

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. fax	re: political (2 pages)	03/09/2000	Personal Misfile

COLLECTION:

Clinton Presidential Records
Speechwriting
Josh Gottheimer
OA/Box Number: 18992

FOLDER TITLE:

Commencement 2000 [Folder 1] [1]

2016-0201-S

rc2235

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

JOSH GOTTHEIMER BOX #3

Commencement 2000
Commencement 1999, Cabinet Memo
1999 Commencement Addresses
FLOTUS Birthday, 10/25/99
DNC Remarks, 3/20/99
DNC Dinner Remarks, 12/1/98
DNC Fall Meeting Remarks, 9/24/99
Dallas Stars, NHL Champs, 3/16/00
Paul Coverdale Statement, 7/18/00
DLC On-Line Meeting, 11/08/99
Chris Dodd Dinner, 6/12/00
Digital Divide Departure Statement, 9/27/00
Beth Dozoretz, Video, 9/27/00
Domestic Agenda Topper, 6/22-24/00
DNC, 1/12/99
Easter Egg Roll, 4/5/99
Easter Egg Roll, 4/24/00
Econ. Facts Emerging Countries
Econ. Facts Domestic

ENCLOSURES FILED OVERSIZE ATTACHMENTS

18992

NATL 16196

Commence
Revised

S + L + M + C

PHOTOCOPY
REPRODUCTION

Paul Quinn College

3837 Simpson Stuart Road
 Dallas, TX 75241
 214/376-1000
 Enrollment: 683
 Tuition: \$4,050/annual

S

Philander Smith College

812 W. 13th St.
 Little Rock, AR 72202
 (501)375-9845
 Enrollment: 940
 Tuition: \$2,898/annual

Prairie View A&M University

P.O. Box 188
 Prairie View 77446
 409/857-3311
 Enrollment: 5,849
 Tuition: \$1,456/annual

Rust College

150 E. Rust Ave.
 Holly Springs, MS 38635
 (601)252-4661
 Enrollment: 1,129
 Tuition: \$4,500/annual

St. Augustine's College

Raleigh, NC 27610
 (919) 516-4200
 Enrollment: 1,745
 Tuition: \$5700/annual

Saint Paul's College

406 Windsor College
 Lawrenceville, VA 23868
 804/848-3111
 Enrollment: 644
 Tuition: \$5,212/annual

Savannah State University

Savannah, GA 31404
 800/788-0478
 Enrollment: 2,872
 Tuition: \$1742/annual

Selma University

1501 Lapsley Street
 Selma, AL 36701

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d) purchase - my 2/12 - 62

e) Spencer - my 2/1 62

f) Tudor - my 1/1
 next day of my 1/1

(205) 872-2533

Enrollment: 285

Tuition: \$3100/annual

Shaw University

Raleigh, NC 27601

(919) 546-8200

Enrollment: 2,504

Tuition: \$5716/annual

Shelton State Community College

202 Skyland Boulevard

Tuscaloosa, AL 35405

(205) 759-1541

Enrollment: 6,990

Tuition: \$1225/annual

Shorter College

604 Locust

North Little Rock, AR 72114

(501)374-6305

Enrollment: 150

Tuition: \$2,100/annual

South Carolina State University

Orangeburg, SC 29115

(803) 536-7000

Enrollment: 5,071

Tuition: \$2500/annual

Southern University and Agricultural and Mechanical College

Baton Rouge, LA 70813

(504) 771-4500

Enrollment: 10,548

Tuition: \$2028/annual

<Southern University, New Orleans

6400 Press Dr

New Orleans, LA 70126

(504) 286-5000

Enrollment: 4,650

Tuition: \$1656/annual

Southern University, Shreveport

3050 Martin Luther King Dr.

Shreveport, LA 71107-8032

(318)674-3300

Enrollment: 1,070

Tuition: \$1020/annual

we know date Aug 13

Southwestern Christian College**P.O. Box 10****Terrell 75160****214/524-3341****Enrollment: 182****Tuition: \$4,688/annual****Spelman College****350 Spelman Lane, SW****Atlanta, GA 30314****(404) 681-3643****Enrollment: 2,026****Tuition: \$7702/annual**

May 21st ✓

Stillman College**3601 Stillman Boulevard****Tuscaloosa, AL 35403****(205) 349-4240****Enrollment: 888****Tuition: \$4460/annual****Talladega College****627 West Battle St.****Talladega, AL 35160****(205) 362-0206****Enrollment: 918****Tuition: \$5375/annual****Tennessee State University****3500 John A Merritt Blvd****Nashville, TN 37209****(615) 963-5000****Enrollment: 7,590****Tuition: \$1778/annual****Texas College****2404 N. Grand Avenue****Tyler 75702****903/593-8311****Enrollment: 269****Tuition: \$4,020/annual****Texas Southern University****3100 Cleburne Avenue****Houston 77004****713/527-7011****Enrollment: 10,045****Tuition: \$1,128/annual****Tougaloo College**

Tougaloo, MS 39174
(601)977-7000
Enrollment: 1,131
Tuition: \$5,020/annual

Trenholm State Technical College

1225 Air Base Blvd
Montgomery, AL 36108
(334) 832-9000
Enrollment: 730
Tuition: \$1404/annual

Tuskegee University

Tuskegee, AL 36088
(334) 727-8011
Enrollment: 3,598
Tuition: \$6735/annual

University of Arkansas at Pine Bluff

Pine Bluff, AR 71601
(501)543-8000
Enrollment: 3,616
Tuition: \$1,392/annual

University of Maryland, Eastern Shore

Princess Anne, MD 21853
(410) 651-2200
Enrollment: 2,400
Tuition: \$2900/annual

The University of Texas at El Paso

El Paso 79968
915/747-5000
Enrollment: 17,189
Tuition: \$1,466/annual

University of the District of Columbia

4200 Connecticut Avenue NW
Washington, DC 20008
(202) 282-3681
Enrollment: 11,578
Tuition: \$974/annual

University of the Virgin Islands

Virginia State University

P.O.Box 9001
Petersburg 23806
804/524-5000
Enrollment: 3,996

May 14th
Melba Brown
Brent
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15
Miles
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Tuition: \$3,050/annual

Virginia Union University

1500 North Lombardy Street
Richmond 23220
804/257-5600
Enrollment: 1,548
Tuition: \$7,061/annual

Voorhees College

Denmark, SC 29042
(803) 793-3351
Enrollment: 665
Tuition: \$6772/annual

West Virginia State College

Institute 25112
304/766-3000
Enrollment: 4896
Tuition: \$1,894/annual

Wilberforce University

Wilberforce, OH 45384-3001
(513) 376-2911
Enrollment: 750
Tuition: \$7010/annual

Wiley College

711 Wiley Avenue
Marshall 75670
903/927-3300
Enrollment: 575
Tuition: \$3,945/annual

Winston-Salem State University

Winston-Salem, NC 27110
(919) 750-2049
Enrollment: 2,817
Tuition: \$1192/annual

Xavier University of Louisiana

7325 Palmetto St
New Orleans, LA 70125
(504) 486-7411
Enrollment: 3,304
Tuition: \$6650/annual



[Return to Alphabet Page](#)



[Return to HBCU Home Page](#)

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ALPHABETICAL ORDER

GO TO: ABCDEF GHIJKL MNOPR STUVWX

Alabama A&M University

PO Box 1347
Normal, AL 35762
(205) 851-5000
Enrollment: 5,543
Tuition: \$1887/annual

Alabama State University

PO Box 271
Montgomery, AL 36101-0271
(334) 293-4100
Enrollment: 5,037
Tuition: \$1608/annual

Albany State College

Albany, GA 31705
(912) 430-4600
3,106
Tuition: \$2162/annual

Alcorn State University

Lorman, MS 39096
(601)877-6100
Enrollment: 2,919
Tuition: \$2,376/annual

Allen University

Columbia, SC 29204
(803) 254-4165
Enrollment: 450
Tuition: \$8760/annual

Arkansas Baptist College

1600 Bishop St.
Little Rock, AR 72202
(501)374-7856
Enrollment: 412
Tuition: \$2,000/annual

Barber-Scotia College

Concord, NC 28025
(704) 786-5171
Enrollment: 732
Tuition: \$4494/annual

Benedict College

Columbia, SC 29204
(803) 256-4220
Enrollment: 1,234
Tuition: \$5728/annual

Bennett College

Greensboro, NC 27401-3239
(919) 273-4431
Enrollment: 664
Tuition: \$6630/annual

Bethune Cookman College

640 Mary McLeod Bethune Blvd.
Daytona Beach, FL 32115
(904) 255-1401
Enrollment: 2,301
Tuition: \$5165/annual

Bishop State Community College

351 N. Broad Street
Mobile, AL 36690
(334) 690-6801
Enrollment: 2,757
Tuition: \$1050/annual

Bluefield State College

219 Rock Street
Bluefield 24701
304/327-4000
Enrollment: 2931
Tuition: \$1,832/annual

Bowie State University

14000 Jericho Park Rd
Bowie, MD 20715-9465
(301) 464-3000
Enrollment: 4,189
Tuition: \$2736/annual

Central State University

Wilberforce, OH 45384-3002
(513) 376-6011
Enrollment: 3,261
Tuition: \$2805/annual

Cheyney University of Pennsylvania

Cheyney, PA 19319
(215) 399-2000
Enrollment: 1,519
Tuition: \$3591/annual

Charles Drew University of Medicine and Science

Los Angeles, CA 90059
1621 E. 120th Street

Claflin College

Orangeburg, SC 29115
(803) 534-2710
Enrollment: 907
Tuition: \$4635/annual

Clark Atlanta University

223 Jamess P. Brawley Drive, SW
Atlanta, GA 30314
(404) 880-8000
Enrollment: 4,500
Tuition: \$7460/annual

Clinton Junior College

P.O. Box 881; Rock Hill, SC 29731
(803) 327-7402
Enrollment: 88
Tuition: \$1250/annual

Coahoma Community College

3240 Friars Point Rd.
Clarksdale, MS 38614
(601) 627-2571
Enrollment: 851
Tuition: \$910/annual

Concordia College

1804 Green Street
Selma, AL 36701
(334) 874-5700
Enrollment: 350
Tuition: \$3960/annual

Coppin State College

2500 West North Ave
Baltimore, MD 21216-3698
(410) 383-5400
Enrollment: 2,578
Tuition: \$2605/annual

Credit Kit

The ABC's of Credit Improvement

<http://www.edonline.com/credit/>

Delaware State University

1200 N. DuPont Highway
Dover, DE 19901
(302) 739-4901
Enrollment: 2,935
Tuition: \$1966/annual

Denmark Technical College

Denmark, SC 29042
(803) 793-3301
Enrollment: 597
Tuition: \$1160/annual

Dillard University

2601 Gentilly Blvd
New Orleans, LA 70122
(504) 283-8822
Enrollment: 1,625
Tuition: \$6400/annual

Edward Waters College

1658 Kings Rd.
Jacksonville, FL 32209
(904) 355-3030
Enrollment: 610
Tuition: \$3400/annual

Elizabeth City State University

Elizabeth City, NC 27909
(919) 335-3230
Enrollment: 2,130
Tuition: \$1326/annual

Fayetteville State University

Fayetteville, NC 28301
(919) 486-1111
Enrollment: 4,032
Tuition: \$1184/annual

Fisk University

1000 17th Ave N
Nashville, TN 37208-3051
(615) 329-8500
Enrollment: 872
Tuition: \$6240/annual

Florida A&M University

Tallahassee, FL 32307
(904) 599-3223

May 8th (Monday)

Enrollment: 9,915
Tuition: \$1804/annual

Florida Memorial College

15800 NE 42nd Ave.
Miami, FL 33054
(305) 626-3650
Enrollment: 1,500
Tuition: \$5500/annual

Fort Valley State College

Fort Valley, GA 31030
(912) 825-6211
Enrollment: 2,537
Tuition: \$1778/annual

Grambling State University

Grambling, LA 71245
(318) 274-2000
Enrollment: 7,533
Tuition: \$2088/annual

Hampton University

Hampton, VA 23668
804/727-5000
Enrollment: 5,759
Tuition: \$7,356/annual

Harris-Stowe State College

3026 Laclede Ave
St. Louis, MO 63103
(314) 340-3366
Enrollment: 1,978
Tuition: \$1770/annual

Hinds Community College

Raymond, MS 39154
(601)857-5261
Enrollment: 9,288
Tuition: \$1,070/annual

Howard University

2400 Sixth Street NW
Washington, DC 20059
(202) 806-6100
Enrollment: 10,105
Tuition: \$7531/annual

Huston-Tillotson College

900 Chicon Street

Austin 78702-2795
512/505-3000
Enrollment: 611
Tuition: \$5,180/annual

Interdenominational Theological Center

671 Beckwith Street S.W
Atlanta, GA 30314
(404) 527-7700
Enrollment: 2,990
Tuition: \$4090/annual

Credit Kit
The ABC's of Credit Improvement
<http://www.edonline.com/credit/>

J.F. Drake State Technical College

3421 Meridian St, North
Huntsville, AL 35811
(205) 539-8161
Enrollment: 768
Tuition: \$1200/annual

Jackson State University

1440 JR Lynch St.
Jackson, MS 39217
(601)968-2121
Enrollment: 6,203
Tuition: \$2,230/annual

Jarvis Christian College

P.O. Drawer G, Highway 80
Hawkins 75765
903/769-5700
Enrollment: 383
Tuition: \$4,585/annual

Johnson C. Smith University

Charlotte, NC 28216
(704) 378-1000
Enrollment: 1,391
Tuition: \$6643/annual

Kentucky State University

Frankfort, KY 40601
(502) 227-6000
Enrollment: 2,541
Tuition: \$1440/annual

Knoxville College

901 College St NW
Knoxville, TN 37921
(615) 524-6500
Enrollment: 914

Saturday May 13th

Tuition: \$8320/annual

Lane College

545 Lane Ave
Jackson, TN 38301-4598
(901) 426-7500
Enrollment: 575
Tuition: \$4766/annual

Langston University

PO Box 907
Langston, OK 73050-0907
(405) 466-2231
Enrollment: 3800
Tuition: \$1482/annual

Lawson State Community College

3060 Wilson Road Southwest
Birmingham, AL 35221
(205) 925-2515
Enrollment: 2,042
Tuition: \$990/annual

Lemoyne-Owen College

807 Walker Ave
Memphis, TN 38126
(901) 774-9090
Enrollment: 1,132
Tuition: \$4350/annual

Lewis College of Business

17370 Meyers Rd
Detroit, MI 48235
(313) 862-6300
Enrollment: 310
Tuition: \$2450/annual

Lincoln University

Jefferson City, MO 65102
(314) 681-5074
Enrollment: 4,034
Tuition: \$1835/annual

Lincoln University

Lincoln University, PA 19352
(610) 932-8300
Enrollment: 1,234
Tuition: \$3495/annual

Livingstone College

May 7th (Sunday)

Salisbury, NC 28144
(704) 638-5500
Enrollment: 704
Tuition: \$5500/annual

Mary Holmes College

Hwy. 50 W.
West Point, MS 39773
(601)494-6820
Enrollment: 790
Tuition: \$4,100/annual

Meharry Medical College

1005 D.B. Todd Boulevard
Nashville, TN 37208
(615) 327-6111
Enrollment: 791
Tuition: \$13000/annual

Miles College

PO Box 3800
Birmingham, AL 35208
(205) 923-2771
Enrollment: 751
Tuition: \$4150/annual

Mississippi Valley State University

Itta Bena, MS 38941
(601)254-9041
Enrollment: 2,221
Tuition: \$1739/annual



Morehouse College

830 Westview Drive, SW
Atlanta, GA 30314
(404) 681-2800
Enrollment: 2,990
Tuition: \$8000/annual

Sunday May 21st, 2000

Morehouse School of Medicine

720 Westview Drive, SW
Atlanta, GA 30314
(404) 752-1500
Enrollment:
Tuition: /annual

Morgan State University

Coldspring Ln and Hillen Rd
Baltimore, MD 21239
(410) 319-3333

Enrollment: 4,693
Tuition: \$2526/annual

Morris Brown College

643 Martin Luther King, Jr. Drive, NW
Atlanta, GA 30314
(404) 220-0270
Enrollment: 2,030
Tuition: \$7796/annual

Morris College

Sumter, SC 29150
(803) 775-9371
Enrollment: 792
Tuition: \$4405/annual

Norfolk State University

2401 Corprew Avenue
Norfolk, VA 23504-998
804/683-8600
Enrollment: 8,652
Tuition: \$2,710/annual

North Carolina Agricultural and Technical State University

Greensboro, NC 27411
(919) 334-7500
Enrollment: 7,973
Tuition: \$1431/annual

North Carolina Central University

Durham, NC 27707
(919) 560-6100
Enrollment: 5,635
Tuition: \$1362/annual

Oakwood College

PO Box 107
Oakwood Road
Huntsville, AL 35896
(205) 726-7000
Enrollment: 1,334
Tuition: \$6519/annual

Paine College

1235 15th Street
Augusta, GA 30901-3182
(706) 821-8200
Enrollment: 686
Tuition: \$6164/annual

March 7, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
 MARIA ECHAVESTE

FROM: J. TERRY EDMONDS 
 JEFF SHESOL
 JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

This year you will have the opportunity to deliver three, perhaps four, commencement speeches to the first graduating class of the 21st Century. As commencement season approaches, we have convened a working group to discuss possible themes and venues for your consideration. We believe that these speeches, individually and collectively, provide an excellent forum in which to frame the achievements of the last seven years and your vision for "the long look ahead."

