6 percent said

The Washington Post, October 08, 1995

blacks had jobs that were "a little better" and another 6 percent said "a lot better." Conversely, 26 percent of the whites questioned said jobs held by blacks were a "little" worse than those held by whites, 15 percent said they were a "lot worse" and the remainder did not express an opinion.

Gloria Jean Smith, 46, a white nurse in St. Louis, said: "The percentage of black people that are middle class and the percentage of white people that are middle class I would say are equal."

For Smith, this perceived parity means that affirmative action programs are not necessary. "I'm against affirmative action," she said, "because there are just as many white people that would like to have a hand up as black people. I don't think it's a question of money from the government to help people achieve their goal. I think it has to come from their persistence, their dream, their determination and that is the only way that you can really make it and feel good about yourself."

Michael Dawson, a University of Chicago professor who has studied racial attitudes, said many whites in the survey seemed to believe that "we can't do anything, we shouldn't do anything because it runs counter to basic American values and, besides, there's nothing to do because there aren't really any differences between blacks and whites."

Blacks, on the other hand, appeared to believe "it is our duty as a people, under the egalitarian principles of the Declaration of Independence, to redress these differences" through government action, Dawson said.

Large majorities of all the races said the federal government did have a responsibility to make sure that minorities and whites receive equal treatment from the courts and police. They also agreed that the government should assure that all Americans receive equal health care. There was broad consensus that it is the government's job to ensure that all Americans receive equal educations.

But the consensus collapsed on the question of whether the government has a role in ensuring economic equality. Two-thirds of whites interviewed said the federal government had no responsibility to make certain minorities have jobs and incomes equal to whites, while 7 of 10 blacks surveyed said the federal government had an obligation to equalize outcomes as well as opportunity.

Whites stood alone in their view of black circumstances. Overwhelming majorities of African Americans said blacks were far worse off on each of these measures of economic well-being. Large majorities of Hispanics and Asian Americans too agreed that blacks were worse off than whites in terms of income, jobs, housing and education.

Whites who had not attended college were twice as likely to be misinformed about black circumstances than were whites who had continued their educations. But other factors proved to be only weakly associated or completely unrelated to knowledge levels. According to the survey, white men were as misinformed as white women, wealthy whites were only slightly more informed than lower-income whites and white Republicans surveyed were slightly more informed than white Democrats. How whites saw black circumstances was closely tied to a range of beliefs and policy preferences. Two-thirds of whites -- 65 percent -- who saw little difference between the social and economic conditions of blacks and whites also opposed additional federal spending to help low-income minorities.

The Washington Post, October 08, 1995

That compared with just 32 percent of those who knew that blacks on average still fared at least somewhat worse than whites on most measures of economic well-being.

Blacks and whites fundamentally disagreed over the causes of the problems facing some African Americans. Seven out of 10 blacks put discrimination and lack of jobs and education at the top of the list. "You look at homelessness, crime and all those things; it's a cycle, and racism can be factored into all of those things," said Nadine Etienne, 24, a black clerical worker living in Coconut City, Fla.

But many whites in the survey minimized the importance of any past discrimination and traced the source of black problems to blacks themselves, with 58 percent of whites citing the breakup of the black family as a major cause of problems in the black community.

"They're not disciplined," said Richard Oskin, 68, a retiree living in New Kensington, Pa. He described watching a local television news story about a teacher who had been attacked at a local school. "A black kid punched the teacher because he was told to go to the principal, and they were interviewing his mother on television. She said, 'He got in my boy's face.' She was defending him!"

A majority of respondents, regardless of race, shared a common fear: that the future looks bleaker rather than brighter. Nearly 6 out of 10 respondents said they felt further away from achieving the American Dream than they did 10 years ago. Nearly 8 of 10 said they are worried that they won't have enough money to get by.

"I don't believe that there is an American Dream anymore," said Kathy Brown, 47, an escrow mortgage officer living in East Long Beach, Calif. "It has been just blown apart. I mean the world has gone to hell in a handbasket. . . . Between drugs, gangs, crime on the rampage, there is no such thing as a nice neighborhood anymore."

"As far as going out and getting a job and staying there for 30 years, that don't happen anymore, like the way my father retired," said Marcus Lucero, 32, a machinist living in Niles, Mich. "Those jobs aren't there."

"There's really no decent jobs," said Violetta Dague, 27, a pillow maker living in Maquoketa, Iowa. "There's no decent housing and there's really no money. It's all gone before you even get it. It's costing more and more and more every year to send a kid to college. I'm going to have one going in eight years and I don't even want to think about it."

Yet these shared anxieties push blacks and whites in opposite directions. Facing increased insecurity and diminishing prospects, the survey suggests that whites have become more hostile to minorities, fearful that more minorities would further erode their diminishing quality of life and far less sympathetic to attempts by the federal government to address problems that the minority poor face.

For blacks, the dimming of the American Dream suggests the need for more government intervention, not less. Blacks who expressed the most concern about the future were far more likely to favor strong government action to counter

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the economic and social problems facing minorities.

Overall, nearly half of those interviewed -- 47 percent -- said that tension between the races had increased in the past 10 years, a view shared by 45 percent of all whites, 59 percent of the blacks and pluralities of Hispanics and Asian Americans.

Among the quarter of the sample who reported the most economic distress, 57 percent said racial tension was increasing compared with 39 percent among the quarter who reported the fewest worries about the future. "It used to be pretty much a black and white thing; now it's Asian, it's Hispanic," said Calvin Harris, 39, a black maintenance worker living in Ray, Mich. "Everything is supposed to be equal now. Everyone is at everyone's throat fighting for jobs."

New arrivals to this country said they sensed the tension immediately.

"I want to melt into this country and participate in the life here, but it seems so hard," said Deborah Hsu, 20, a college student in Los Angeles who came to the United States from Taiwan just over a year ago. "People don't give me a chance to make friends with them or try to understand me and give me a chance to make friends with them. Nobody gives you a second chance. Everybody is just thinking about themselves."

Mario A. Brossard, assistant director of Washington Post polling, contributed to this report.

GRAPHIC: Photo; Illustration, The Washington Post; Photo, ricky moon for The Washington Post; Photo, john gentry for The Washington Post; Photo, todd bigelow for The Washington Post; Photo, martha rial for The Washington Post, Poll: MISPERCEPTIONS ABOUT U.S. POPULATION Q. What percentage of the U.S. population is . . . White Black 1992 responses responses census data . . . WHITE? 49.9% 45.5% 74% . . . BLACK? 23.8% 25.9% 11.8% . . . HISPANIC? 14.7% 16.3% 9.5% . . . ASIAN? 10.8% 12.2% 3.1% Asian Hispanic 1992 responsee responsee census data . . . WHITE? 54.8% 46.7% 74% . . . BLACK? 20.5% 22.7% 11.8% . . . HISPANIC? 14.6% 20.7% 9.5% . . . ASIAN? 8.3% 10.8% 3.1% NOTE: Response percentages are averages of the estimates made by those polled. Hispanics can be of any race. Percentages do not total 100 because other races are not shown. SOURCES: Washington Post/Kaiser Family Foundation/Harvard University survey, U.S. Census Bureau Poll: HOW PERCEPTIONS AFFECT ATTITUDES Do perceptions influence how people think about issues? Yes, the survey results suggest. Respondents were asked whether the average black is faring better, worse or the same as the average white in six categories: income, jobs, housing, education, job security and access to health care, all areas where government statistics show the average white is faring better. Least informed Definition: Those who gave incorrect answers to five or more questions. Most informed Definition: Those who gave correct answers to five or more questions. Of the 870 whites interviewed, about 22 percent fell into the "most informed" category, 38 percent into the "least informed" group with the remainder somewhere in between. Percentage of whites who . . . favor cuts in food stamp spending Most informed 34% Least informed 62% . . . favor cutting aid to cities Most informed 48% Least informed 58% . . . favo

The Washington Post, October 08, 1995

LANGUAGE: ENGLISH

COUNTRY: UNITED STATES;

LOAD DATE: October 08, 1995

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1ST STORY of Level 1 printed in FULL format.

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Health Line

March 21, 1995

SECTION: ACCESS/QUALITY/COST

LENGTH: 960 words

HEADLINE: EQUITY OF CARE: MINORITIES MORE LIKELY TO LACK INSURANCE

BODY:

"Thirty-one percent of minority adults ... do not have insurance, compared with 14 percent of" of white Americans, according to a study released 3/20 by The Commonwealth Fund.] *

METHODOLOGY: Louis Harris and Associates surveyed 3,789 adults (1,114 whites, 1,048 African-Americans, 1,001 hispanics, and 632 Asian-Americans) between 5/13/94 and 7/28/94; the margin of error is +/- 2%.

CHOICES: The study found 29% of minorities who said they "have little or no choice about where to get health care," compared to 16% of whites; 56% of minorities receive health insurance coverage from their employers, compared to 66% of whites.

BARRIERS: Minority adults also report more problems with receiving care. Forty percent say they have "a major problem with having to pay too much for care," compared to 26% of whites. Eighteen percent of minorities said they have difficulty obtaining specialty care, compared to 8% of whites. In addition, 23% of minority respondents expressed the need for an interpreter when seeking health care services.