I. SCIENCE AND TECHNOLOGY: OPPORTUNITIES AND RESPONSIBILITIES

Advances in science and technology have, of course, many virtues; but also pose new challenges to our oldest values. This speech could focus on our responsibility to use science and technology ethically and wisely, and to build a better and healthier America. Subjects could include biotechnology, information technology, and clean energy – and, specifically, their impact on public health and the environment.

Location: State school or elite university.

II. OPPORTUNITY IN THE 21ST CENTURY

The changing nature of opportunity in an information age, and expanding the winner's circle to include those at its margins. Specific subjects could include your New Markets initiative; closing the digital divide and the skills gap; rewarding work and family; One America and the possible release of your race book; prison reform and enfranchisement; and education reform.

Location: Elite university; historically black, Hispanic, or Native American college; community college; state school.

III. GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the contours of the argument you engaged in your State of the Union Address this year. It might also serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

IV. EDUCATION

A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every student the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, and efforts to close the digital divide.

Location: Community college; state school.

Withdrawal/Redaction Marker

Clinton Library

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001. fax	re: political (2 pages)	03/09/2000	Personal Misfile

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Speechwriting
Josh Gottheimer
OA/Box Number: 18992

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2016-0201-S

rc2235

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- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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

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

RR. Document will be reviewed upon request.

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

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

THE WHITE HOUSE

WASHINGTON

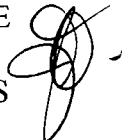
March 9, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
 MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
 JEFF SHESOL
 JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES



This year you will have the opportunity to deliver three, perhaps four, commencement speeches to the first graduating class of the 21st Century. As commencement season approaches, we have convened a working group to discuss possible themes and venues for your consideration. We believe that these speeches, individually and collectively, provide an excellent forum in which to frame the achievements of the last seven years and your vision for “the long look ahead.”

This memorandum reflects our discussions with Maria Echaveste, Bruce Reed, Gene Sperling, Karen Tramontano, George Frampton, Neal Lane, Loretta Ucelli, Stephanie Streett, Minyon Moore, and Tom Freedman. We will continue our discussions about specific policies and locations after receiving your direction.

I. SCIENCE AND TECHNOLOGY: OPPORTUNITIES AND RESPONSIBILITIES

Advances in science and technology have, of course, many virtues, but also pose new challenges to our oldest values. This speech could focus on our responsibility to use science and technology ethically and wisely, and to build a better and healthier America. Subjects could include the human genome and biotechnology, information technology, and clean energy – and, specifically, their impact on public health and the environment.

Location: State school or elite university.

II. OPPORTUNITY IN THE 21ST CENTURY

Closing the skills gap and expanding the winner’s circle to include those at its margins. The speech could explore the changing nature of opportunity in an information age and the ways we can create a 21st Century workforce. Specific subjects could include the digital divide; workforce-oriented initiatives; rewarding work and family; ex-offenders and enfranchisement; and related elements of your New Markets and One America Initiative, including the possible release of your race book.

Location: Elite university; historically black, Hispanic, or Native American college; community college; state school.

III. GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the contours of the argument you engaged in your State of the Union Address this year. It might also serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

IV. EDUCATION

A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every student the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, the expansion of college opportunity, and efforts to close the digital divide.

Location: Community college; state school.

THE WHITE HOUSE

WASHINGTON

March 9, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
JEFF SHESOL
JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

This year you will have the opportunity to deliver three, perhaps four, commencement speeches to the first graduating class of the 21st Century. As commencement season approaches, we have convened a working group to discuss possible themes and venues for your consideration. We believe that these speeches, individually and collectively, provide an excellent forum in which to frame the achievements of the last seven years and your vision for "the long look ahead."

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I. SCIENCE AND TECHNOLOGY: OPPORTUNITIES AND RESPONSIBILITIES

Advances in science and technology have, of course, many virtues, but also pose new challenges to our oldest values. This speech could focus on our responsibility to use science and technology ethically and wisely, and to build a better and healthier America. Subjects could include the human genome and biotechnology, information technology, and clean energy – and, specifically, their impact on public health and the environment.

Location: State school or elite university.

II. OPPORTUNITY IN THE 21ST CENTURY

Closing the skills gap and expanding the winner's circle to include those at its margins. The speech could explore the changing nature of opportunity in an information age and the ways we can create a 21st Century workforce. Specific subjects could include the digital divide; workforce-oriented initiatives; rewarding work and family; ex-offenders and enfranchisement; and related elements of your New Markets and One America Initiative, including the possible release of your race book.

Location: Elite university; historically black, Hispanic, or Native American college; community college; state school.

III. GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the contours of the argument you engaged in your State of the Union Address this year. It might also serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

IV. EDUCATION

A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every student the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, the expansion of college opportunity, and efforts to close the digital divide.

Location: Community college; state school.

THE WHITE HOUSE

WASHINGTON

March 9, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
 MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
 JEFF SHESOL
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March 9, 2000

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Location: Community college; state school.

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March 9, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
JEFF SHESOL
JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

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discussing of enfranchisement
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THE WHITE HOUSE

WASHINGTON

March 9, 2000

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WASHINGTON

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THE PRESIDENT HAS SEEN
4-4-00

THE WHITE HOUSE

00 APR 1 PM 3:54

WASHINGTON

April 1, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: MARIA ECHAVESTE

FROM: J. TERRY EDMONDS

CC: STEPHANIE STREETT
LORETTA UCELLI

SUBJECT: 2000 COMMENCEMENT OPTIONS

Based on your latest guidance, and further input from our in-house working group, including the Vice President's office, Minyon Moore and Mark Penn, we have revised the options for your 2000 commencement addresses. This new list takes into greater account political and geographic considerations. We have attempted to connect each location to a particular theme.

Please note that we have included an Historically Hispanic Institution, a venue you have never visited for a commencement.

As you know, you have already agreed to deliver an address on science and technology at the Coast Guard Academy on May 17. We are recommending that you do two additional speeches: one on the subject of gun violence, hate crimes, One America. And another on the subject of education as the centerpiece of your opportunity agenda.

In compiling these new options, we also took into account the need to put some breathing room between each address.

Please select one university from each grouping:

I. CULTURE OF VIOLENCE

Context: We selected schools with sufficient stature to draw attention to your address.

A. Seton Hall University, South Orange, NJ

Date: May 8, 2000

Student Population: 4,916.

Minority Breakdown: 29% overall; 13% African American, 6% Asian American, 10% Hispanic.

Scheduled Speaker: not yet determined

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THE PRESIDENT HAS SEEN

4-4-00

Note: Because racial and religious tolerance has emerged as a prominent issue during this election season, an address on this topic would attract particular attention at a Catholic university. Additionally, you should be aware that several students perished in a dorm fire at the University last fall.

B. Carleton College, Northfield, MN

Date: June 10, 2000

Student Population: 1,856.

Minority Breakdown: 17% overall; 3% African American, 9% Asian American, 4% Hispanic, 1% Native American.

Scheduled Speaker: not yet determined

Note: As a small, but highly-regarded liberal arts college in the Midwest, we believe Carleton would attract the attention of the elite media.

C. Oregon State University, Corvallis, OR

Date: June 11, 2000

Student Population: 11,940.

Minority Breakdown: 13% overall; 1% African American, 8% Asian American, 3% q Hispanic, 1% Native American.

Scheduled Speaker: University President

Note: We believe a speech on tolerance would resonate particularly well here given the recent hate crime incidents in Oregon, and the high percentage of gun ownership in the state.

D. Northwestern University, Evanston, IL

Date: June 16, 2000

Student Population: 7,747.

Minority Breakdown: 27% overall; 6% African American, 17% Asian American, 4% Hispanic.

Scheduled Speaker: not yet determined

Note: The NRA recently made inflammatory comments regarding the hate crime murder of Coach Birdsong.

II. EDUCATION/ OPPORTUNITY

Context: We selected large state schools and a community college, with diverse racial and socioeconomic student bodies, where we believe the audience would be particularly receptive to your education message. A large percentage of the student bodies at these schools have benefited from your education and college opportunity policies.

THE PRESIDENT HAS SEEN

4-4-00

A. Eastern Michigan University, Ypsilanti, MI*Date:* April 30, 2000*Student Population:* 17,357.*Minority Breakdown:* 19% overall; 14% African American, 2% Asian American, 2% Hispanic, 1% Native American.*Scheduled Speaker:* not yet determined**B. Rutgers University, New Brunswick, NJ***Date:* May 23, 2000*Student Population:* 3,241.*Minority Breakdown:* 25% overall; 6% African American, 13% Asian American, 6% Hispanic.*Scheduled Speaker:* Dr. Michael Gottfried, alumnus*Note:* A large number of Rutgers' students are commuters who work while attending school.**C. Hudson County Community College, Jersey City, NJ***Date:* May 25, 2000.*Student Population:* 4,500.*Minority Breakdown:* 80% overall.*Scheduled Speaker:* not yet determined*Note:* Hudson County is a Historically Hispanic Institution with a significant immigrant population. It stands in the shadow of the Statue of Liberty, America's quintessential symbol of new opportunity.**D. Oregon State University, Corvallis, OR***Date:* June 11, 2000*Student Population:* 11,940.*Minority Breakdown:* 13% overall; 1% African American, 8% Asian American, 3% Hispanic, 1% Native American.*Scheduled Speaker:* University President*Note:* We believe Oregon State University works for both speech themes.

Please note, while we're not recommending the following options, we wanted to remind you that John Hope Franklin has invited you to speak at Fisk University in Nashville, Tennessee (May 5-8); and Willie Garry has asked you to address Shaw University in Raleigh, North Carolina (May 13).



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00 APR 1 PM 3:54

THE WHITE HOUSE

WASHINGTON

April 1, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: MARIA ECHAVESTE

FROM: J. TERRY EDMONDS

CC: STEPHANIE STREETT
LORETTA UCELLI

SUBJECT: 2000 COMMENCEMENT OPTIONS

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New Markets stop? could
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Streett
Ucelli
Podesta

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C. Oregon State University, Corvallis, OR

Date: June 11, 2000

Student Population: 11,940.

Minority Breakdown: 13% overall; 1% African American, 8% Asian American, 3% q Hispanic, 1% Native American.

Scheduled Speaker: University President

Note: We believe a speech on tolerance would resonate particularly well here given the recent hate crime incidents in Oregon, and the high percentage of gun ownership in the state.

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Date: April 30, 2000
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Minority Breakdown: 19% overall; 14% African American, 2% Asian American, 2% Hispanic, 1% Native American.
Scheduled Speaker: not yet determined

- ~~B.~~ **Rutgers University, New Brunswick, NJ**
Date: May 23, 2000
Student Population: 3,241.
Minority Breakdown: 25% overall; 6% African American, 13% Asian American, 6% Hispanic.
Scheduled Speaker: Dr. Michael Gottfried, alumnus

Note: A large number of Rutgers' students are commuters who work while attending school.

- C. **Hudson County Community College, Jersey City, NJ**
Date: May 25, 2000.
Student Population: 4,500.
Minority Breakdown: 80% overall.
Scheduled Speaker: not yet determined

Note: Hudson County is a Historically Hispanic Institution with a significant immigrant population. It stands in the shadow of the Statue of Liberty, America's quintessential symbol of new opportunity.

- D. **Oregon State University, Corvallis, OR**
Date: June 11, 2000
Student Population: 11,940.
Minority Breakdown: 13% overall; 1% African American, 8% Asian American, 3% Hispanic, 1% Native American.
Scheduled Speaker: University President

Note: We believe Oregon State University works for both speech themes.

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February 23, 2000

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 MARIA ECHAVESTE
 STEVE RICCHETTI
 KAREN TRAMONTANO
 JOE LOCKHART
 JOEL JOHNSON
 STEPHANIE STREET

THROUGH: LORETTA UCELLI
 TERRY EDMONDS

FROM: JOSH GOTTHEIMER
 MICHAEL GEHRKE

SUBJECT: COMMENCEMENT ADDRESSES:
 AN HISTORICAL ANALYSIS

FINAL YEAR COMMENCEMENT ADDRESSES

Our analysis of presidential commencement addresses dating back to Woodrow Wilson revealed the following: 1) Before the Truman administration, most presidents did not regularly deliver commencement addresses at universities other than military academies. 2) With regard to the topic or location of commencement addresses, there is no clear pattern for two term presidents in their final year. It is worth noting, however, that all of those speeches do tout the particular administration's accomplishments and related policy proposals – but do not introduce any new, sweeping initiatives or ideas.

Presidents Hoover and Truman both spoke about civil rights at Howard University in 1932 and 1952 respectively. In 1968, President Johnson addressed three graduating classes of Texas universities. He spoke about education, his domestic agenda and the Cold War. In 1960 President Eisenhower addressed Notre Dame University, focusing on citizenship and the role of government. President Reagan addressed the Coast Guard Academy during his final year. He discussed his administration's anti-drug policy and programs.

We have included a synopsis of President Clinton's commencement addresses as well as a table with the dates, locations and topics of all commencement addresses dating back to President Wilson.

PRESIDENT CLINTON: COMMENCEMENT THEMES

1993

President Clinton's 1993 Commencement addresses focused on the importance of revitalizing the nation's economy and creating investments through which the American worker could effectively compete in the global economy. These addresses focused heavily on the economy, Administration accomplishments and the responsibilities of the government. Both the New Hampshire and Northeastern speeches touched on the administration's economic accomplishments -- lower interest rates and job creations. All three speeches cited the importance of implementing a deficit reduction package and investing in education, training and technology.

1994

The President's 1994 addresses touched on the themes of personal responsibility and commitment. Both the Gallaudet and UCLA speeches mentioned AmeriCorps and the importance of embracing diversity. The Naval Academy speech was largely concerned with foreign policy matters and the transformations taking place in the world arena. It emphasized the need for an effective military force and discussed US policy vis a vis Bosnia.

1995

In the wake of the Oklahoma City bombing and the Tokyo subway nerve gas attack, the President's 1995 commencement addresses focused on the importance of international security and anti-terrorism initiatives at home and abroad. At Michigan State, Dartmouth and the Air Force Academy, the President discussed his anti-terrorism legislation, decried the militia movement and cited the importance of striking a balance between political speech and personal safety.

1996

The President's 1996 commencement remarks, delivered on the heels of the upcoming election, centered on the pillars first introduced in his 1992 New Covenant speeches at Georgetown: opportunity, community and responsibility. The first speech, at Penn State, focused on personal responsibility, including welfare reform, education, crime, and community service. At the Coast Guard Academy, the President focused on America's responsibilities in the global community -- specifically trade and security. At Princeton, the President addressed economic and educational opportunities in the United States.

1997

The President's 1997 commencement speeches addressed the issues facing America in the 21st Century. In his Morgan State speech, the President discussed the challenges posed by science and technological developments in the new millennium. His speech at UC-San Diego addressed lasting challenges posed by race and diversity in the United States -- and introduced the President's Initiative

on Race. The President's speech at the Military Academy discussed the importance of cooperative military efforts (NATO) and the rise of new security threats.

1998

Similar in theme to the 1997 commencement addresses, the President's 1998 speeches also discussed the major challenges of the 21st Century. His speech at MIT focused on the information age and related challenges -- particularly the growing digital divide. The President's remarks at Portland State addressed diversity in the new millennium and the challenges posed by immigration. His remarks at the US Naval Academy addressed new security threats in the 21st century -- terrorism and nuclear proliferation.

1999

The President's 1999 commencement addresses also reflected the theme of 21st Century challenges. At Grambling, the President stressed the importance of building strong families in the 21st Century. He proposed new childcare, family leave and education initiatives. In his University of Chicago speech, the President discussed the importance of putting a human face on the global economy. At the Airforce Academy, he addressed both the traditional and non-traditional threats facing our military in the new century -- including biological and chemical weapons and terrorism.

COMMENCEMENT ADDRESSES: PRESIDENT WILSON TO PRESIDENT CLINTON

Clinton

1993

New Hampshire Technical College	May 22, 1993	Revitalizing the economy: Lower interest rates, job creation, deficit reduction, investing in education, training and technology
United States Military Academy	May 29, 1993	Revitalizing the economy/Military Security
Northeastern University	June 19, 1993	Revitalizing the economy: Lower interest rates, job creation, deficit reduction, investing in education, training and technology

1994

Gallaudet University	May 13, 1994	Celebrate diversity/AmeriCorps Strengthening America's future
University of California at Los Angeles	May 20, 1994	Celebrate diversity/AmeriCorps Strengthening America's future
United States Naval Academy	May 25, 1994	Foreign Policy: Bosnia

1995

Michigan State University	May 5, 1995	Foreign affairs: Global security
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U.S. Air Force	May 31, 1995	Foreign affairs/Diplomacy, security Foreign/Domestic policy: America in the 21 st Century
Dartmouth College	June 11, 1995	

1996

Pennsylvania State University	May 10, 1996	America's future: Community Responsibility
United States Coast Guard Academy	May 22, 1996	America's military: strength, decrease of major threats
Princeton University	June 4, 1996	Opportunity and education

1997

Morgan State University	May 18, 1997	21 st Century: science and technology
U.S. Military Academy	May 31, 1997	American 21 st Century: foreign affairs and U.S. military
Sidwell Friends School	June 6, 1997	America's Future: Personal responsibility in 21 st Century
University of California at San Diego	June 14, 1997	Diversity/Racial equality

1998

U.S. Naval Academy	May 22, 1998	21 st Century: U.S. Military Challenges of the Information Age National Cohesion
Massachusetts Institute of Technology	June 5, 1998	
Portland State University	June 13, 1998	

1999

Grambling State University	May 23, 1999	Working families in the New Economy
U.S. Air Force Academy	June 2, 1999	Foreign affairs: Kosovo
University of Chicago	June 12, 1999	Globalization/Economy

Bush

1989

Texas A&M	May 12, 1989	Post Cold War challenges: integrating USSR, reduce nuclear threat, broaden economy
Alcorn State University, Lorman MS	May 13, 1989	American family values/ Public service/ Opportunity
Boston University in	May 21, 1989	Foreign Affairs: Economic future
United States Coast Guard Academy	May 24, 1989	Europe, NATO's influence Foreign Affairs: Relations with USSR, spread of democracy, arms reduction, strong military deterrence

1990

Oklahoma State University	May 4, 1990	Foreign Affairs: Peaceful, stable, free Europe
Texas A&I University	May 11, 1990	America as Economic Role Model
University of South Carolina	May 12, 1990	Freedom in Eastern Europe
Liberty University, Lynchburg VA	May 12, 1990	Individual Empowerment
University of Texas at Austin	May 19, 1990	Democracies & Freedom
<i>1991</i>		
University of Michigan Ann Arbor	May 4, 1991	Protecting basic freedoms: enterprise, speech and spirit
Hampton University, Hampton VA	May 12, 1991	Global opportunity: economy, trade,
Yale	May 27, 1991	education
United States Air Force Academy	May 29, 1991	Foreign Affairs: Spread of democracy, globalization, free and fair trade, MFN status to China
West Point	June 1, 1991	Gulf War lessons: Importance of military technology and personnel, need to maintain strong military
CalTech	June 14, 1991	American values of freedom, self-reliance and service/Racial equality
<i>1992</i>		
Florida International University	April 27, 1992	21 st Century: free market, technological and scientific advances, community involvement
Southern Methodist University, Dallas TX	May 16, 1992	Globalization/ Democracy in Latin America
Notre Dame	May 17, 1992	Economic growth and opportunity / Pan for New America
United States Naval Academy	May 27, 1992	Strengthening freedom and American Family Values
Reagan		
<i>1981</i>		
Notre Dame	May 17, 1981	Globalization/ Strong military/Free market reform
United States Military Academy	May 27, 1981	Human relations, end excessive government intervention, strengthen national pride
<i>1982</i>		
Eureka College, IL	May 9, 1982	Military in domestic security
<i>1983</i>		
Seton Hall University, South Orange NJ	May 21, 1983	East-West relations
		Youth civic involvement

University of South Carolina at Columbia	September 20, 1983	Great human advances/National education agenda
<i>1984</i>		
United States Air Force Academy	May 30, 1984	U.S. role in the world/ Technological and scientific advancements, human creativity
<i>1985</i>		
United States Naval Academy	May 22, 1985	Foreign affairs: World Peace
<i>1987</i>		
Tuskegee University	May 10, 1987	Minority equality/ Human progress
Ohio State University	June 10, 1987	Graduation Proclamation
<i>1988</i>		
United States Coast Guard Academy	May 18, 1988	Foreign affairs: narcotic intervention/ Reduce violent crime/ Arms reduction in USSR
Carter		
<i>1977</i>		
Notre Dame	May 22, 1977	Foreign affairs: U.S. power and influence to strengthen civil/human rights, spread of democracy
<i>1978</i>		
United States Naval Academy	June 7, 1978	US-Soviet Relations
<i>1979</i>		
Cheyney State College	May 20, 1979	Racial Equality/ Civil rights progress / Importance of voting
Ford		
<i>1974</i>		
Ohio State University	August 30, 1974	Citizen-Govt. Relations
<i>1975</i>		
University of Pennsylvania	May 18, 1975	Economic goals/Increase citizen participation/Strengthen defense
United States Military Academy	June 4, 1975	Foreign affairs: Commitment to freedom, NATO's progress, strengthening defense budget, strengthening European allies, energy policy

Chicago State University	July 12, 1975	Community service
<i>1976</i>		
University of Nebraska at Lincoln	May 8, 1976	National optimism: recession recovery, more peaceful world, farm production increase, improved education
Warner Pacific College, OR	May 23, 1976	Individualism: importance of creativity and originality, era of achievements
Nixon		
<i>1969</i>		
United States Air Force Academy Post	June 4, 1969	Foreign affairs: Role of military Cold War
<i>1973</i>		
Florida Technological University	June 8, 1973	U.S. world leadership
<i>1974</i>		
Oklahoma State University	May 11, 1974	Inflation/ Energy development/ Improving agriculture and healthcare
United States Naval Academy	June 5, 1974	Foreign affairs: Navy's role in post Cold War hotspots
Johnson		
<i>1964</i>		
University of Michigan	May 22, 1964	Great Society: improving cities, countryside, and classrooms
University of Texas	May 30, 1964	Improving Education
United States Coast Guard Academy	June 3, 1964	Military Strength: deter atomic attack, ability to fight less than all-out war, struggle against subversion
Swarthmore College education,	June 8, 1964	General Agenda: improve civil rights, citizen participation
Holy Cross College disease, decrease natural resources	June 10, 1964	Post cold war challenges: poverty,
Brown University	September 28, 1964	Education: Strengthen science and humanities, equal opportunity
<i>1965</i>		
Baylor University, Waco TX	May 28, 1965	Dominican Republic peace

Howard University	June 4, 1965	Racial equality/ Civil rights
Catholic University	June 6, 1965	Foreign affairs: working towards world peace
<i>1968</i>		
Texas Christian University	May 29, 1968	General agenda: education,
poverty,		healthcare, transportation, world peace
Glassboro State College	June 4, 1968	Foreign affairs: peace efforts in Middle East, Soviet Union, and Vietnam
Southwest Texas State College	August 24, 1968	Education: Improve standards, increase funding
Kennedy		
<i>1962</i>		
Yale	June 1962	Public confidence in government/ Government reduction
<i>1963</i>		
United States Air Force Academy	June 5, 1963	Relationship between government and private industry
San Diego State College	June 6, 1963	Education: economic and racial equality of opportunity, improve quality, increase literacy
American University	June 10, 1963	Foreign affairs: world peace, ban nuclear tests, spend less on war and more on poverty and disease
Eisenhower		
<i>1953</i>		
Dartmouth College	June 14, 1953	Personal leadership, courage,
protect		basic American freedoms
<i>1954</i>		
Washington College	June 7, 1954	Role of government in citizen's lives, importance of public service
<i>1955</i>		
West Point	June 7, 1955	Changing role of military, importance of peace and military readiness, spiritual values in military service
Pennsylvania State	June 11, 1955	Nuclear Energy: importance of new

scientific achievements increase
skills and understanding, peaceful
reactors

1956

Baylor University

May 25, 1956

Foreign affairs: fighting
communism, liberty and free
government, international
cooperation with NATO and UN

1957

FBI National Academy

November 8, 1957

Growing importance of FBI

1958

Mary's College

June 2, 1958

General Agenda: crime, racial
equality, anti-communism,
economic development, protecting
American freedoms

U.S. Naval Academy

June 4, 1958

Foreign affairs: Navy's role in
achieving peace, ways to improve
individually as servicemen

1959

Air Force Academy
Foreign Service Institute
University of Notre Dame

May 16, 1959

June 12, 1959

June 5, 1960

General good luck
Importance of Foreign Service
Importance of public service and
citizen participation in government
and leadership

Truman

1947

Princeton University

June 17, 1947

Need for trained public service
agents, importance of U.S. role in
world peace

1948

University of California

June 12, 1948

Foreign affairs: UN, economic
recovery, relations with USSR,
policy of recovery, reconstruction,
and prosperity

1950

University of Missouri
program,

June 9, 1950

Foreign affairs: U.S. peace

global economy

1952

Howard University

June 13, 1952

Racial equality/ Civil rights

Franklin D. Roosevelt

1933

United States Naval Academy

June 1, 1933

Civic Responsibility

1938

United States Naval Academy

June 2, 1938

Combining education with life experiences

1939

West Point

armed

June 12, 1939

Leadership and cooperation in services

1940

University of Virginia
world

June 10, 1940

Foreign affairs: importance of peace, problems with Italy and Germany

Hoover

Howard University

June 10, 1932

Racial equality/ natural rights of all citizens, importance of integration

Wilson

1914

United States Naval Academy

June 5, 1914

Importance of education and social responsibility

1916

United States Naval Academy

June 2, 1916

Importance of naval duties and American unity

West Point

June 14, 1916

Military role: preparedness, American pride, U.S. military

power

3-16-00

THE WHITE HOUSE

WASHINGTON

March 13, 2000

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Blumenthal
Edmonds
Podesta

MEMORANDUM FOR THE PRESIDENT

CC: TERRY EDMONDS

FROM: SIDNEY BLUMENTHAL

SUBJECT: Commencement Addresses

Need all reflective
Water - could work
traditional elements
is good - new but looking to future
Be

The President's commencement addresses this year should be variations on a theme—the theme of the future. It would be easy for pundits to dismiss these speeches by a departing President as valedictories. But they should be commencements in every sense of the word. They should open up subjects at the beginning of the new century. Their framing should be lofty, but they should have a cutting edge. Each speech should define a large question about the American future, slice into the immediate political/policy debates with precise programs and establish the President's continuing ability to move events. The speeches cannot seem to be reiterative, tired replays on issues the President has spoken on numerous times. To the extent that the speeches seem to repeat his past performances, he will appear to be losing intellectual energy. He must strike a tone that it is at once fresh and sweeping, reflective and direct.

I suggest two possible new subjects:

1. The Future of Violence in American Life

Our understanding of violence in American history is warped by myths. The Wild West, in fact, was not so wild. Guns were not widespread. New research by historians proves that the NRA's version of history is self-justifying fiction. Violence has many sources, from guns to exploitative "entertainment" to hatred of people who are different or thought to be weaker. This is not a state of nature. We can uproot the culture of violence and advance a new American civilization. But violence is still being directed at individuals and groups on the basis of race, ethnicity and gender. Specific policies can be promoted on guns, hate crimes, domestic violence, public safety, and prisons.

2. The Future of American Generations

If the country is to progress, the contract among generations must be secured. In a new century that social contract involves three basic generations: the generation that experienced the Depression and World War II, the generation that came of age during the tumult of the 1960s and

the younger generation that faces new challenges of identity. The speech could explore the different psychology of these generations and why the future of the American journey depends upon our obligations of each to the other. Social Security and Medicare must be protected; education enriched; and health care expanded. If we understand our needs and responsibilities, there will be no generation gaps. Rather, there will be affection for those older or younger and a growing sense of our mutual bonds.

I would also give speeches on science, on technology and education.

The first on science might focus on how our world will be radically transformed, requiring a new American mastery of change; a heightened yet more subtle sense of ethics; an understanding that public investment is a catalyst to general prosperity (the Internet, NASA, vaccines, etc.); new national security policies; and that the global is not a foreign intruder but the way in which we are pioneering the territory ahead. As we move forward, we bring the world closer. American success means exploring new frontiers.

The second on education might focus on the future of the American Dream: how education is now at its center; that more than half our young people of college age should have at least two years of college; that those who receive the advantages of opportunity must be committed to opportunity for all; that the Jeffersonian ideal of the diffusion of knowledge means expanding democracy; that the dream must be open to everyone.

THE PRESIDENT HAS SEEN

3-10-00

THE WHITE HOUSE

WASHINGTON

March 9, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
JEFF SHESOL
JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

This year you will have the opportunity to deliver three, perhaps four, commencement speeches to the first graduating class of the 21st Century. As commencement season approaches, we have convened a working group to discuss possible themes and venues for your consideration. We believe that these speeches, individually and collectively, provide an excellent forum in which to frame the achievements of the last seven years and your vision for "the long look ahead."

This memorandum reflects our discussions with Maria Echaveste, Bruce Reed, Gene Sperling, Karen Tramontano, George Frampton, Neal Lane, Loretta Ucelli, Stephanie Streett, Minyon Moore, and Tom Freedman. We will continue our discussions about specific policies and locations after receiving your direction.

I. SCIENCE AND TECHNOLOGY: OPPORTUNITIES AND RESPONSIBILITIES

Advances in science and technology have, of course, many virtues, but also pose new challenges to our oldest values. This speech could focus on our responsibility to use science and technology ethically and wisely, and to build a better and healthier America. Subjects could include the human genome and biotechnology, information technology, and clean energy – and, specifically, their impact on public health and the environment.

Location: State school or elite university.

II. OPPORTUNITY IN THE 21ST CENTURY

Closing the skills gap and expanding the winner's circle to include those at its margins. The speech could explore the changing nature of opportunity in an information age and the ways we can create a 21st Century workforce. Specific subjects could include the digital divide; workforce-oriented initiatives; rewarding work and family; ex-offenders and enfranchisement; and related elements of your New Markets and One America Initiative, including the possible release of your race book.

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Edmonds
Shesol
Gottheimer

Location: Elite university; historically black, Hispanic, or Native American college; community college; state school.

III. GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the contours of the argument you engaged in your State of the Union Address this year. It might also serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

IV. EDUCATION

A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every student the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, the expansion of college opportunity, and efforts to close the digital divide.

Location: Community college; state school.

Carrie A. Street

03/17/2000 06:53:26 PM

Record Type: Record

To: Terry Edmonds/WHO/EOP@EOP, Joshua S. Gottheimer/WHO/EOP@EOP
cc: Stephanie S. Streett/WHO/EOP@EOP, Laura A. Graham/WHO/EOP@EOP
Subject: Commencement update

The following information has been confirmed:

School	Date	Speaker
Duke University	May 14, 2000	Elizabeth Dole
University of Michigan	April 29, 2000	David Halverstan (Pulitzer Prize winner)
Harvard University	June 8, 2000	no speaker confirmed

School	Date
Virginia Tech	May 13, 2000
Carnegie Mellon Univ.	May 21, 2000
Fisk University	May 8, 2000
New Mexico State Univ.	May 13, 2000
Macalester College	May 21, 2000

I ended up calling the schools (without identifying myself) to find out if their speakers had been confirmed. Elizabeth Dole HAS been confirmed for Duke. Most offices closed at 5pm so I will have the rest of the information for you Monday asap.

Please note: Georgia Tech must be removed from the list due to a conflict in the President's personal schedule on May 6.

Please let me know if you have any questions.

Thanks!

Carrie
x65487

THE WHITE HOUSE
WASHINGTON

February 23, 2000

MEMORANDUM FOR JOHN PODESTA
 MARIA ECHAVESTE
 STEVE RICCHETTI
 KAREN TRAMONTANO
 JOE LOCKHART
 JOEL JOHNSON
 STEPHANIE STREETT

THROUGH: LORETTA UCELLI
 TERRY EDMONDS

FROM: JOSH GOTTHEIMER
 MICHAEL GEHRKE

SUBJECT: COMMENCEMENT ADDRESSES:
 AN HISTORICAL ANALYSIS

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COMMENCEMENT ADDRESSES: PRESIDENT WILSON TO PRESIDENT CLINTON

Clinton

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Massachusetts Institute of Technology	June 5, 1998	
Portland State University	June 13, 1998	

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U.S. Air Force Academy	June 2, 1999	Foreign affairs: Kosovo
University of Chicago	June 12, 1999	Globalization/Economy

Bush

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Boston University	May 21, 1989	
United States Coast Guard Academy	May 24, 1989	

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1981

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1983

Seton Hall University, South Orange NJ
University of South Carolina at Columbia

May 21, 1983
September 20, 1983

Youth civic involvement
Great human advances/National
education agenda

1984

United States Air Force Academy

May 30, 1984

U.S. role in the world/
Technological and scientific
advancements, human creativity

1985

United States Naval Academy

May 22, 1985

Foreign affairs: World Peace

1987

Tuskegee University

May 10, 1987

Minority equality/ Human progress

Ohio State University

June 10, 1987

Graduation Proclamation

1988

United States Coast Guard Academy

May 18, 1988

Foreign affairs: narcotic
intervention/ Reduce violent crime/
Arms reduction in USSR

Carter

1977

Notre Dame

May 22, 1977

Foreign affairs: U.S. power and
influence to strengthen civil/human
rights, spread of democracy

1978

United States Naval Academy

June 7, 1978

US-Soviet Relations

1979

Cheyney State College

May 20, 1979

Racial Equality/ Civil rights
progress / Importance of voting

Ford

1974

Ohio State University

August 30, 1974

Citizen-Govt. Relations

1975

University of Pennsylvania

May 18, 1975

Economic goals/Increase citizen
participation/Strengthen defense
Foreign affairs: Commitment to
freedom, NATO's progress,
strengthening defense budget,