OTHER FINDINGS: Sixty percent of whites said they are satisfied with their health care, compared to 46% of minorities. Fifteen percent of adults "in all minority groups believe their medical care would have been better if they were of a different race." When asked about quality of life, 36% of minorities report "high" stress levels, compared to 26% of whites.

PREVENTIVE CARE: There was only a three percent difference in the number of whites and minorities reporting that they did not receive preventive care in the past year, 26% vs. 29% respectively. But the survey found that "minority subgroups such as Vietnamese (47%), Mexican (39%), and Puerto Rican (38%) were much less likely to receive" preventive services.

REACTION: Commonwealth Fund Pres. Karen Davis: "If minority Americans already face problems in obtaining care, the question must be asked, 'How will they be affected by changes in health care financing and practice that are occurring today and those that are proposed for the future?'" Kansas City, MO.
Truman Medical Center's Dr. James Mongan: "Cuts in Medicaid could add millions to the ranks of the uninsured, and the move to managed care could make it even more difficult for the uninsured to obtain care" (Commonwealth Fund release, 3/20).

Health Line, March 21, 1995

WHERE DO YOU USUALLY GO WHEN YOU ARE SICK OR NEED HEALTH CARE?

	White	Minority
Doctor's office	71%	59%
HMO/physician group practice	3	3
Emergency room	8	13
Hospital outpatient dept.	4	7
Community health center	2	3
Public clinic	5	9

% WHO HAVE A REGULAR DOCTOR/HEALTH PROFESSIONAL THEY GO TO WHEN
SICK OR IN NEED OF HEALTH CARE White 80% Minority 66%

IN THE PAST YEAR, WAS THERE A TIME YOU NEEDED MEDICAL CARE BUT
DID NOT GET IT? White Minority

Yes	13%	15%
No	86	84

Note: The main reasons cited by both groups were high cost,
inability to get an appointment and lack of insurance coverage.

IN THE PAST YEAR, HAVE YOU EVER PUT OFF OR POSTPONED SEEKING
NEEDED HEALTH CARE? White Minority

Yes	33%	31%
No	67	69

DO YOU BELONG TO AN HMO?

	Yes	No
White	23%	71
Minority	26	65

WAS THERE ANY TIME IN THE PAST 2 YRS
WHEN YOU WERE COMPLETELY UNINSURED?

	Yes	No
White	12%	87%
Minority	19	81

LANGUAGE: ENGLISH

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PR Newswire

March 20, 1995, Monday

SECTION: Washington Dateline

DISTRIBUTION: TO NATIONAL AND HEALTH/MEDICAL EDITORS

LENGTH: 1733 words

HEADLINE: MINORITY AMERICANS ARE SHORTCHANGED ON HEALTH CARE;
A National Survey Compares Health Experiences of African-American, Hispanic,
Asian, and White Adults

DATELINE: WASHINGTON, March 20

BODY:

An unusually detailed national survey finds that minority Americans are twice as likely to lack health insurance as white Americans, and almost a third report little or no choice in where they receive medical care. Conducted for the Commonwealth Fund by Louis Harris and Associates, the survey interviewed a nationally representative sample of African-American, Hispanic, Asian-American and white adults, age 18 and over.

"Minority Americans do not enjoy an equal health opportunity, as national health data reveal. The survey results show how the lack of health insurance, limited choice of providers, and the cost of getting care influence their experiences with the health care system," said Karen Davis, Commonwealth Fund president. "If minority Americans already face problems in obtaining care, the question must be asked, how will they be affected by changes in health care financing and practice that are occurring today and those that are proposed for the future."

"What is worrisome is that in today's climate, a range of programs enacted to improve minority health could be disbanded without adequate thought," said James Mongan, M.D., executive director of the Kansas City Truman Medical Center. "Cuts in Medicaid could add millions to the ranks of the uninsured, and the move to managed care could make it even more difficult for the uninsured to obtain care."

The survey found that health care experiences and problems vary across minority groups and subgroups. Minority Americans interviewed included African Americans and blacks of Caribbean descent, Hispanics of Mexican, Puerto Rican, and Cuban descent, and Asian Americans of Chinese, Korean, and Vietnamese descent.

"The range of different minority populations interviewed about so many key health issues makes this survey unique -- and I use that word literally," said Humphrey Taylor, chairman and CEO of Louis Harris and Associates, Inc.

Key Points

Access to care is a bigger problem for minority Americans.

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Thirty-one percent of minority adults, ages 18-64, do not have insurance, compared with 14 percent of white adults in this age group. Lack of insurance is a particular problem for Korean (41%) and Hispanic adults (38%). Although comparable proportions of minority adults and white adults are employed (72% v. 76%), minority adults are much less likely than white adults to receive health insurance through their employer (56% v. 66%). Among insured adults, ages 18-64, disruptions in health insurance coverage were more common for minority adults (20%) than for white adults (15%) during the past two years. A lapse in coverage was especially common among black adults of Caribbean descent (24%).

"Health insurance is an indispensable key to health care in this country: it opens doors to access, quality, and at least some choice of care. Many Americans, especially members of minority groups, are still locked out of the care they need to live full, healthy lives," said Thomas Chapman, CEO of The George Washington University Hospital. "And being employed is no guarantee of health care coverage -- even less so for minority Americans -- as the findings of this survey bring out."

"As a general internist with mostly working and poor Hispanic patients, many of whom are elderly, I am simply frustrated by the way the lack of insurance keeps them from getting the health care that they need," said Susana Morales, M.D., of New York's Columbia-Presbyterian Medical Center. "My patients often can't afford to buy needed medicine; they have to delay tests. Small health problems in the young people become enormous problems for older adults. And the gap between what they need and what I am able to provide gets bigger."

Choice

Minority adults are nearly twice as likely to have "very little choice" or "no choice" in where they obtain their health care. Minority adults (29%) are far more likely than white adults (16%) to say they have very little or no choice about where to get health care, usually because they lack insurance, are Medicaid recipients, or are unable to pay. Minority adults (66%) are less likely than white adults (80%) to have a regular doctor or other health professional, a situation that is particularly acute among Asian-American (60%) and Hispanic adults (59%).

Barriers

Minority adults face many barriers to receiving care. Forty percent of minority adults have a major problem with having to pay too much for medical care, compared with 26 percent of white adults. Puerto Rican Americans and Chinese Americans are particularly affected. Having to wait too long for care is a major problem for 27 percent of minority adults, compared with 16 percent of white adults. This is pronounced among those of Chinese descent (46%). More than twice as many minority adults (18%) as white adults (8%) have major problems getting specialty care. The problem is more acute for adults of Chinese (40%) and Puerto Rican (24%) descent. Language differences are a problem for 21 percent of minority Americans. Among those who do not speak English as their first language, 26 percent of Hispanic adults and 22 percent of Asian-American adults need an interpreter when seeking health care services.

"Talking with your health care provider and being understood is basic to getting good care," said Grace Wang, M.D., medical director of the Chinatown Health Clinic. "Many minority Americans do not speak

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English as a primary language, and they are often frightened and confused about their health problems. Cultural traditions and differences can add to the difficulties in communication. Linguistic and culturally competent health care professionals can make a real difference in the effectiveness of the treatment that patients receive."

Satisfaction

Minority Americans are less likely to be very satisfied with the quality of their health care. Only 46 percent of minority adults are very satisfied with the quality of their health care services, compared with 60 percent of white adults. Fifteen percent of adults in all minority groups believe their medical care would have been better if they were of a different race. African-American and Puerto Rican adults were particularly likely to feel that way. In addition, minority respondents were less satisfied with the skill of the medical staff, helpfulness of the office staff, convenience of the doctor's office location and hours, and sensitivity of the doctor's office about costs of care.

Preventive Care

Preventive care is less often received by minority adults. Of those Americans who visited a doctor in the past year, twenty-nine percent of minority adults did not receive preventive care services such as blood pressure tests, pap smears, or cholesterol level readings, compared with 26 percent of white adults. Some minority subgroups, such as Vietnamese (47%), Mexican (39%), and Puerto Rican (38%), were much less likely to receive these services.

Quality of Life Problems

Stress, fear of violence, and health behaviors add to the health problems of minority adults. Thirty-six percent of minority adults and 26 percent of white adults report having "high" levels of stress, according to a range of quality of life measures. Minority respondents describe more problems in life than white adults concerning money (25% v. 17%); their spouse or partner (11% v. 6%); and mistreatment of a family member due to race or cultural background (5% v. less than .5%). Fear of crime or violence strongly affects more minority adults (18%) than white adults (8%). Minority adults (12%) were more likely than white adults (9%) to be physically assaulted in the past five years.

Twenty-six percent of minority adults report that they never exercise vigorously, and 17 percent say they never maintain a healthy diet; in comparison, 20 percent of white adults never exercise vigorously, and 11 percent do not have a healthy diet. However, fewer minority adults (22%) than white adults (26%) smoke cigarettes.

Karen Davis, the Fund's president, noted that "the survey data are not only a rich source of information for policymakers and researchers but will inform the Fund's own program directions in minority health at a time of rapid change in the delivery and financing of health care."