United States Military Academy

June 4, 1975

Chicago State University	July 12, 1975	strengthening European allies, energy policy Community service
<i>1976</i> University of Nebraska at Lincoln	May 8, 1976	National optimism: recession recovery, more peaceful world, farm production increase, improved education
Warner Pacific College, OR	May 23, 1976	Individualism: importance of creativity and originality, era of achievements
Nixon		
<i>1969</i> United States Air Force Academy	June 4, 1969	Foreign affairs: Role of military, Cold War
<i>1973</i> Florida Technological University	June 8, 1973	U.S. world leadership
<i>1974</i> Oklahoma State University	May 11, 1974	Inflation/ Energy development/ Improving agriculture and healthcare
United States Naval Academy	June 5, 1974	Foreign affairs: Navy's role in post Cold War hotspots
Johnson		
<i>1964</i> University of Michigan	May 22, 1964	Great Society: improving cities, countryside, and classrooms
University of Texas	May 30, 1964	Improving Education
United States Coast Guard Academy	June 3, 1964	Military Strength: deter atomic attack, ability to fight less than all- out war, struggle against subversion
Swarthmore College	June 8, 1964	General Agenda: improve Education, civil rights, citizen participation
Holy Cross College	June 10, 1964	Post cold war challenges: poverty, disease, decrease natural resources
Brown University	September 28, 1964	Education: Strengthen science and humanities, equal opportunity

<i>1965</i> Baylor University, Waco TX Howard University Catholic University	May 28, 1965 June 4, 1965 June 6, 1965	Dominican Republic peace Racial equality/ Civil rights Foreign affairs: working towards world peace
<i>1968</i> Texas Christian University	May 29, 1968	General agenda: education, poverty, healthcare, transportation, world peace
Glassboro State College	June 4, 1968	Foreign affairs: peace efforts in Middle East, Soviet Union, and Vietnam
Southwest Texas State College	August 24, 1968	Education: Improve standards, increase funding
Kennedy		
<i>1962</i> Yale	June 1962	Public confidence in government/ Government reduction
<i>1963</i> United States Air Force Academy	June 5, 1963	Relationship between government and private industry
San Diego State College	June 6, 1963	Education: economic and racial equality of opportunity, improve quality, increase literacy
American University	June 10, 1963	Foreign affairs: world peace, ban nuclear tests, spend less on war and more on poverty and disease
Eisenhower		
<i>1953</i> Dartmouth College	June 14, 1953	Personal leadership, courage, protect basic American freedoms
<i>1954</i> Washington College	June 7, 1954	Role of government in citizen's lives, importance of public service
<i>1955</i> West Point	June 7, 1955	Changing role of military, importance of peace and military readiness, spiritual values in military service
Pennsylvania State	June 11, 1955	Nuclear Energy: importance of new

scientific achievements increase
skills and understanding, peaceful
reactors

1956

Baylor University

May 25, 1956

Foreign affairs: fighting
communism, liberty and free
government, international
cooperation with NATO and UN

1957

FBI National Academy

November 8, 1957

Growing importance of FBI

1958

Mary's College

June 2, 1958

General Agenda: crime, racial
equality, anti-communism,
economic development, protecting
American freedoms

U.S. Naval Academy

June 4, 1958

Foreign affairs: Navy's role in
achieving peace, ways to improve
individually as servicemen

1959

Air Force Academy
Foreign Service Institute
University of Notre Dame

May 16, 1959

June 12, 1959

June 5, 1960

General good luck
Importance of Foreign Service
Importance of public service and
citizen participation in government
and leadership

Truman

1947

Princeton University

June 17, 1947

Need for trained public service
agents, importance of U.S. role in
world peace

1948

University of California

June 12, 1948

Foreign affairs: UN, economic
recovery, relations with USSR,
policy of recovery, reconstruction,
and prosperity

1950

University of Missouri

June 9, 1950

Foreign affairs: U.S. peace
program, global economy

1952

Howard University

June 13, 1952

Racial equality/ Civil rights

Franklin D. Roosevelt

1933

United States Naval Academy

June 1, 1933

Civic Responsibility

1938

United States Naval Academy

June 2, 1938

Combining education with life experiences

1939

West Point

June 12, 1939

Leadership and cooperation in armed services

1940

University of Virginia

June 10, 1940

Foreign affairs: importance of world peace, problems with Italy and Germany

Hoover

Howard University

June 10, 1932

Racial equality/ natural rights of all citizens, importance of integration

Wilson

1914

United States Naval Academy

June 5, 1914

Importance of education and social responsibility

1916

United States Naval Academy

June 2, 1916

Importance of naval duties and American unity

West Point

June 14, 1916

Military role: preparedness, American pride, U.S. military power

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THE WHITE HOUSE

WASHINGTON

March 9, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
JEFF SHESOL
JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

This year you will have the opportunity to deliver three, perhaps four, commencement speeches to the first graduating class of the 21st Century. As commencement season approaches, we have convened a working group to discuss possible themes and venues for your consideration. We believe that these speeches, individually and collectively, provide an excellent forum in which to frame the achievements of the last seven years and your vision for "the long look ahead."

This memorandum reflects our discussions with Maria Echaveste, Bruce Reed, Gene Sperling, Karen Tramontano, George Frampton, Neal Lane, Loretta Ucelli, Stephanie Streett, Minyon Moore, and Tom Freedman. We will continue our discussions about specific policies and locations after receiving your direction.

I. SCIENCE AND TECHNOLOGY: OPPORTUNITIES AND RESPONSIBILITIES

Advances in science and technology have, of course, many virtues, but also pose new challenges to our oldest values. This speech could focus on our responsibility to use science and technology ethically and wisely, and to build a better and healthier America. Subjects could include the human genome and biotechnology, information technology, and clean energy – and, specifically, their impact on public health and the environment.

Location: State school or elite university.

II. OPPORTUNITY IN THE 21ST CENTURY

Closing the skills gap and expanding the winner's circle to include those at its margins. The speech could explore the changing nature of opportunity in an information age and the ways we can create a 21st Century workforce. Specific subjects could include the digital divide; workforce-oriented initiatives; rewarding work and family; ex-offenders and enfranchisement; and related elements of your New Markets and One America Initiative, including the possible release of your race book.

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it we're
going to
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Location: Elite university; historically black, Hispanic, or Native American college; community college; state school.

III. GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the contours of the argument you engaged in your State of the Union Address this year. It might also serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

IV. EDUCATION

A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every student the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, the expansion of college opportunity, and efforts to close the digital divide.

Location: Community college; state school.

00 APR 1 PM 3:54

THE WHITE HOUSE

WASHINGTON

April 1, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: MARIA ECHAVESTE

FROM: J. TERRY EDMONDS

CC: STEPHANIE STREETT
LORETTA UCELLI

SUBJECT: 2000 COMMENCEMENT OPTIONS

*Q could be so slow too
as part of make up
New Markets stop? could
talk about poverty -*

*copied
Edmonds
Echaveste
Streett
Ucelli
Podesta*

Based on your latest guidance, and further input from our in-house working group, including the Vice President's office, Minyon Moore and Mark Penn, we have revised the options for your 2000 commencement addresses. This new list takes into greater account political and geographic considerations. We have attempted to connect each location to a particular theme.

Please note that we have included an Historically Hispanic Institution, a venue you have never visited for a commencement.

As you know, you have already agreed to deliver an address on science and technology at the Coast Guard Academy on May 17. We are recommending that you do two additional speeches: one on the subject of gun violence, hate crimes, One America. And another on the subject of education as the centerpiece of your opportunity agenda.

In compiling these new options, we also took into account the need to put some breathing room between each address.

Please select one university from each grouping:

*Line A2 or C
+ A2 or D*

*probably
Eastern Michigan
Oregon State
only question
we could get
serious
coverage on
violence
issues at
elite school -
you promote it
we promote it*

I. CULTURE OF VIOLENCE

Context: We selected schools with sufficient stature to draw attention to your address.

- A. **Seton Hall University, South Orange, NJ**
Date: May 8, 2000
Student Population: 4,916.
Minority Breakdown: 29% overall; 13% African American, 6% Asian American, 10% Hispanic.
Scheduled Speaker: not yet determined

Note: Because racial and religious tolerance has emerged as a prominent issue during this election season, an address on this topic would attract particular attention at a Catholic university. Additionally, you should be aware that several students perished in a dorm fire at the University last fall.

B. Carleton College, Northfield, MN

Date: June 10, 2000

Student Population: 1,856.

Minority Breakdown: 17% overall; 3% African American, 9% Asian American, 4% Hispanic, 1% Native American.

Scheduled Speaker: not yet determined

Note: As a small, but highly-regarded liberal arts college in the Midwest, we believe Carlton would attract the attention of the elite media.

C. Oregon State University, Corvallis, OR

Date: June 11, 2000

Student Population: 11,940.

Minority Breakdown: 13% overall; 1% African American, 8% Asian American, 3% q Hispanic, 1% Native American.

Scheduled Speaker: University President

Note: We believe a speech on tolerance would resonate particularly well here given the recent hate crime incidents in Oregon, and the high percentage of gun ownership in the state.

D. Northwestern University, Evanston, IL

Date: June 16, 2000

Student Population: 7,747.

Minority Breakdown: 27% overall; 6% African American, 17% Asian American, 4% Hispanic.

Scheduled Speaker: not yet determined

Note: The NRA recently made inflammatory comments regarding the hate crime murder of Coach Birdsong.

II. EDUCATION/ OPPORTUNITY

Context: We selected large state schools and a community college, with diverse racial and socioeconomic student bodies, where we believe the audience would be particularly receptive to your education message. A large percentage of the student bodies at these schools have benefited from your education and college opportunity policies.

A. Eastern Michigan University, Ypsilanti, MI

Date: April 30, 2000

Student Population: 17,357.

Minority Breakdown: 19% overall; 14% African American, 2% Asian American, 2% Hispanic, 1% Native American.

Scheduled Speaker: not yet determined

B. Rutgers University, New Brunswick, NJ

Date: May 23, 2000

Student Population: 3,241.

Minority Breakdown: 25% overall; 6% African American, 13% Asian American, 6% Hispanic.

Scheduled Speaker: Dr. Michael Gottfried, alumnus

Note: A large number of Rutgers' students are commuters who work while attending school.

C. Hudson County Community College, Jersey City, NJ

Date: May 25, 2000.

Student Population: 4,500.

Minority Breakdown: 80% overall.

Scheduled Speaker: not yet determined

Note: Hudson County is a Historically Hispanic Institution with a significant immigrant population. It stands in the shadow of the Statue of Liberty, America's quintessential symbol of new opportunity.

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Scheduled Speaker: University President

Note: We believe Oregon State University works for both speech themes.

Please note, while we're not recommending the following options, we wanted to remind you that John Hope Franklin has invited you to speak at Fisk University in Nashville, Tennessee (May 5-8); and Willie Garry has asked you to address Shaw University in Raleigh, North Carolina (May 13).

4-4-00

'00 APR 1 PM 3:54

THE WHITE HOUSE

WASHINGTON

April 1, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: MARIA ECHAVESTE

FROM: J. TERRY EDMONDS

CC: STEPHANIE STREETT
LORETTA UCELLI

SUBJECT: 2000 COMMENCEMENT OPTIONS

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talk about poverty -

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Podesta

Line AA or C
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Oregon State
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Seton Hall
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we can

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THE WHITE HOUSE

WASHINGTON

March 9, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
JEFF SHESOL
JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

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Location: State school or elite university.

II. OPPORTUNITY IN THE 21ST CENTURY

Closing the skills gap and expanding the winner's circle to include those at its margins. The speech could explore the changing nature of opportunity in an information age and the ways we can create a 21st Century workforce. Specific subjects could include the digital divide; workforce-oriented initiatives; rewarding work and family; ex-offenders and enfranchisement; and related elements of your New Markets and One America Initiative, including the possible release of your race book.

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Location: Elite university; historically black, Hispanic, or Native American college; community college; state school.

III. GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the contours of the argument you engaged in your State of the Union Address this year. It might also serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

IV. EDUCATION

A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every student the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, the expansion of college opportunity, and efforts to close the digital divide.

Location: Community college; state school.

THE WHITE HOUSE

Assistant to the President and
Director of Speechwriting

3/6/00

This is a draft
of a Commencement
memo outlining possible
themes and venues
for 3 or 4 speeches.
We will send this
in to POTUS this
evening unless we
hear from you.

Thanks,
Terry

(insert)

THE WHITE HOUSE
WASHINGTON

March 6, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
 MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
 JEFF SHESOL
 JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

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I. SCIENCE AND TECHNOLOGY

A survey of both promise and perils, and an expansion of the ideas you addressed at Caltech in January. The speech could focus on ethical concerns as well as advances in biotechnology, information technology, and clean energy.

Location: State school or elite university.

II. OPPORTUNITY IN THE 21ST CENTURY

The changing nature of opportunity in an information age, and expanding the winner’s circle to include those at its margins. Specific subjects could include your New Markets initiative; closing the digital divide and the skills gap; and policies that reward work and family.

Location: Historically black, Hispanic, or Native American college; community college; state school.

III. GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the contours of the argument you engaged in your State of the Union Address this year. It might also serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

IV. ONE AMERICA

The ways in which our diversity can become, as you have argued, our greatest strength. This speech could consider the obstacles before us in this new century – whether socioeconomic barriers or the culture of intolerance. Topics could include hate crimes legislation, racial profiling, health care, education, or the possible release of your race book.

Location: Historically black, Hispanic, or Native American college; community college; state school.

V. EDUCATION

A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every student the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, and efforts to close the digital divide.

Location: Community college; state school; charter school.

DRAFT

**THE WHITE HOUSE
WASHINGTON**

March 3, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
 MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
 JEFF SHESOL
 JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

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Location: State school or elite university.

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The changing nature of opportunity in an information age, and expanding the winner's circle to include those at its margins. Specific subjects could include your New Markets initiative; closing the digital divide and the skills gap; and policies that reward work and family.

Location: Historically black, Hispanic, or Native American college; community college; state school.

III. GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the contours of the argument you engaged in your State of the Union Address this year. It might also serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

IV. ONE AMERICA

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Location: Historically black, Hispanic, or Native American college; community college; state school.

V. EDUCATION

A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every student the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, and efforts to close the digital divide.

Location: community college; state school; charter school.

March 3, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
 MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
 JEFF SHESOL
 JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

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Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

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Location: Historically black, Hispanic, or Native American college; community college; state school.

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Location: (community college; state school; charter school.

THE WHITE HOUSE

Assistant to the President and
Director of Speechwriting

To: Gene, Bruce,
George + Neal:

Please review the
attached memo
outlining possible
themes + venues for
3 or 4 Commencement
speeches. If we
can get your comments
by COB Wed. 3/8,
we can get this to
POTUS this week.

Thanks,
Terry

March 7, 2000

RANDUM FOR THE PRESIDENT

JGH: JOHN PODESTA
MARIA ECHAVESTE

J. TERRY EDMONDS
JEFF SHESOL
JOSH GOTTHEIMER



CT: 2000 COMMENCEMENT ADDRESSES

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Advances in science and technology have, of course, many virtues; but also pose new challenges to our oldest values. This speech could focus on our responsibility to use science and technology ethically and wisely, and to build a better and healthier America. Subjects could include biotechnology, information technology, and clean energy – and, specifically, their impact on public health and the environment.

Location: State school or elite university.

OPPORTUNITY IN THE 21ST CENTURY

The changing nature of opportunity in an information age, and expanding the winner's circle to include those at its margins. Specific subjects could include your New Markets Initiative; closing the digital divide and the skills gap; rewarding work and family; One America; possible release of your race book; prison reform and enfranchisement; and education

Location: Elite university; historically black, Hispanic, or Native American college; minority college; state school.

GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the gaps of the argument you engaged in your State of the Union Address this year. It might serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

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A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every child the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, and efforts to close the digital divide.

Location: Community college; state school.

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TRB FROM WASHINGTON Yawn

By SEAN WILENTZ

Issue date: 02.28.00

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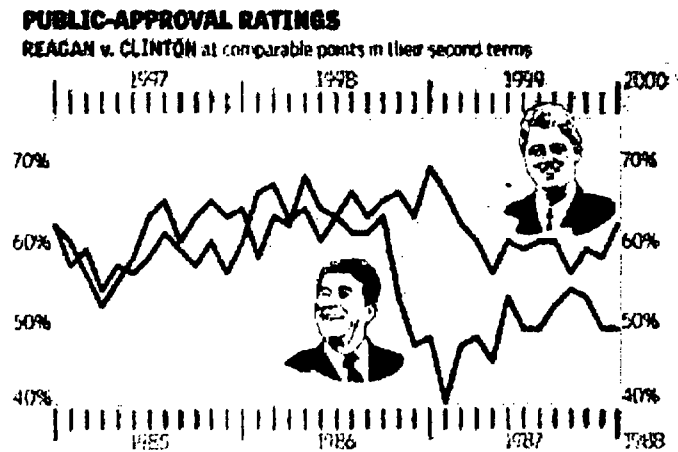
According to many of our top editorialists, the nation is gripped by something called "Clinton fatigue." After seven long years, voters are fed up with our "truth-twisting" president (the phrase is John McCain's), and they can't wait for him to clear out of Washington. It is this lingering distaste, the pundits argue, that explains the dynamics of the 2000 presidential race. As an antidote to Bill Clinton, voters want character; they want straight talk; they are sick of politics as usual. This accounted for Bill Bradley's surge last fall, and it now accounts for McCain's even more remarkable rise over the past two weeks.