Methodology

The survey consisted of 25-minute telephone interviews by Louis Harris and Associates, Inc., between May 13, 1994, and July 28, 1994. The survey sample of 3,789 adults, 18 years of age and older, included 1,114 whites, 1,048 African Americans, 1,001 Hispanics, and 632 Asian

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Americans (including 205 Chinese, 201 Korean, and 201 Vietnamese). Interviews were conducted in English, Spanish, Mandarin, Cantonese, Korean, and Vietnamese. The sample was designed to contact nationally representative samples of adults in telephone households in the 48 contiguous United States. The data were weighted to the Current Population Survey's latest parameters on the basis of gender, race, age, educational attainment, and health insurance status, and the margin of error for the overall survey was plus or minus two percent.

The Commonwealth Fund

The Commonwealth Fund, a national philanthropy located in New York City, was established in 1918 by Anna M. Harkness with the broad charge to enhance the common good. The fourth oldest private foundation in the country, the Fund seeks ways to help Americans live healthy and productive lives, giving special attention to groups with serious and neglected problems. Its major areas of interest include improving health care services, bettering the health of minority Americans, advancing the well-being of elderly people, and developing the capacities of children and young people.

For further information on the Minority Health Survey, you may access The Commonwealth Fund online (MLREMAESTRO.COM).

CONTACT: Mary Lou Russell of The Commonwealth Fund, 212-606-3842, or Kim Airhart, 202-833-8121, of Devillier Communications

LANGUAGE: ENGLISH

LOAD-DATE: March 21, 1995

Draft 6/13/97 afternoon, post POTUS edits

**PRESIDENT WILLIAM J. CLINTON
ONE AMERICA IN THE 21ST CENTURY
UNIVERSITY OF CALIFORNIA AT SAN DIEGO
June 14, 1997**

Acknowledgements: Members of my Cabinet, Sen. Boxer, Sen. Akaka, Rep. John Lewis, Rep. Maxine Waters, Rep. Patsy Mink, Rep. Jim Clyburn, Rep. Bob Filner, Rep. Carlos Romero-Barcelo. Chancellor Robert Dynes, President Atkinson, Distinguished University of California Regents, Faculty, Students.

Thank you for inviting me here, and thank you for offering our nation a shining example of diversity and strength. Here, you have overcome old boundaries of race and national origin. You have blazed new paths in science and technology, and explored the new horizons of the Pacific Rim and Latin America. All that and more mark UCSD as a great university for the 21st Century.

Today, we celebrate your achievements at a golden moment for our nation. The Cold War is over. Freedom is ascendant around the globe, with more than half the world's people living under government of their own choosing for the first time. Our economy is the healthiest in a generation and the strongest in the world. Our culture, our science, our technology are on the cutting edge. We have experienced the largest drop in crime in over three decades, and in the last great years, more people have moved from welfare to work than ever before.

We enter a new century with the very real prospect that more people than ever before will have the chance to pursue their dreams in peace and freedom.

Of course, we face threats to our forward march. Abroad, we must

build new institutions and new alliances for peace, and do endless battle against terrorism and drugs to the spread of new and deadly weapons of mass destruction. At home, we must deal with appalling rates of poverty among young children, and give them the chance you have had to develop their God-given capacities; we must prepare for the retirement of the large baby boom generation; we must harness the powerful forces of science and technology so they serve the public good; and we must keep working for the balance of freedom and responsibility necessary to root out crime and drugs and build stronger families and communities.

But the greatest challenge we face here is also our greatest opportunity: Can we become the world's first truly multiracial, multiethnic democracy? Will we be one America in the 21st Century? If we do not, all the wonders of modern technology cannot save the American idea from basic human frailty. If we do, there will be no limits to the American Dream, and to our capacity to lead the world away from ancient hatreds toward brighter days.

Within the next three years, here in California, no single race or ethnic group will make up a majority of the state's population. Already 5 of our largest school districts draw students from over 100 different racial and ethnic groups. At this campus, 12 Nobel Prize winners have taught or studied -- from 9 different countries. Half a century from now, when your own grandchildren are in college, it is possible that a majority of our population will be Latino, African American, Asian American, Native American and other people of color.

We know what we will look like -- but what will we be like? Can we be one America, respecting, even celebrating our differences, but embracing even more strongly what we have in common?

Our hearts long to answer yes, but our history reminds us that it

will be hard. The ideals that bind us together are as old as our nation, but the forces that would pull us apart are not new -- and the striving to surmount them is the story of America.

We were born with a Declaration of Independence which asserted that it is self evident that we are all created equal -- and a Constitution that enshrined slavery.

We fought a bloody civil war to abolish that slavery and preserve the union -- but we remained a house divided and unequal, by law, for another century.

We advanced across this continent in the name of freedom -- yet in so doing we pushed the Native Americans off their land and into reservations, often crushing their culture and their livelihoods.

Our Statue of Liberty welcomes poor, tired, huddled masses of immigrants to our shores -- but each new wave of them has felt the sting of discrimination.

In World War II, Japanese Americans fought valiantly for freedom in Europe, taking great casualties -- while their families back in America were herded into internment camps.

In our own time, no one doubts we are closer to our ideal of one America than in the past, but no close observer denies that there is still discrimination, stereotyping and misunderstanding in America that keeps our house divided.

The complexity of these issues has multiplied with our growing diversity. To be sure, there is old, unfinished business between black and white Americans. We see it in acts of discrimination, in the assault

on affirmative action without any effective alternative, in grossly disparate views held by blacks and whites about the fairness of the criminal justice system.

But the classic American dilemma in many ways has become a new dilemma. We see tension between blacks and Hispanic customers and their Korean or Arab grocers. We see a resurgent anti-Semitism, even against college students. We see stereotyping of immigrants, even those who through hard work and family spirit, have succeeded in their new land.

In spite of all these difficulties, our society is more integrated than ever. More of us share neighborhoods, work, school, social and community activities, religious life, even love and marriage across racial lines, than ever before. More of us enjoy each other's distinctive cultures -- and learn from each others varied experiences -- than ever before.

And that is more important than ever before, to all of us. First, our nation of many nations now competes in a global economy. America has just one 20th of the world's population, but one fifth of its wealth. The only way for our economy to continue to grow is to export -- to sell the fruits of our enterprise and creativity to the 95% of the world's consumers who live beyond our borders. Americans, drawn from every country and every culture on earth, are uniquely positioned to link our land with the rest of the globe through currents of commerce and communications.

[Also, we face these new security threats, and because of our diversity, if we do it right, we'll have more influence to help us with the security threats.]

[Moreover, our nation's diversity, along with our strength, makes us uniquely positioned -- and clearly obligated -- to lead an ever-more interdependent world into a new era of cooperation against global health and environmental threats; against the terrorism and drug trafficking that know no national borders; against the racial and ethnic conflicts that can halt democracy's advance.]

We can only do these things as One America.

That is why I ask the American people to join me now, over the next year, in rededicating ourselves to the fundamental principle of our founding -- and to perfecting the brilliant promise of our diversity. Now is a time, where there is more cause for hope than fear, to face the facts of American life today, to speak with and listen to each other respectfully and honestly, and to chart a course for all of us to work together to build our one America.

This new era can be a time when America's brilliant diversity illuminates the entire globe. We can prove to the people of the world, torn by modern rivalries and ancient ethnic hatreds, that freedom and democracy are the best organizing principles for a multiracial society.

So even though our past was poisoned by racial division -- and our present remains infected with it -- and the rest of the world, from Bosnia to Northern Ireland to the Middle East to Africa, shows how deep the destructive impulse of racial division is -- there is still more cause for hope than fear. If we face the facts; if we speak with and listen to each other respectfully and honestly, and if we work together in concrete ways to build our One America, we can go beyond the darker side of our own history. We can lead the world away from its racial hatred. We can build one America.

The problems we face

First, let's start with the facts. There are many misperceptions out there -- here's a few.

A lot of people think they have to tell people that English is the language of the country.

We have to start by facing the facts and facing up to our problems.

Three decades ago, when I was the age of those graduating today, all America saw the brutality of police dogs set on civil rights marchers in Birmingham, and they saw the dignity of Cesar Chavez fighting for workers rights in the farm fields, and they saw the streets of cities in flames during urban unrest. Most Americans agreed then on what the problems were. But, while we know we still have problems, we're not sure what they are or why we still have them.

[We will insert more from Don't Believe the Hype, as we look through it.]

It is a myth that people in the inner cities don't want to work. When work has come, the response has been overwhelming. When a new hotel opened in Chicago 4 years ago, 3 thousand people lined up in bitter cold, some of them waiting overnight to be the first to apply for work. In Harlem, New York, a study found that there were 14 applicants for every fast-food job.

It is a myth that most Hispanics are immigrants. They are not. Two-thirds of Hispanics in our nation are U.S.-born, and many have been here for generations.

It is a myth that new immigrants don't want to learn English. They do. In fact, the demand for English as a second language classes is so great, that keeping up is a challenge. In Los Angeles, classes are offered round the clock; in New York, there is a X month waiting list; in xxxx. And most Latino immigrants see bilingual education as a way not to reinforce Spanish, but to learn English.

We need to get past the myths if we are going to understand each other, and we need to understand each other to work together. For all the progress we have made, whites and blacks, Anglos and Latinos, Asians and others -- we still live in different worlds, and we see the same realities in very different ways.

[Today, one third of blacks surveyed, and more than half of whites surveyed, believe that blacks make up as much as half of our population, instead of the 12% that is reality.] [*we don't think this proves much*]

Today, most whites believe that blacks have achieved equality with whites on the issues that set off the civil rights movement. But the numbers tell a different story:

Every American should know -- but few do -- that whites earn 60 percent more than African-Americans.