TRB

The model has an elegant simplicity. But it rests on a fictional premise. By every meaningful standard, statistical and historical, Clinton fatigue is an utter hoax. It is the latest sign of the growing gap between what the public actually thinks and what the pundits claim the public thinks. In fact, over time, Clinton has become more popular, not less. That so many intelligent writers assume

the opposite tells us exactly nothing about Clinton. It tells us a great deal, however, about the dogma-cursed state of American political commentary.

From 1945 to 1992, each American president saw his job-approval ratings drop during his final years in office. The Korean War so undermined Harry Truman's popularity that he decided not to run for reelection in 1952. Vietnam did the same for Lyndon Johnson in 1968. Wretched disapproval (and almostcertain impeachment) led Richard Nixon to resign in 1974. Stagflation, the Iran hostage crisis, and "malaise" sent Jimmy Carter's numbers tumbling before Ronald Reagan clobbered him in 1980. Reagan's popular support went into free fall during the Iran-Contra scandal and never really recovered. George Bush, prior to his defeat in 1992, saw his approval ratings plunge from their peak just after the Gulf war. Even the likable Dwight Eisenhower saw his ratings slip sharply during his sluggish second term.



Clinton is the great exception. After hovering in the mid-50s during the months after his reelection, his approval ratings have averaged in the low to mid-60s ever since--reaching 69 percent at the height of the impeachment crisis and never dipping below 56 percent. By contrast, Ronald Reagan's numbers plummeted from 63 percent in October 1986 to 40 percent in February 1987 and then were barely nudged above the halfway mark until after the 1988 elections.

Commentators are quick to note that Clinton's approval ratings drop abruptly when the question turns from job performance to character. But poll data only matter insofar as they predict elections, and, when it comes to elections, Clinton's high job-approval numbers are far more predictive than his low personal-approval ones. And, like the job-approval numbers, the trend at the polls has generally been up.

Clinton has now been the dominant figure in four national elections. In 1992, he won the presidency, in a three-way race, with 43 percent of the popular vote. In 1994, of course, the Gingrich Republicans routed the president and his party, turning a large Democratic congressional majority into a GOP majority. But two years later Clinton not only rebounded from 1994 but surpassed his showing in 1992, winning 49 percent of the popular vote in another three-way race. In 1998, against media predictions, he did even better, and the Democrats gained five seats in the House. The last time a second-term president's party did so well in an off-year election was 1822.

Now consider 2000. Last fall, the press was filled with suggestions that Clinton fatigue was killing Al Gore. But last fall, if you'll remember, Gore was frantically distancing himself from the president--telling every interviewer who would listen how much he disapproved of Clinton's behavior and engaging in elaborate rhetorical contortions to avoid mentioning the president's name on the stump. Since December, he has started forthrightly claiming credit for the Clinton administration's accomplishments, and he has soared, winning in both Iowa and New Hampshire. To be sure, part of Gore's success stems from his campaign shake-up and from Bradley's early timidity. And,

to be sure, Democratic primary voters are the least Clinton-fatigued people around. But the fact remains that, at the ballot box as in the job-approval ratings, evidence for Clinton fatigue is scarce. Even McCain, whose recent rise pundits credit to his anti-Slick-Willie persona, beat George W. Bush in New Hampshire with a tax plan that his opponents ridiculed (and that he at one point acknowledged) as Clintonian.

Why, then, does Clinton fatigue get so much press? Because today's commentators are afflicted with two types of denial. On the right, there is negative denial, a stubborn refusal to concede Clinton's success in bringing about the GOP's current disarray. On the left, there is positive denial, characterized by absolutist assertions of outmoded doctrine coupled with distortions of Clinton's record. Negative denial helps explain conservative pundits' sudden enthusiasm for McCain as the "un-Clinton." Positive denial helps explain leftist pundits' enthusiasm for the inert Bradley.

Though distinct, these two types of anti-Clinton denial have much in common. In both instances, political frustration breeds political self-delusion. In both instances, normally shrewd analysts ridicule a president who has proven their nostrums wrong. In both instances, the experts, having persuaded themselves that Clinton fatigue truly exists, attempt to pass the fraud off on a resistant public. And, most remarkably, in both instances, the fraud gets perpetrated not merely by the usual gang of talk-radio demagogues and cable-TV blowhards but by some of the ablest intellectuals and editors in the land. Who these intellectuals are, how they operate, and what the Clinton-fatigue fraud portends for the future will be the subjects of next week's TRB.

Chart sources: Gallup Poll; Washington Post-ABC; NBC-WSJ; ABC; WSJ; NY Times-CBS; Newsweek. Chart by Nigel Holmes.

Recently:

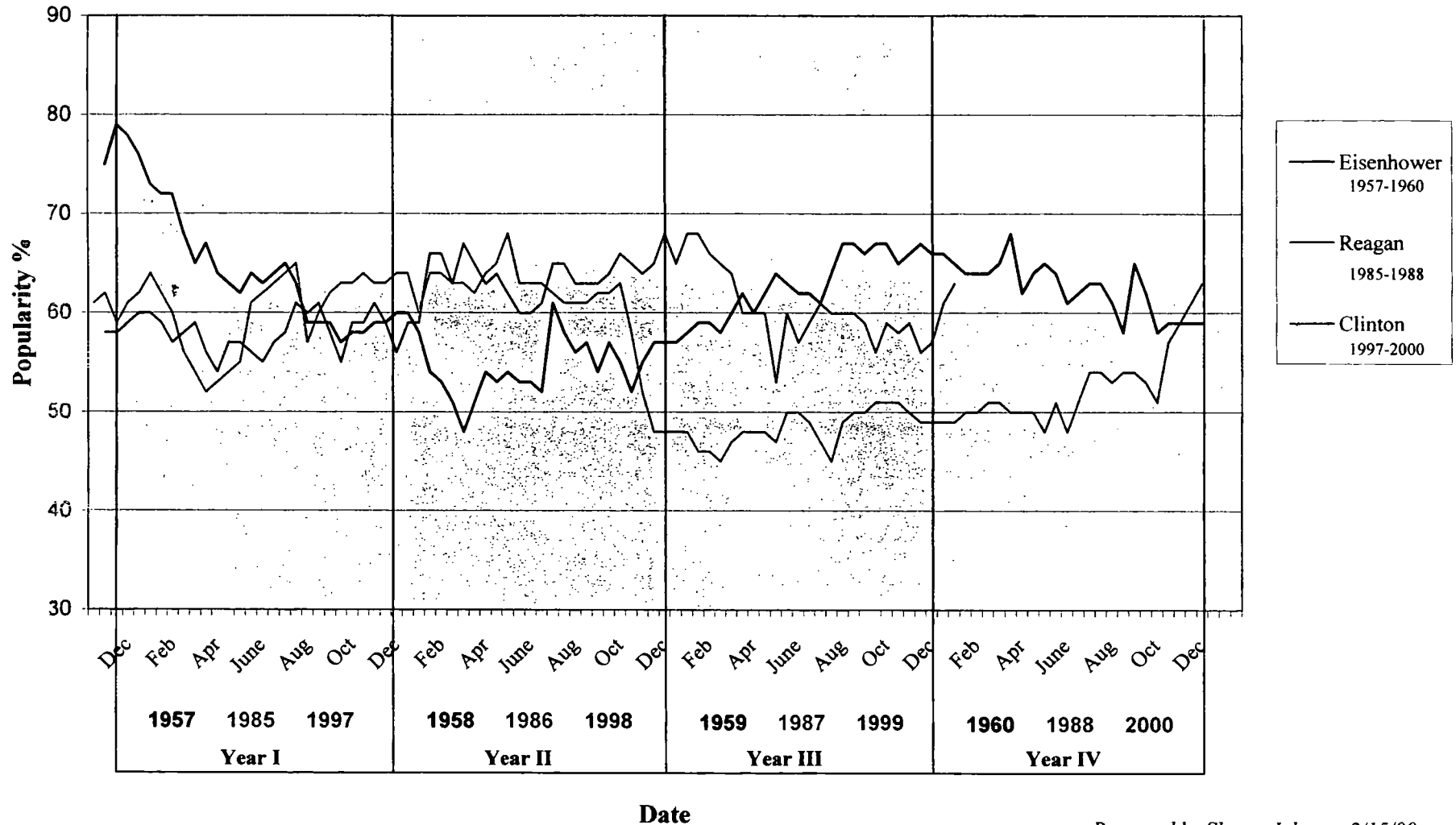
Elsewhere in this week's issue, Franklin Foer examines a phenomenon closely tied to Clinton fatigue: McCain chic. In TRB last week, Fouad Ajami spun tales of the new economy. Sean Wilentz's last article in TNR presented the historical case for why the Reform Party is doomed.

Currently (02.28.00 issue):

Favorite Son? John B. Judis reports from Arizona, where the character issue makes people vote *against* McCain.
 Improbable Cause: Jonathan Chait on the crumbling Michigan firewall.
 The Editors: Cloning is almost here. Does Washington care?
 Dear Village: A letter to my people.
 Nashville Dispatch: Ryan Lizza proves that the Reform Party can, in fact, get crazier.

2nd Term Presidential Popularity

Source: Gallup Poll Data on Presidential Popularity



Prepared by Shawn Johnson 2/15/00

THE WHITE HOUSE
WASHINGTON

February 18, 2000

MEMORANDUM FOR THE PRESIDENT

FROM: SIDNEY BLUMENTHAL 
SUBJECT: The Last Years of the Presidents

Between Franklin D. Roosevelt and Bill Clinton there have been two presidents who filled out two terms. Their last years in office provide the only relevant reference point for today. Presidential popularity, charted by the Gallup Poll, reveals that President Clinton is a far more popular president—and more popular over a far longer period—than Ronald Reagan was. Furthermore, President Clinton has enjoyed more consistent and sustained popularity than Dwight Eisenhower, who presided at a time when the presidency received a natural approval from the American people, in an era before the assassinations, race riots and the Vietnam War. The Princeton historian Sean Wilentz, in the enclosed article published in *The New Republic*, writes, “From 1945 to 1992, each American president saw his job approval ratings drop during his final years in office.” He adds, “Clinton is the great exception.”

The point here is not to play a game of king of the hill, or to exalt one president over another. Nor is it to measure presidencies merely by popularity. Rather, the historical structure of the presidents’ final years strongly suggests the salience of certain issues and themes. Both Eisenhower’s and Reagan’s vice presidents sought to succeed them, and in both cases these elements were major factors in determining the outcome. The pattern of the past may be something of a guide to the coming months. In the enclosed chart, the spikes and dips represent the jagged outlines of the politics of late-term presidents.

Eisenhower’s Decline

On the eve of his second inauguration, Eisenhower reached a peak of his popularity (79 percent). His fall began almost immediately. Throughout 1957, with the spread of a recession, he slipped downward. Then, with the Soviet Union’s launch of Sputnik in October, he fell precipitously. By April 1958, he found himself at his lowest point, below 50 percent for the first time.

Eisenhower’s last year was marked by economic stagnation, foreign policy humiliation at the hands of the Soviets, and strained relations with his vice president, Richard Nixon.

who damaged Ike's ratings and ultimately his own political prospects by his effort to separate himself.

Eisenhower entered 1960 partly restored in popularity at 66 percent. In May, the Soviets shot down a U-2 spy plane and captured its pilot, Francis Gary Powers. Ike, at first, denied that the US was engaged in such spy missions. But the Soviets paraded Powers before television cameras. In mid-May, the Paris summit with the Soviet Union collapsed. In July, the Soviets shot down another US patrol plane over the Soviet Union. Ike was below 50 percent again. The Democratic candidate for president, John F. Kennedy, charged that Eisenhower's neglect had created a dangerous "missile gap" (a bogus charge, it later turned out).

Criticism of Ike for weakening defense and being too attentive to a balanced budget was not restricted to Democrats. New York Governor Nelson Rockefeller also made the same sharp claims. Rockefeller was Nixon's chief rival within the GOP for the presidential nomination. In the end, Rockefeller decided not to challenge him. But he extracted a price. He got Nixon to agree to his broad program in what became known as the "Pact of Fifth Avenue," after a meeting at Rockefeller's apartment. For Nixon, the "pact" involved more than an entente with Rockefeller. It was a way for him to distinguish himself as more than "Ike's boy" and to position himself against Kennedy. Eisenhower was so angry that he threatened not to endorse his vice president. And the splits within the GOP contributed to Ike's fall in the polls that July.

In August, asked by a reporter to give an example of Nixon's contribution to government, Eisenhower replied, "If you give me a week I might think of one." He failed to endorse Nixon until the GOP convention. Throughout the year, in fact, he had tried to convince members of his cabinet to run for the presidency against Nixon. He also was furious with Rockefeller. Ike had lost control of his party and was unable to set its direction.

In September 1960, Soviet leader Nikita Khrushchev arrived at the opening of the United Nations General Assembly in New York, where he banged his shoe on the desk. Eisenhower's rating briefly shot up to 65 percent, a rally-round-the-flag syndrome. In late October, he began campaigning for Nixon. It seemed that the old adoration for Ike was back. He had been senescent for so long that his dramatic campaign appearances, flashing the famous smile and waving his arms, made it seem that he had come alive again. But Nixon asked him to stop his campaigning, upon receiving a private request from Eisenhower's wife and doctor, worried that he might have another heart attack. Eisenhower refused to help Nixon further. Ike's spike upward in early October swiftly depressed, even during his brief flurry of campaigning, and his polls went flat. Nixon lost by a razor-thin margin.

Eisenhower, the military hero of World War II, who was elected president on the promise of peace, was seen as a foreign policy bumbler. Confusion on the question of peace only made his economic management more suspect. Had there been a calm international environment, Nixon could have projected the issues of peace and prosperity with clarity,

presented himself forthrightly as Ike's successor, and would almost certainly have won the election.

The last year of Ronald Reagan's presidency, which included many similar problems of succession, offers a sharp contrast.

Reagan's Rescue

With the economy roaring, Reagan shot up, in May 1986, to his highest point—68 percent. But when the Iran-contra scandal was exposed in November, he suffered the single biggest drop of a president on record, falling to 47 percent. He hovered mostly below 50 percent for a year and a half. It seemed that there was nothing he could do to save himself. His rescue required the intervention of an outside force, a *deus ex machina*.

Since Mikhail Gorbachev's accession to power as the new Soviet leader in March 1984, Reagan had not known how to handle him. But in June 1988 Reagan went on location to Moscow, where he announced that "of course" the Cold War was over and that the "evil empire," Reagan's most memorable phrase, was from "another time." (Reagan reflected: "In the movie business actors often get what we call typecast... Well, politics is a little like that too. So I've had a lot of time and reason to think about my role.") His numbers suddenly went up to 54 percent.

Reagan's ratings stayed in the low fifties through the election. His convention speech was instrumental in defining the winning theme that George Bush seemed incapable of articulating. Reagan began inauspiciously, blurting inadvertently, "Facts are stupid things." (He meant to say "stubborn things.") But he went on to say, "Now, we hear talk that it's time for a change... We are the change." He referred to "Mr. Gorbachev," and concluded, "The work must continue." With this flourish, he captured the theme of continuity and change for the Republicans. It proved enough to help lift Bush into the presidency.

It is important to note that Reagan's recovery was relatively marginal. He never politically returned to the only period in which he enjoyed widespread popularity, from the spring of 1983 until November 1986. Yet the modesty of his comeback was still enough to build a plausible case of continuity for Bush. And after the election of his vice president Reagan rose for a moment to 63 percent, lending him a triumphant aura, as if he had always been beloved.

Reagan, the old conservative cold warrior, who had won two elections campaigning against the evil empire, transformed the peace issue by linking himself to Gorbachev and declaring the Cold War over. Reagan made peace and prosperity available to Bush, doing a superior job to Bush himself in basing his candidacy on those twin themes. What Eisenhower failed to do for Nixon, Reagan provided for Bush.

Lessons for 2000

Despite the propagandists of “Clinton fatigue,” President Clinton is indisputably more popular than Eisenhower and Reagan, the only points of comparison. He has reversed the historic trend of second-term decline; and he is the only president to have done so. It may be that this singular feat augurs a deeper reversal, the restoration of confidence in positive government and an active executive. But that depends largely on the outcome of the election.

The key political elements for 2000 are already in place.

First, after Al Gore’s impending defeat of Bill Bradley, party coherence will be greater than in any previous cycle when the nomination was open. Bradley’s challenge, moreover, has not been on any fundamental ideological ground. It is more attitudinal than political. There is not a polarizing issue to widen an already existing schism within the party, like Vietnam. Bradley’s effort to draw support from a rejection of the President has itself been rejected.

Second, there is no foreign policy crisis. Without the Cold War, there is no major adversary.

Third, the economy continues its unprecedented expansion.

Fourth, Gore is promoting the achievements of the administration as the basis for future progress. Unlike Nixon in 1960, he has no need to separate himself from the president’s policies. Ike named Nixon as his vice presidential candidate as a sop to the Republican right, to have a Californian and a younger man on the ticket. Eisenhower never respected or trusted Nixon. Bush became Reagan’s running mate as an act of political convenience, not shared perspective. This put Bush in the awkward position of having to embrace Reagan while trying to distance himself (as in his call for a “kinder, gentler” country). Gore, unlike Nixon in 1960 and Bush in 1988, is his president’s close partner, who authentically carries the banner of the Clinton administration’s achievements. And, unlike Bush, Gore is articulate and direct in explaining why he is the new man to carry the work forward. The stronger the theme of continuity and change, the greater the victory and the mandate.