Every American should know -- but few do -- that whites are xx times more likely to have access to health care for their families.

Every American should know -- but few do -- that whites are twice as likely to graduate from college than African-Americans.

Every American should know -- but few do -- that the problems of black and white are not the problems of three decades ago. The black

middle class has grown fourfold since Dr. King's murder. But the rate of poverty among black children is the same -- cut off from the work and values that shape our society, falling prey to the many pathologies of poverty.

How we solve the glaring disparities in our society, how we bring every person to the table of opportunity, and how we learn to better live together will ultimately determine how we do as a nation in the generations to come and whether we can truly come together as One America.

What we must do

Our first imperative must be to expand opportunity. Our basic bargain is unchanged, and has been the source of our strength for two centuries. By offering responsibility to all Americans and demanding responsibility from all Americans, we can forge the ties of a strong community of common values.

For four and a half years, we have worked to create an economy that offers all our people the chance to live out their dreams. A strong and growing economy is the best antidote to envy and despair and racism. Today, our prosperity is unrivaled in the world, and it is America that stands ready to lead the new global economy of the 21st Century. Now we must redouble our efforts to bring that prosperity to those places, in our cities and in our rural areas, that prosperity has not yet touched. We must press forward with our efforts to bring private capital, jobs and hope to the inner cities. [*more on urban policy?*]

And the most important thing we can do to expand opportunity -- the passport to the future for all our people -- and our most critical task as a nation is to give all our people the best education in the world. We

are demanding that all our children meet high standards -- and we must give all our children the tools to meet those standards, through trained teachers and modern classrooms.

For you, the college education you have earned reflects the fulfilment of your parents dreams and your hard work. For America, an educated citizenry is the key to our strength. So we must open the doors of college wider than ever -- and we can never allow them to be slammed shut. A college education means stability, better jobs, a chance to join the middle class, another stakeholder in America.

America does not believe in guaranteeing equal outcomes, but we do believe in guaranteeing equal opportunity for all who will work for it -- and that means education. We cannot abandon any efforts to expand access to higher education. We cannot abandon affirmative action.

I know that many people in this state voted to abandon affirmative action last year, and did so with no intention to hurt their fellow citizens. But it is a stunning and sobering fact that African-American and Latino enrollments at this university and all across California and Texas are plummeting, for the first time in decades. Call it what you will -- I call it resegregation. We cannot afford to turn back the clock. To this day, the South is still recovering from the self-inflicted wound of segregation. America cannot make that mistake again.

This past week we learned that our fourth grade students, the most diverse student body in the world, are among the leaders in the world in math. Diversity and excellence go hand in hand.

To all of America, I say, we must make sure that only qualified students are accepted. But if only qualified students are accepted, I also say: our universities will provide a stronger education -- a better

preparation for the new world – and a more enjoyable experience – if its student body looks like the student body reflects our diversity as yours does here at UCSD. The purpose of affirmative action is not to help any one group or individual. It is to help America -- for we don't have a person to waste.

And to those who say that race and ethnicity should not be factors, that scores on standardized tests should be the sole measure of qualification, I say: We take into account whether someone is an athlete, a musician, or a child of an alumnus. And we know when given a chance, students who enter with the help of affirmative action do just as well as any other student.

I want to be clear: We will continue to fight the rollback of affirmative action in higher education because it is wrong, it is hurtful to our progress and it divides our people.

Our second imperative must be to break down the walls of discrimination wherever they exist. Racism is wrong; discrimination is wrong; and moreover, it is illegal. Our civil rights agencies are among the most critical law enforcement agencies in the government -- and we must give them the resources they need to end the crushing backlog of cases and get the job done. It's time for Congress to put our money where our ideals are. [*housing discrimination?*]

And our third imperative is in many ways the most difficult of all: we must begin a great national conversation on the issues of race and our diversity.

We must recognize that we cannot come to solutions or even truly identify our problems unless we are willing to be honest with each other. It's time to let down our guards, and to be honest with people different

from ourselves. We have talked at each other and about each other. It is high time we begin talking with each other.

Over the coming year, I want to lead the American people in a great and unprecedented conversation about race. I have asked one of America's greatest scholars, Dr. John Hope Franklin to chair an advisory panel of seven distinguished Americans. He will be joined by former Governors Tom Kean and William Winter, Linda Chavez-Thompson, Suzan Johnson, Angela Oh, and Robert Thomas -- distinguished citizens, leaders in their community, who will work with me in a searching examination of the truth about the changing face of America.

We will examine the stereotypes and the facts -- the myths and the reality -- that hold us apart. We do this because we cannot move forward together, and act together, if we do not agree together on what action is needed.

We will ask Americans to talk to one another everyday, at home, in their communities, in school, at work -- and help us develop plans of action. I will join this conversation with Americans across our nation at town meetings over the next year.

The town meetings I will hold are just the start. I call on Americans of all colors to begin a "table fellowship" within their communities, to break bread together and begin to know each other. And I want every American to see this as an opportunity to learn about each other by doing with each other. Tutors are needed in many communities to teach reading and other skills; that kind of interaction pays dividends in many ways. Churches, mosques, synagogues could consider exchanging congregations for a day. And the best chance for dialogue is among the young. I call on the nation's churches to link up the young people in the suburbs with those in the cities.

And in one year's time, I will report directly to the American people about what I have found and the what actions we must take to move our nation forward.

I know that honest dialogue and exchange will not be easy at first. We need to get past defensiveness, fear, political correctness and other barriers to honesty. That may open wounds, but that is how we begin the healing so that we may move past them.

What do we want from all this? If we achieve nothing more than talk, that will be too little. If we propose nothing but policy ideas that are merely small gestures along the way, that will be too little. But if 10 years from now, people can look back and see that America's commitment to our ideals was renewed and reinvigorated and that the post-Martin Luther King generation finally shouldered its fair burden in this historic struggle, then this effort will have been a success.

Conclusion: why this matters

This is a steep challenge. And many of you, coming of age in a time when the acid of doubt and cynicism seems to corrode our faith, might look at this mission and feel it is impossible. But what we are called upon to do is nothing less -- and nothing more -- than what America has done at every moment of challenge and change in its history.

For two centuries, wave upon wave of immigrants have come to our shores, to work, to raise their families, to build a new life, speaking many tongues, wearing the garb of many cultures, but all drawn here by those same ideals. We have never lived up to our founding vision, but we have never stopped trying -- and our people, even those who have suffered the most, have never lost faith in the American creed that unites

us.

Today, we are all, in Martin Luther King's words, woven into "one garment of destiny." We rightly celebrate the multiplicity of America -- our marvelous blend of cultures, beliefs and races. Yet despite this diversity, or above it, we possess a common identity -- as Americans and as human beings.

We must recognize that the same ethnic and racial ties that can offer us a sanctuary of meaning and personal strength also contain the possibility of a frightening fragmentation. We must honor our diversity; we must cherish the uniqueness of each culture that feeds into the American experience; we must find new ways of talking to one another with respect instead of disdain. But we must reach with even greater fervor across those lines that divide us, to honor and strengthen those bonds of community and shared values that have always united us.

It was almost exactly one hundred [forty nine] years ago, Abraham Lincoln, quoting Scripture, warned, us that "a house divided against itself cannot stand."

For two centuries, on every continent, people struggling for freedom looked to see if our house would stand. Over the past century, we have taken our greatest strides when we knew the whole world was watching. Today, the people of Belfast and Bosnia, of Rwanda and the Middle East, are watching. With American ideas and ideals ascendent, with ancient racial and ethnic hatreds once again flaring around the globe, we must be a beacon, we must be that last great hope for mankind.

To those who say we will not ever transform the problem of prejudice into the promise of diversity, we can, for I have seen it happen.

I grew up in the segregated South. I saw a different future when I worked by my grandfather's side in his small grocery store back home in Hope. My grandfather taught me that, yes I was different than the black children who came into his store, but I was no better. But I could see that on the black side of town, the streets were left unpaved. And segregation was legally sanctioned. There were "whites only" signs at public restrooms. Blacks and whites could not swim together, we could not drink at the same water fountain, we could not even sit in the same section at the movies. I was 11 years old when President Eisenhower ordered troops into Little Rock so that nine black children could integrate Central High. And when I was your age and in school in Washington, D.C., Martin Luther King was killed and the streets exploded in flames. My memory is forever singed by the pain and anger I saw.

Since those days, we have made great progress. We have torn down the barriers in our laws. Now we must tear down the barriers in our hearts. More than 30 years ago, at the high tide of the civil rights movement, the Kerner Commission said that we were becoming two Americas, one black, one white, separate and unequal. Today, we face a choice: will we become, not two, but many Americas, separate, unequal and isolated. Or will we draw strength from our great diversity to become the world's first truly multiethnic, multiracial, and multi religious democracy? That is the unfinished work of our times.

Much of the burden, and all of the benefits of this work lie with you, the young people here today and throughout our land. As Dr. King reminded us, there is real power in our dreams. So, dream large. Aim high. Teach your children well, and don't be afraid to challenge your elders on this issue.

We may not achieve as much as we want, but let us set our aim as

high as we can. Let us resolve that in our day and our generation, we shall overcome. In the 21st century, we cannot be many Americas. We must be One America. We are One America.

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