At the same time, the Republicans present a reverse image. First, their party is split politically. The congressional wing has been repudiated by the McCain candidacy. Second, the GOP is split on foreign policy. Third, the GOP is split on economics, particularly on the question of tax cuts. In short, the Republicans carry the burdens that have led to presidential defeats in the past.

The confluence of these factors is now beginning to become apparent, as the CBS/*New York Times* poll of February 17 shows—an even race with underlying trends moving in the Democrat’s favor. But these factors cannot left be to their own devices, as though

there will be an inevitable unfolding of events. The public will perceive complacency as smugness, then as arrogance.

The Democratic Party is emerging from the primaries relatively unscathed. The congressional and presidential wings are in harmony. There has not been a time since arguably 1975, or even 1965, when the country and the Democratic agenda were in convergence.

The Republicans, by contrast, will leave the primaries badly battered. The McCain insurgency has split their party and greatly discredited its congressional and regular wings. Bush, representing the governors and the regulars, kept a distance from the congressional leadership. But McCain, running as a maverick, took on all of them, leaving them in pieces. The Republicans have no program or strategy for retaining the House, except a dependent reliance on Bush's pulling power.

The Republicans and Bush in particular have declared that the election will be a referendum on the Clinton presidency. If they win, they will claim their victory was a reaction against it. The issue, according to the Republicans, is this: Do the American people vindicate and extend the Clinton era or do they bring it to an end? The overriding question for the President and the Vice President—seen in the light of the Eisenhower and Reagan examples—is how they will affect that referendum.

Eisenhower, compounding his difficulties, tarnished his luster. Reagan, through the Cold War endgame and his rhetorical skill, magically enhanced his stature. Because of Nixon's defeat in 1960, there is no historical reference to an Eisenhower era. Reagan, however, currently enjoys a greater historical reputation than he deserves because he was vindicated through the ambiguous medium of George Bush.

The President's prospect is better at the beginning of his last year than it was for either Eisenhower or Reagan. He has entered what may be a virtuous cycle, if it can be kept in perpetual motion. Inescapably, Gore is viewed as a proxy and an extension. The better Gore performs, the better the President looks. Gore's rise, documented in polls, reflects favorably on the President, giving him more room to lift up Gore. And the better the President does, the better Gore looks.

For 2000, simplicity, clarity and consistency of message are paramount. Proliferating issues may have an effect other than highlighting an active executive, who, after all, is not running. If the issues are not tightly framed, they can create a diffuse impression. In setting the agenda, the President must insure that every issue is subsidiary to the grand themes of advancing peace, deepening prosperity and building another decade of progress. Beyond that, on a political level, the balance must be struck between continuity and change.

Obviously, the President should brandish foreign policy to enhance his prestige and stature. The Eisenhower and Reagan experiences could not be more telling on that point. And, obviously, the schisms within the Republican Party must be exacerbated, especially

on tax cuts and (after China WTO) internationalism. But there are also other potential pitfalls, including the danger of being drawn into legislative wear-and-tear and the overly drawn complexity of the administration's stance on trade.

The Republican Congress the President faces has been in great part discredited, even within its own party. It is the opposite of the dynamic force he encountered in 1995-96, during his reelection campaign, when Republicans still envisioned the Congress as their vanguard. The Republican presidential candidate will want the President to be mired in protracted unresolved conflict with the Congress as a distraction and to drag down his job performance numbers. In effect, the Republican nominee must triangulate to have a chance. So the President must use the Congress to highlight the Democratic agenda, pass certain signal pieces of legislation, and split the opposition to illustrate their lack of direction, program and cohesion. Above all, he must avoid the tar pit.

Barring unforeseen crises, the one issue that has the most potential of confusing the public and splitting the Democrats is trade. It is the weakest point. Since the disaster in Seattle, the administration's position has been defensive, argumentative and abstract. Pushing trade apart from concrete proposals has invariably led to setbacks—fast-track being the notable example. Trade cannot persuasively be promoted only as a process. And just talking about trade as a general proposition fosters an increasingly murky political atmosphere. Trade clouds up the administration's foreign policy, sometimes even appearing to substitute for it, rather than being understood as one of its instruments. And talking about trade in the abstract casts a shadow over the economic success story. Administration pleas for a hearing on trade suggest that it is ineffective, implicitly reinforcing the notion that it has had little to do with the economy. The rhetoric surrounding trade, stressing "global integration" and "rules of the road," is arcane and impenetrable to most people.

The case for trade should not be made in the abstract, but only in relation to China WTO. While all the usual arguments should be made about our interests, the issue should be framed above all as a foreign policy one. That enables the moral component to be brought to bear. It is about whether we will have a lasting peace with China, the largest nation in the world and an emerging power in the 21st century. Trade is an instrument of our policy of peace. It combines our interests and our values. Our ultimate goal is not merely trade; it is peace, which promotes not only prosperity but democracy. Indeed, the focus of our entire foreign policy is peace. The ending of the Cold War has not meant that the American people think of foreign policy apart from questions of war and peace. The President's most favorable image remains that of peacemaker. Other arguments, of course, must be made for trade, including that trade means continued economic growth and opportunity. But if peace is not the first argument then the President will have dispensed with one of the most powerful themes that serve all presidents, especially in their last year.

THE WHITE HOUSE

Assistant to the President and
Director of Speechwriting

3/6/00

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We will send this
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evening unless we
hear from you.

Thanks,
Terry

THE WHITE HOUSE
WASHINGTON

March 6, 2000

MEMORANDUM FOR THE PRESIDENT

THROUGH: JOHN PODESTA
 MARIA ECHAVESTE

FROM: J. TERRY EDMONDS
 JEFF SHESOL
 JOSH GOTTHEIMER

SUBJECT: 2000 COMMENCEMENT ADDRESSES

This year you will have the opportunity to deliver three, perhaps four, commencement speeches to the first graduating class of the 21st Century. As commencement season approaches, we have convened a working group to discuss possible themes and venues for your consideration. We believe that these speeches, individually and together, provide an excellent forum in which to frame the achievements of the last seven years and your vision for “the long look ahead.”

This memorandum reflects our discussions with Maria Echaveste, Karen Tramontano, Stephanie Streett, Minyon Moore, Loretta Ucelli, and Tom Freedman. We will continue our discussions about specific policies and locations after receiving your further direction.

I. SCIENCE AND TECHNOLOGY

A survey of both promise and perils, and an expansion of the ideas you addressed at Caltech in January. The speech could focus on ethical concerns as well as advances in biotechnology, information technology, and clean energy.

Location: State school or elite university.

II. OPPORTUNITY IN THE 21ST CENTURY

The changing nature of opportunity in an information age, and expanding the winner’s circle to include those at its margins. Specific subjects could include your New Markets initiative; closing the digital divide and the skills gap; and policies that reward work and family.

Location: Historically black, Hispanic, or Native American college; community college; state school.

III. GLOBALIZATION

Your lasting, defining statement on the central reality of this new century. It could fill in the contours of the argument you engaged in your State of the Union Address this year. It might also serve as a prominent pulpit if we have not yet won the fight for PNTR.

Location: Service academy (U.S. Coast Guard Academy, May 17) or elite university.

IV. ONE AMERICA

The ways in which our diversity can become, as you have argued, our greatest strength. This speech could consider the obstacles before us in this new century – whether socioeconomic barriers or the culture of intolerance. Topics could include hate crimes legislation, racial profiling, health care, education, or the possible release of your race book.

Location: Historically black, Hispanic, or Native American college; community college; state school.

V. EDUCATION

A focus on the second half of the equation: every child should begin school ready to learn and graduate ready to succeed. You could discuss the ways you are working to give every student the skills required not just to survive but to thrive in the 21st Century workplace. Topics could include school modernization, accountability, and efforts to close the digital divide.

Location: Community college; state school; charter school.

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Assistant to the President and
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Location: Community college; state school; charter school.

LOS ANGELES VALLEY COLLEGE
MERCED COLLEGE
MOUNT SAINT MARYS COLLEGE
MOUNT SAN ANTONIO COLLEGE
~~OXNARD COLLEGE~~
PALO VERDE COLLEGE
PASADENA CITY COLLEGE
PORTERVILLE COLLEGE
RANCHO SANTIAGO COLLEGE
REEDLY COLLEGE
~~RIO HONDO COLLEGE~~
RIVERSIDE COMMUNITY COLLEGE
SAN BERNARDINO VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY
SAN JOSE CITY COLLEGE
~~SOUTHWESTERN COLLEGE~~
THE NATIONAL HISPANIC UNIVERSITY
UNIVERSITY OF LAVERNE
VENTURA COLLEGE
WEST HILLS COMMUNITY COLLEGE
WHITTIER COLLEGE
WOODBURY UNIVERSITY

May 18

May 19

COLORADO

ADAMS STATE COLLEGE
COMMONWEALTH INTERNATIONAL UNIVERSITY
COMMUNITY COLLEGE OF DENVER
OTERO JUNIOR COLLEGE
PUEBLO COMMUNITY COLLEGE
TRINIDAD STATE JUNIOR COLLEGE

FLORIDA

BARRY UNIVERSITY
CARIBBEAN CENTER FOR ADVANCED STUDIES-MIAMI INSTITUTE OF
PSYCHOLOGY
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI-DADE COMMUNITY COLLEGE
SAINT THOMAS UNIVERSITY
TRINITY INTERNATIONAL UNIVERSITY
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ILLINOIS

CITY COLLEGES OF CHICAGO-HARRY S TRUMAN COLLEGE
CITY COLLEGES OF CHICAGO-MALCOLM X COLLEGE
CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE
CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE
LEXINGTON COLLEGE
MACCORMAC COLLEGE

FULLERTON COLLEGE
GAVILAN COLLEGE
HARTNELL COLLEGE
HEALD COLLEGE SCHOOL OF BUSINESS-SALINAS
HEALD COLLEGE SCHOOL OF BUSINESS-SAN JOSE
HEALD COLLEGE SCHOOL OF BUSINESS-STOCKTON
HEALD COLLEGE SCHOOL OF BUSINESS AND TECH-HAYWARD
HEALD COLLEGE SCHOOL OF BUSINESS AND TECHNOLOGY-FRESNO
IMPERIAL VALLEY COLLEGE
KELSEY-JENNEY COLLEGE
LONG BEACH CITY COLLEGE
LOS ANGELES CITY COLLEGE
LOS ANGELES COUNTY MEDICAL CENTER SCHOOL OF NURSING
LOS ANGELES HARBOR COLLEGE
LOS ANGELES MISSION COLLEGE
LOS ANGELES TRADE TECHNICAL COLLEGE
LOS ANGELES VALLEY COLLEGE
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WOODBURY UNIVERSITY

Community college
May 18
May 27-28

COLORADO

ADAMS STATE COLLEGE
COMMONWEALTH INTERNATIONAL UNIVERSITY
COMMUNITY COLLEGE OF DENVER
OTERO JUNIOR COLLEGE
PUEBLO COMMUNITY COLLEGE
TRINIDAD STATE JUNIOR COLLEGE

FLORIDA

BARRY UNIVERSITY
CARIBBEAN CENTER FOR ADVANCED STUDIES-MIAMI INSTITUTE OF

PSYCHOLOGY
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI-DADE COMMUNITY COLLEGE
SAINT THOMAS UNIVERSITY
TRINITY INTERNATIONAL UNIVERSITY
UNIVERSITY OF MIAMI
VALENCIA COMMUNITY COLLEGE ? - Date - we should have



April 28th

ILLINOIS

CITY COLLEGES OF CHICAGO-HARRY S TRUMAN COLLEGE
CITY COLLEGES OF CHICAGO-MALCOLM X COLLEGE
CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE
CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE
LEXINGTON COLLEGE
MACCORMAC COLLEGE
MORTON COLLEGE
NORTHEASTERN ILLINOIS UNIVERSITY
ROBERT MORRIS COLLEGE
SAINT AUGUSTINE COLLEGE

(8 mi. From Downtown) May 21

10:00 a

June 3

KANSAS

DODGE CITY COMMUNITY COLLEGE

NEW JERSEY

HUDSON COUNTY COMMUNITY COLLEGE
JERSEY CITY STATE COLLEGE
PASSAIC COUNTY COMMUNITY COLLEGE
SAINT PETERS COLLEGE

NEW MEXICO

ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE
COLLEGE OF SANTA FE
EASTERN NEW MEXICO UNIVERSITY-ROSWELL CAMPUS
LUNA VOCATIONAL TECHNICAL INSTITUTE
NEW MEXICO HIGHLANDS UNIVERSITY
NEW MEXICO JUNIOR COLLEGE
NEW MEXICO STATE UNIVERSITY-CARLSBAD
NEW MEXICO STATE UNIVERSITY-DONA ANA
NEW MEXICO STATE UNIVERSITY-GRANTS
NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS
NORTHERN NEW MEXICO COMMUNITY COLLEGE
SANTA FE COMMUNITY COLLEGE
UNIVERSITY OF NEW MEXICO-LOS ALAMOS CAMPUS
UNIVERSITY OF NEW MEXICO-MAIN CAMPUS
UNIVERSITY OF NEW MEXICO-TAOS EDUCATION CENTER
UNIVERSITY OF NEW MEXICO-VALENCIA COUNTY BRANCH
WESTERN NEW MEXICO UNIVERSITY

HERITAGE COLLEGE

ARIZONA

ARIZONA INSTITUTE OF BUSINESS AND TECHNOLOGY-MESA
ARIZONA INSTITUTE OF BUSINESS AND TECHNOLOGY-PHOENIX
ARIZONA WESTERN COLLEGE
CENTRAL ARIZONA COLLEGE
COCHISE COLLEGE
ESTRELLA MOUNTAIN COMMUNITY COLLEGE
PIMA COMMUNITY COLLEGE
SOUTH MOUNTAIN COMMUNITY COLLEGE

CALIFORNIA

ALLAN HANCOCK COLLEGE
BAKERSFIELD COLLEGE
~~CALIFORNIA STATE UNIVERSITY-BAKERSFIELD~~
~~CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS~~ May 26-27
CALIFORNIA STATE UNIVERSITY-FRESNO
CALIFORNIA STATE UNIVERSITY-LOS ANGELES
CALIFORNIA STATE UNIVERSITY-MONTEREY BAY
~~CALIFORNIA STATE UNIVERSITY-NORTHRIDGE~~
~~CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO~~ June 16-18
~~CANADA COLLEGE~~
~~CERRITOS COLLEGE~~ May 13
CHAFFEY COMMUNITY COLLEGE
CITRUS COLLEGE
COLLEGE OF THE DESERT
COLLEGE OF THE SEQUOIAS
COMPTON COMMUNITY COLLEGE
D-Q UNIVERSITY
DON BOSCO TECHNICAL INSTITUTE
EAST LOS ANGELES COLLEGE
~~EL CAMINO COLLEGE~~ May 26
FRESNO CITY COLLEGE
FULLERTON COLLEGE
GAVILAN COLLEGE
HARTNELL COLLEGE
HEALD COLLEGE SCHOOL OF BUSINESS-SALINAS
HEALD COLLEGE SCHOOL OF BUSINESS-SAN JOSE
HEALD COLLEGE SCHOOL OF BUSINESS-STOCKTON
HEALD COLLEGE SCHOOL OF BUSINESS AND TECH-HAYWARD
HEALD COLLEGE SCHOOL OF BUSINESS AND TECHNOLOGY-FRESNO
IMPERIAL VALLEY COLLEGE
KELSEY-JENNEY COLLEGE
LONG BEACH CITY COLLEGE
LOS ANGELES CITY COLLEGE
LOS ANGELES COUNTY MEDICAL CENTER SCHOOL OF NURSING
LOS ANGELES HARBOR COLLEGE
LOS ANGELES MISSION COLLEGE
LOS ANGELES TRADE TECHNICAL COLLEGE

El Camino

Brian A. Barreto

04/07/2000 11:34:19

AM

Record Type: Record

To: Joshua S. Gottheimer/WHO/EOP@EOP

cc:

Subject: Hispanic Serving Institutions (HSIs) 1997-1999

Here is the mother of all lists. . . let me know if I need to send something else and hw this works out.

Thanks.

Hispanic Serving Institutions (HSIs) 1997-1999

ARIZONA

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CANADA COLLEGE
CERRITOS COLLEGE
CHAFFEY COMMUNITY COLLEGE
CITRUS COLLEGE
COLLEGE OF THE DESERT
COLLEGE OF THE SEQUOIAS
COMPTON COMMUNITY COLLEGE
D-Q UNIVERSITY
DON BOSCO TECHNICAL INSTITUTE
EAST LOS ANGELES COLLEGE
EL CAMINO COLLEGE
FRESNO CITY COLLEGE

May 26th

June 16-28

MORTON COLLEGE
NORTHEASTERN ILLINOIS UNIVERSITY
SAINT AUGUSTINE COLLEGE

KANSAS

DODGE CITY COMMUNITY COLLEGE

NEW JERSEY

HUDSON COUNTY COMMUNITY COLLEGE
JERSEY CITY STATE COLLEGE
PASSAIC COUNTY COMMUNITY COLLEGE
SAINT PETERS COLLEGE

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WESTERN NEW MEXICO UNIVERSITY

NEW YORK

BORICUA COLLEGE
COLLEGE OF AERONAUTICS
CUNY BOROUGH OF MANHATTAN COMMUNITY COLLEGE
CUNY BRONX COMMUNITY COLLEGE
CUNY CITY COLLEGE
CUNY HOSTOS COMMUNITY COLLEGE
CUNY JOHN JAY COLLEGE CRIMINAL JUSTICE
CUNY LA GUARDIA COMMUNITY COLLEGE
CUNY LEHMAN COLLEGE
CUNY NEW YORK CITY TECHNICAL COLLEGE
MERCY COLLEGE

PUERTO RICO

AMERICAN UNIVERSITY OF PUERTO RICO-BAYAMON
AMERICAN UNIVERSITY OF PUERTO RICO-MANATI
ATLANTIC COLLEGE
BAYAMON CENTRAL UNIVERSITY
CARIBBEAN CENTER FOR ADVANCED STUDIES
CARIBBEAN UNIVERSITY-BAYAMON
CARIBBEAN UNIVERSITY-CAROLINA
CARIBBEAN UNIVERSITY-PONCE
CARIBBEAN UNIVERSITY-VEGA BAJA
COLEGIO TECNOLÓGICO DEL MUNICIPIO DE SAN JUAN
COLEGIO UNIVERSITARIO DEL ESTE
CONSERVATORY OF MUSIC OF PUERTO RICO
ESCUELA DE ARTES PLÁSTICAS DE PUERTO RICO
HUMACAO COMMUNITY COLLEGE
INTER AMERICAN UNIV OF PUERTO RICO-AGUADILLA
INTER AMERICAN UNIV OF PUERTO RICO-ARECIBO
INTER AMERICAN UNIV OF PUERTO RICO-BARRANQUITAS
INTER AMERICAN UNIV OF PUERTO RICO-BAYAMON
INTER AMERICAN UNIV OF PUERTO RICO-FAJARDO
INTER AMERICAN UNIV OF PUERTO RICO-GUAYAMA
INTER AMERICAN UNIV OF PUERTO RICO-METRO
INTER AMERICAN UNIV OF PUERTO RICO-PONCE
INTER AMERICAN UNIV OF PUERTO RICO-SAN GERMAN
PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-ARECIBO
PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-GUAYAMA
PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-MAYAGUEZ
PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-PONCE
UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS
UNIVERSIDAD DEL TURABO
UNIVERSIDAD METROPOLITANA
UNIVERSIDAD POLITÉCNICA DE PUERTO RICO
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UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS
UNIVERSITY OF SACRED HEART

TEXAS

BEE COUNTY COLLEGE
DEL MAR COLLEGE
EL PASO COMMUNITY COLLEGE
LAREDO COMMUNITY COLLEGE
MOUNTAIN VIEW COLLEGE

ODESSA COLLEGE
OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO
PALO ALTO COLLEGE
SAINT EDWARDS UNIVERSITY
SAN ANTONIO COLLEGE
SOUTH PLAINS COLLEGE
SOUTH TEXAS COMMUNITY COLLEGE
SOUTHWEST TEXAS JUNIOR COLLEGE
ST MARYS UNIVERSITY
ST PHILIPS COLLEGE
SUL ROSS STATE UNIVERSITY
TEXAS A & M INTERNATIONAL UNIVERSITY
TEXAS A & M UNIVERSITY-CORPUS CHRISTI
TEXAS A & M UNIVERSITY-KINGSVILLE
TEXAS SOUTHMOST COLLEGE
TEXAS STATE TECHNICAL COLLEGE-HARLINGEN
THE UNIVERSITY OF TEXAS-PAN AMERICAN
THE UNIVERSITY OF TEXAS AT BROWNSVILLE
THE UNIVERSITY OF TEXAS AT EL PASO
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO
THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN
UNIVERSITY OF HOUSTON-DOWNTOWN
UNIVERSITY OF INCARNATE WORD
VICTORIA COLLEGE

WASHINGTON

HERITAGE COLLEGE

PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-PONCE
UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS
UNIVERSIDAD DEL TURABO
UNIVERSIDAD METROPOLITANA
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PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-MAYAGUEZ

Hispanic Serving Institutions (HSIs) 1997-1999

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PIMA COMMUNITY COLLEGE
SOUTH MOUNTAIN COMMUNITY COLLEGE

CALIFORNIA

ALLAN HANCOCK COLLEGE
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CALIFORNIA STATE UNIVERSITY-BAKERSFIELD
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DON BOSCO TECHNICAL INSTITUTE
EAST LOS ANGELES COLLEGE
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HEALD COLLEGE SCHOOL OF BUSINESS AND TECHNOLOGY-

FRESNO

IMPERIAL VALLEY COLLEGE
KELSEY-JENNEY COLLEGE
LONG BEACH CITY COLLEGE
LOS ANGELES CITY COLLEGE
LOS ANGELES COUNTY MEDICAL CENTER SCHOOL OF NURSING
LOS ANGELES HARBOR COLLEGE
LOS ANGELES MISSION COLLEGE
LOS ANGELES TRADE TECHNICAL COLLEGE
LOS ANGELES VALLEY COLLEGE
MERCED COLLEGE
MOUNT SAINT MARYS COLLEGE
MOUNT SAN ANTONIO COLLEGE
OXNARD COLLEGE
PALO VERDE COLLEGE
PASADENA CITY COLLEGE
PORTERVILLE COLLEGE
RANCHO SANTIAGO COLLEGE
REEDLY COLLEGE
RIO HONDO COLLEGE
RIVERSIDE COMMUNITY COLLEGE
SAN BERNARDINO VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY
SAN JOSE CITY COLLEGE
SOUTHWESTERN COLLEGE
THE NATIONAL HISPANIC UNIVERSITY
UNIVERSITY OF LAVERNE
VENTURA COLLEGE
WEST HILLS COMMUNITY COLLEGE
WHITTIER COLLEGE
WOODBURY UNIVERSITY

COLORADO

ADAMS STATE COLLEGE
COMMONWEALTH INTERNATIONAL UNIVERSITY
COMMUNITY COLLEGE OF DENVER
OTERO JUNIOR COLLEGE
PUEBLO COMMUNITY COLLEGE
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CUNY JOHN JAY COLLEGE CRIMINAL JUSTICE
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CUNY LEHMAN COLLEGE
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HOSTOS COMMUNITY COLLEGE
JOHN JAY COLLEGE
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
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LEHMAN COLLEGE
MANHATTAN COMMUNITY COLLEGE
MERCY COLLEGE

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UNIVERSITY OF PUERTO RICO-AGUADILLA REGIONAL COLLEGE
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SAINT EDWARDS UNIVERSITY
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SOUTH PLAINS COLLEGE
SOUTH TEXAS COMMUNITY COLLEGE
SOUTHWEST TEXAS JUNIOR COLLEGE
ST MARYS UNIVERSITY

ST PHILIPS COLLEGE
SUL ROSS STATE UNIVERSITY
TEXAS A & M INTERNATIONAL UNIVERSITY
TEXAS A & M UNIVERSITY-CORPUS CHRISTI
TEXAS A & M UNIVERSITY-KINGSVILLE
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CALIFORNIA STATE UNIVERSITY-BAKERSFIELD
CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS
CALIFORNIA STATE UNIVERSITY-FRESNO
CALIFORNIA STATE UNIVERSITY-LOS ANGELES
CALIFORNIA STATE UNIVERSITY-MONTEREY BAY
CALIFORNIA STATE UNIVERSITY-NORTHRIDGE
CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO
CANADA COLLEGE
CERRITOS COLLEGE
CHAFFEY COMMUNITY COLLEGE
CITRUS COLLEGE
COLLEGE OF THE DESERT
COLLEGE OF THE SEQUOIAS
COMPTON COMMUNITY COLLEGE
D-Q UNIVERSITY
DON BOSCO TECHNICAL INSTITUTE
EAST LOS ANGELES COLLEGE
EL CAMINO COLLEGE
FRESNO CITY COLLEGE
FULLERTON COLLEGE
GAVILAN COLLEGE
HARTNELL COLLEGE
HEALD COLLEGE SCHOOL OF BUSINESS-SALINAS
HEALD COLLEGE SCHOOL OF BUSINESS-SAN JOSE
HEALD COLLEGE SCHOOL OF BUSINESS-STOCKTON
HEALD COLLEGE SCHOOL OF BUSINESS AND TECH-HAYWARD
HEALD COLLEGE SCHOOL OF BUSINESS AND TECHNOLOGY-

FRESNO

IMPERIAL VALLEY COLLEGE
KELSEY-JENNEY COLLEGE
LONG BEACH CITY COLLEGE
LOS ANGELES CITY COLLEGE
LOS ANGELES COUNTY MEDICAL CENTER SCHOOL OF NURSING
LOS ANGELES HARBOR COLLEGE
LOS ANGELES MISSION COLLEGE
LOS ANGELES TRADE TECHNICAL COLLEGE
LOS ANGELES VALLEY COLLEGE
MERCED COLLEGE
MOUNT SAINT MARYS COLLEGE
MOUNT SAN ANTONIO COLLEGE
OXNARD COLLEGE
PALO VERDE COLLEGE
PASADENA CITY COLLEGE
PORTERVILLE COLLEGE
RANCHO SANTIAGO COLLEGE
REEDLY COLLEGE
RIO HONDO COLLEGE
RIVERSIDE COMMUNITY COLLEGE
SAN BERNARDINO VALLEY COLLEGE
SAN DIEGO STATE UNIVERSITY
SAN JOSE CITY COLLEGE
SOUTHWESTERN COLLEGE
THE NATIONAL HISPANIC UNIVERSITY
UNIVERSITY OF LAVERNE
VENTURA COLLEGE
WEST HILLS COMMUNITY COLLEGE
WHITTIER COLLEGE
WOODBURY UNIVERSITY

COLORADO

ADAMS STATE COLLEGE
COMMONWEALTH INTERNATIONAL UNIVERSITY
COMMUNITY COLLEGE OF DENVER
OTERO JUNIOR COLLEGE
PUEBLO COMMUNITY COLLEGE
TRINIDAD STATE JUNIOR COLLEGE

FLORIDA

BARRY UNIVERSITY
CARIBBEAN CENTER FOR ADVANCED STUDIES-MIAMI INSTITUTE
OF PSYCHOLOGY
FLORIDA INTERNATIONAL UNIVERSITY
MIAMI-DADE COMMUNITY COLLEGE
SAINT THOMAS UNIVERSITY
TRINITY INTERNATIONAL UNIVERSITY
UNIVERSITY OF MIAMI
VALENCIA COMMUNITY COLLEGE

ILLINOIS

CITY COLLEGES OF CHICAGO-HARRY S TRUMAN COLLEGE
CITY COLLEGES OF CHICAGO-MALCOLM X COLLEGE
CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE
CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE
LEXINGTON COLLEGE
MACCORMAC COLLEGE
MORTON COLLEGE
NORTHEASTERN ILLINOIS UNIVERSITY
ROBERT MORRIS COLLEGE
SAINT AUGUSTINE COLLEGE

KANSAS

DODGE CITY COMMUNITY COLLEGE

NEW JERSEY

HUDSON COUNTY COMMUNITY COLLEGE
JERSEY CITY STATE COLLEGE
PASSAIC COUNTY COMMUNITY COLLEGE
SAINT PETERS COLLEGE

NEW MEXICO

ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE
COLLEGE OF SANTA FE
EASTERN NEW MEXICO UNIVERSITY-ROSWELL CAMPUS
LUNA VOCATIONAL TECHNICAL INSTITUTE
NEW MEXICO HIGHLANDS UNIVERSITY
NEW MEXICO JUNIOR COLLEGE
NEW MEXICO STATE UNIVERSITY-CARLSBAD
NEW MEXICO STATE UNIVERSITY-DONA ANA
NEW MEXICO STATE UNIVERSITY-GRANTS

NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS
NORTHERN NEW MEXICO COMMUNITY COLLEGE
SANTA FE COMMUNITY COLLEGE
UNIVERSITY OF NEW MEXICO-LOS ALAMOS CAMPUS
UNIVERSITY OF NEW MEXICO-MAIN CAMPUS
UNIVERSITY OF NEW MEXICO-TAOS EDUCATION CENTER
UNIVERSITY OF NEW MEXICO-VALENCIA COUNTY BRANCH
WESTERN NEW MEXICO UNIVERSITY

NEW YORK

BORICUA COLLEGE
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
BRONX COMMUNITY COLLEGE
CITY COLLEGE
CITY UNIVERSITY OF NEW YORK GUARDIA COMMUNITYCOLLEGE
COLLEGE OF AERONAUTICS
CUNY BOROUGH OF MANHATTAN COMMUNITY COLLEGE
CUNY BRONX COMMUNITY COLLEGE
CUNY CITY COLLEGE
CUNY HOSTOS COMMUNITY COLLEGE
CUNY JOHN JAY COLLEGE CRIMINAL JUSTICE
CUNY LA GUARDIA COMMUNITY COLLEGE
CUNY LEHMAN COLLEGE
CUNY NEW YORK CITY TECHNICAL COLLEGE
HOSTOS COMMUNITY COLLEGE
JOHN JAY COLLEGE
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
LAGUARDIA COMMUNITY COLLEGE
LEHMAN COLLEGE
MANHATTAN COMMUNITY COLLEGE
MERCY COLLEGE

PUERTO RICO

AMERICAN UNIVERSITY OF PUERTO RICO-BAYAMON
AMERICAN UNIVERSITY OF PUERTO RICO-MANATI
ATLANTIC COLLEGE
BAYAMON CENTRAL UNIVERSITY
CARIBBEAN CENTER FOR ADVANCED STUDIES
CARIBBEAN UNIVERSITY-BAYAMON
CARIBBEAN UNIVERSITY-CAROLINA
CARIBBEAN UNIVERSITY-PONCE
CARIBBEAN UNIVERSITY-VEGA BAJA
COLEGIO TECNOLÓGICO DEL MUNICIPIO DE SAN JUAN
COLEGIO UNIVERSITARIO DEL ESTE
CONSERVATORY OF MUSIC OF PUERTO RICO

ESCUELA DE ARTES PLASTICAS DE PUERTO RICO
HUMACAO COMMUNITY COLLEGE
INTER AMERICAN UNIV OF PUERTO RICO-AGUADILLA
INTER AMERICAN UNIV OF PUERTO RICO-ARECIBO
INTER AMERICAN UNIV OF PUERTO RICO-BARRANQUITAS
INTER AMERICAN UNIV OF PUERTO RICO-BAYAMON
INTER AMERICAN UNIV OF PUERTO RICO-FAJARDO
INTER AMERICAN UNIV OF PUERTO RICO-GUAYAMA
INTER AMERICAN UNIV OF PUERTO RICO-METRO
INTER AMERICAN UNIV OF PUERTO RICO-PONCE
INTER AMERICAN UNIV OF PUERTO RICO-SAN GERMAN
PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-ARECIBO
PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-GUAYAMA
PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-MAYAGUEZ
PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-PONCE
UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS
UNIVERSIDAD DEL TURABO
UNIVERSIDAD METROPOLITANA
UNIVERSIDAD POLITECNICA DE PUERTO RICO
UNIVERSITY OF PUERTO RICO-AGUADILLA REGIONAL COLLEGE
UNIVERSITY OF PUERTO RICO-ARECIBO CAMPUS
UNIVERSITY OF PUERTO RICO-BAYAMON TECH UNIV COLLEGE
UNIVERSITY OF PUERTO RICO-CAROLINA REGIONAL COLLEGE
UNIVERSITY OF PUERTO RICO-CAYEY UNIVERSITY COLLEGE
UNIVERSITY OF PUERTO RICO-HUMACAO UNIVERSITY COLLEGE
UNIVERSITY OF PUERTO RICO-LA MONTANA REGIONALCOLLEGE
UNIVERSITY OF PUERTO RICO-MAYAGUEZ
UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS
UNIVERSITY OF PUERTO RICO-PONCE TECH UNIV COLLEGE
UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS
UNIVERSITY OF SACRED HEART

TEXAS

BEE COUNTY COLLEGE
DEL MAR COLLEGE
EL PASO COMMUNITY COLLEGE
LAREDO COMMUNITY COLLEGE
MOUNTAIN VIEW COLLEGE
ODESSA COLLEGE
OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO
PALO ALTO COLLEGE
SAINT EDWARDS UNIVERSITY
SAN ANTONIO COLLEGE
SOUTH PLAINS COLLEGE
SOUTH TEXAS COMMUNITY COLLEGE
SOUTHWEST TEXAS JUNIOR COLLEGE
ST MARYS UNIVERSITY

ST PHILIPS COLLEGE
SUL ROSS STATE UNIVERSITY
TEXAS A & M INTERNATIONAL UNIVERSITY
TEXAS A & M UNIVERSITY-CORPUS CHRISTI
TEXAS A & M UNIVERSITY-KINGSVILLE
TEXAS SOUTHMOST COLLEGE
TEXAS STATE TECHNICAL COLLEGE-HARLINGEN
THE UNIVERSITY OF TEXAS-PAN AMERICAN
THE UNIVERSITY OF TEXAS AT BROWNSVILLE
THE UNIVERSITY OF TEXAS AT EL PASO
THE UNIVERSITY OF TEXAS AT SAN ANTONIO
THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO
THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN
UNIVERSITY OF HOUSTON-DOWNTOWN
UNIVERSITY OF INCARNATE WORD
VICTORIA COLLEGE

WASHINGTON

HERITAGE COLLEGE

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Remarks at Dedication Ceremonies at the Stanford University School of Law.

September 21, 1975

President Lyman, Dean Ehrlich, Waller Taylor, distinguished members of the board of trustees, and faculty, students, alumni, and friends of Stanford University:

I am indeed honored to be here and to thank my good friend, Waller Taylor, for his excellent arrangements as chairman of the Law School's board of visitors. Now, I know that I am not the first visitor to this beautiful campus who happened to be President or past President or a future President

Former President Benjamin Harrison was one of your first professors of law. Future President Herbert Hoover, to whom this university owes so very much, was one of your very first students.

One of my first acts as President this year was to sign into law a bill authorizing Federal matching funds for the expansion of the Hoover Institution in honor of the 100th anniversary of the birth of this great American and great humanitarian.¹

¹ See Item 6.

I understand that former President William Howard Taft and future President John F. Kennedy also enjoyed brief associations with "The Farm."

I hope I haven't overlooked anybody, but if so, I will blame the dedicated Stanford men and women who serve in my Cabinet and as my counsellors in the White House.

The contributions of the Stanford alumni in all branches of our Government in Washington are tremendous. I hope we have many, many more in the future, and I say that as a Yalie and a Michigander.

It is a tremendous pleasure to be here at the Law School today, to be a part of this very special dedication. The students and faculty of Stanford have always demonstrated an outstanding devotion to the concepts of truth, justice, and equality under the law. And yesterday you did it once again. When it comes to equality, you can't be any more equal than that game with Michigan—19 to 19! Well, what better place than a law school to celebrate a hung jury.
[Laughter]

Today's dedication of this impressive new home for the Law School is certainly no tie; it is one more victory in Stanford's unbroken record of educational excellence. The dream of Senator and Mrs. Stanford that children of California should be their children, with the help of many who followed their generous example, has broadened to the benefit of its young men and young women of all America and the world.

Back in 1968 when plans for this Law School complex were completed, there was a serious question in many sober minds whether the rule of law in this country was breaking down. Assassins gunned down a candidate for the Presidential nomination and one of our most eloquent civil rights leaders. In 1 week, riots and arson and looting swept 125 cities in our country, including the Capital of our Nation. Violent disorders, demonstrations, and defiance engulfed many, many of our communities.

In the midst of this environment, I was to make the 275th commencement address at the College of William and Mary, which produced such giants of constitutional history as Thomas Jefferson and John Marshall.

Ike — 457
Ford Bush
Nixon
Carter
[Signature]

As a result, I got an early start on my Bicentennial rereading of our Nation's beginnings. And I asked myself what were the most precious possessions the first settlers of American wilderness brought with them across the Atlantic? What was nurtured here in the New World to be carried across the mountains, across the plains, across the deserts, and over the High Sierra to the Golden Gate of California? What made us the unique Nation and people that we are today?

For the most part, the first American immigrants were poor, they were outcasts, they were persecuted, they were disadvantaged, they were dissenters, and they were rebels against the Old World Establishment. They brought little [p.1478] beyond what was on their backs and in their heads except a few seeds and a few tools and a few books. But what they brought was very precious to them.

They brought, even as they protested its capricious abuse, an abiding respect for the rule of law. They built orderly systems of self-government even before they erected dry houses. Generations later, when our Founding Fathers met in Philadelphia to declare their independence, they formally stated their reasons in terms of both moral and legal rights which the distant King and Parliament had denied them as colonists. Our American Revolution was unique in that we rejected our rulers but we revered their rules.

There were more colleges and universities in the Thirteen Colonies before the American Revolution than in all of England, Scotland, and Ireland put together. As Americans moved westward, they set aside lands for the higher training of teachers, engineers, agriculturalists, scientists, doctors, lawyers, and other professions. They encouraged the support of both private and public institutions of learning in State and Federal tax policies. No nation, at any time, has put a higher priority on education for all of its citizens.

Finally, the long march of the Americans halfway around the world, from Jamestown and Plymouth Rock to the westernmost tip of Alaska and the far Pacific Islands, carried with it a common commitment to the future. The material progress of the United States of America has been premised on the half-humanist, half-theological idea of the perfectibility of society, the enlargement of human freedom, and the innate worth of the individual.

Stanford University, where the winds of freedom still circulate through the pleasant quadrangles of old and new, was built and still stands upon the solid triad of law, learning, and liberty. The fears of seven summers ago were unfounded. The rule of law in America has survived. Our constitutional instincts have proven sound. The commitment of Americans to law, learning, and liberty continues in this very court this afternoon.

But the contradictions and dilemmas remain in our society in abundance. They will always exist in a democratic nation where the delicate balances between freedom and order, between private right and public interest, between the safety of the state and the security of the individual all require constant review and resolution.

This is the role of government at all levels and the mission both of those who make the laws and who practice and respect it. There is an old saying that those who love the law and those who are fond of sausage should never examine too closely how either is actually made. [Laughter] I certainly don't intend to pick any quarrel with the sausagemakers. But as a former lawmaker and as a [p.1479] lawyer, I believe we need to examine much more closely how our Nation's laws are made in order to prevent perfectly laudable legislative intentions from having perfectly horrible consequences.

Literally hundreds of examples can be cited. Let me take one area that affects almost everybody, with which you as lawyers will surely have to deal. That is the area of the individual's right of privacy—the right to keep one's individual identity inviolate, or in plain talk, the right to do your own thing.

I can speak with some authority on this, because as Vice President one of my chores was Chairman of the Domestic Council Committee on the Right of Privacy. I took that duty very seriously. Among the very first things we learned was that one of the worst offenders is the Federal Government itself. I don't mean improper or illegal invasions of people's privacy or constitutional rights by Federal agencies or individual officials, which nobody condones and which I will not tolerate as long as I am President of the United States.

Rather, I mean threats to privacy which have resulted from laws duly enacted by past Congresses for very laudable purposes having wide public support and appeal. Many of these laws, with today's technology, cumulatively threaten to strip the individual of his privacy or her privacy and reduce him to a faceless set of digits in a monstrous network of computers. He has not only no control over this process but often has absolutely no knowledge of its existence.

For example, in a simpler and earlier era, the government's principal interest in watching its citizens was to see that they obeyed the law, paid their relatively uncomplicated taxes, and from time to time, came to their country's aid in an emergency.

But when the government expanded enormously and undertook vast social programs that established a direct link between the citizen and the bureaucracy, government logically became interested not only in monitoring criminal behavior but also a lot of other things about its citizens' lives, its citizens' habits.

To determine the eligibility of millions of individuals for receiving government's benefits, for welfare or unemployment or social security or social service pensions or other special assistance, government has to gather, record, and constantly update information.

Government acquired a legitimate reason to inquire also into the private lives of students seeking scholarships, professors seeking research grants, businessmen wanting government loans or requiring government licenses, professional persons doing business with the government or participating in subsidy programs. The list is literally endless.

Over the years, therefore, agencies of the government—State and local as well [p.1480] as Federal—gradually have amassed great amounts of information about almost every one of us. As technology advanced, it made administrative sense to combine and codify such information, especially when it was voluntarily given in expectation of benefits and beyond the special legal safeguards provided for Federal census and Internal Revenue data.

Here we face another dilemma of democratic society in this new technological era where information is not only power, as it has always been, but also instantly retrievable by anyone trained to push the right button.

Certainly, we cannot scuttle worthwhile programs which provide essential help for the helpless and assist the deserving citizen. Yet we must protect every individual from excessive and unnecessary intrusions by a big brother bureaucracy.

Many of the recommendations of the Committee on Privacy, which I chaired as Vice President, were incorporated in the Privacy Act of 1974, which a cooperative Congress passed and I was pleased to sign as President. That law goes into effect next Saturday.

Briefly, the Privacy Act generally prohibits collection of information concerning exercise of an individual's first amendment rights. It requires that files on individuals be accurate, relevant, timely, and complete. It requires the Federal Government to reveal the existence and the whereabouts of all data systems containing identifiable personal information. It gives everyone the right to read his own file and to make corrections or to make amendments. It commands the Government to use the information only for the purpose for which it was collected. And it sets up an independent Privacy Commission with a 2-year mandate to monitor the operation of the law and investigate additional privacy rules.

It is, to be sure, extremely experimental. But it makes a long overdue start in trying to restore to every individual some of his rights which have been eroded in the process of gaining other advantages.

I have said in Bicentennial speeches around the country—and I will continue to say—that the great achievement of the first century of American independence was to perfect political institutions strong enough to endure stress and responsible to the times and to the needs of all of our people.

The second century of our independence, now ending, saw the development of the world's strongest economic system in a free climate our political freedom fostered. Two hundred years of American independence have gained for all of us an unprecedented measure of political and economic stability and success.

But we should ask ourselves, what should be the goal of our third century [p.1481] as a nation? I prefer to look at our Bicentennial celebration through a telescope, not a rearview mirror. The great challenge of our next 100 years is the advancement of individual independence—of specific safeguards, that can be made available as to the identity of each and every American, from the pressures of conformity.

These pressures close in upon us from many, many quarters—massive government, massive management, massive labor, massive education, massive communication, and massive acquisition of information.

To meet this challenge, we still need a positive and passionate commitment to law, to learning, and to liberty. Without law, there is no liberty. Without liberty, there is no learning. Without learning, there is no law.

Here at Stanford you have all three—law, learning, and liberty. Make the most of them. Make them part of your lives. Make them your richest legacy as well as your most precious inheritance.

Thank you very, very much.

NOTE: The President spoke at 4:12 p.m. In his opening remarks, he referred to Richard Lyman, president of Stanford University, and Thomas Ehrlich, dean of the School of Law.

Source: Federal Register Division, National Archives and Records Service, Public Papers of the Presidents of the United States, Gerald R. Ford, 1975 (Washington, D.C.: Government Printing Office, 1956-), pp.1476-1481

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THE WHITE HOUSE
WASHINGTON

February 23, 2000

MEMORANDUM FOR JOHN PODESTA
 MARIA ECHAVESTE
 STEVE RICCHETTI
 KAREN TRAMONTANO
 JOE LOCKHART
 JOEL JOHNSON
 STEPHANIE STREETT

THROUGH: LORETTA UCELLI
 TERRY EDMONDS

FROM: JOSH GOTTHEIMER
 MICHAEL GEHRKE

SUBJECT: COMMENCEMENT ADDRESSES:
 AN HISTORICAL ANALYSIS

FINAL YEAR COMMENCEMENT ADDRESSES

Our analysis of presidential commencement addresses dating back to Woodrow Wilson revealed the following: 1) Before the Truman administration, most presidents did not regularly deliver commencement addresses at universities other than military academies. 2) With regard to the topic or location of commencement addresses, there is no clear pattern for two term presidents in their final year. It is worth noting, however, that all of those speeches do tout the particular administration's accomplishments and related policy proposals – but do not introduce any new, sweeping initiatives or ideas.

Presidents Hoover and Truman both spoke about civil rights at Howard University in 1932 and 1952 respectively. In 1968, President Johnson addressed three graduating classes of Texas universities. He spoke about education, his domestic agenda and the Cold War. In 1960 President Eisenhower addressed Notre Dame University, focusing on citizenship and the role of government. President Reagan addressed the Coast Guard Academy during his final year. He discussed his administration's anti-drug policy and programs.

We have included a synopsis of President Clinton's commencement addresses as well as a table with the dates, locations and topics of all commencement addresses dating back to President Wilson.

PRESIDENT CLINTON: COMMENCEMENT THEMES

1993

President Clinton's 1993 Commencement addresses focused on the importance of revitalizing the nation's economy and creating investments through which the American worker could effectively compete in the global economy. These addresses focused heavily on the economy, Administration accomplishments and the responsibilities of the government. Both the New Hampshire and Northeastern speeches touched on the administration's economic accomplishments -- lower interest rates and job creations. All three speeches cited the importance of implementing a deficit reduction package and investing in education, training and technology.

1994

The President's 1994 addresses touched on the themes of personal responsibility and commitment. Both the Gallaudet and UCLA speeches mentioned AmeriCorps and the importance of embracing diversity. The Naval Academy speech was largely concerned with foreign policy matters and the transformations taking place in the world arena. It emphasized the need for an effective military force and discussed US policy vis a vis Bosnia.

1995

In the wake of the Oklahoma City bombing and the Tokyo subway nerve gas attack, the President's 1995 commencement addresses focused on the importance of international security and anti-terrorism initiatives at home and abroad. At Michigan State, Dartmouth and the Air Force Academy, the President discussed his anti-terrorism legislation, decried the militia movement and cited the importance of striking a balance between political speech and personal safety.

1996

The President's 1996 commencement remarks, delivered on the heels of the upcoming election, centered on the pillars first introduced in his 1992 New Covenant speeches at Georgetown: opportunity, community and responsibility. The first speech, at Penn State, focused on personal responsibility, including welfare reform, education, crime, and community service. At the Coast Guard Academy, the President focused on America's responsibilities in the global community -- specifically trade and security. At Princeton, the President addressed economic and educational opportunities in the United States.

1997

The President's 1997 commencement speeches addressed the issues facing America in the 21st Century. In his Morgan State speech, the President discussed the challenges posed by science and technological developments in the new millennium. His speech at UC-San Diego addressed lasting challenges posed by race and diversity in the United States -- and introduced the President's Initiative on Race. The President's speech at the Military Academy discussed the importance of cooperative military efforts (NATO) and the rise of new security threats.

1998

Similar in theme to the 1997 commencement addresses, the President's 1998 speeches also discussed the major challenges of the 21st Century. His speech at MIT focused on the information age and related challenges -- particularly the growing digital divide. The President's remarks at Portland State addressed diversity in the new millennium and the challenges posed by immigration. His remarks at the US Naval Academy addressed new security threats in the 21st century -- terrorism and nuclear proliferation.

1999

The President's 1999 commencement addresses also reflected the theme of 21st Century challenges. At Grambling, the President stressed the importance of building strong families in the 21st Century. He proposed new childcare, family leave and education initiatives. In his University of Chicago speech, the President discussed the importance of putting a human face on the global economy. At the Airforce Academy, he addressed both the traditional and non-traditional threats facing our military in the new century -- including biological and chemical weapons and terrorism.

COMMENCEMENT ADDRESSES: PRESIDENT WILSON TO PRESIDENT CLINTON

Clinton

1993

New Hampshire Technical College	May 22, 1993	Revitalizing the economy: Lower interest rates, job creation, deficit reduction, investing in education, training and technology
United States Military Academy	May 29, 1993	Revitalizing the economy/Military Security
Northeastern University	June 19, 1993	Revitalizing the economy: Lower interest rates, job creation, deficit reduction, investing in education, training and technology

1994

Gallaudet University	May 13, 1994	Celebrate diversity/AmeriCorps Strengthening America's future
University of California at Los Angeles	May 20, 1994	Celebrate diversity/AmeriCorps Strengthening America's future
United States Naval Academy	May 25, 1994	Foreign Policy: Bosnia

1995

Michigan State University	May 5, 1995	Foreign affairs: Global security
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U.S. Air Force	May 31, 1995	Foreign affairs/Diplomacy, security
Dartmouth College	June 11, 1995	Foreign/Domestic policy: America in the 21 st Century

1996

Pennsylvania State University	May 10, 1996	America's future: Community Responsibility
United States Coast Guard Academy	May 22, 1996	America's military: strength, decrease of major threats
Princeton University	June 4, 1996	Opportunity and education

1997

Morgan State University	May 18, 1997	21 st Century: science and technology
U.S. Military Academy	May 31, 1997	American 21 st Century: foreign affairs and U.S. military
Sidwell Friends School	June 6, 1997	America's Future: Personal responsibility in 21 st Century
University of California at San Diego	June 14, 1997	Diversity/Racial equality

1998

U.S. Naval Academy	May 22, 1998	21 st Century: U.S. Military
Massachusetts Institute of Technology	June 5, 1998	Challenges of the Information Age
Portland State University	June 13, 1998	National Cohesion

1999

Grambling State University	May 23, 1999	Working families in the New Economy
U.S. Air Force Academy	June 2, 1999	Foreign affairs: Kosovo
University of Chicago	June 12, 1999	Globalization/Economy

Bush

1989

Texas A&M	May 12, 1989	Post Cold War challenges: integrating USSR, reduce nuclear threat, broaden economy
Alcorn State University, Lorman MS	May 13, 1989	American family values/ Public service/ Opportunity
Boston University	May 21, 1989	Foreign Affairs: Economic future in Europe, NATO's influence
United States Coast Guard Academy	May 24, 1989	Foreign Affairs: Relations with USSR, spread of democracy, arms reduction, strong military deterrence

1990

Oklahoma State University	May 4, 1990	Foreign Affairs: Peaceful, stable, free Europe
Texas A&I University	May 11, 1990	America as Economic Role Model
University of South Carolina	May 12, 1990	Freedom in Eastern Europe
Liberty University, Lynchburg VA	May 12, 1990	Individual Empowerment
University of Texas at Austin	May 19, 1990	Democracies & Freedom

1991

University of Michigan Ann Arbor	May 4, 1991	Protecting basic freedoms: enterprise, speech and spirit
Hampton University, Hampton VA	May 12, 1991	Global opportunity: economy, trade, education
Yale	May 27, 1991	Foreign Affairs: Spread of democracy, globalization, free and fair trade, MFN status to China
United States Air Force Academy	May 29, 1991	Gulf War lessons: Importance of military technology and personnel, need to maintain strong military
West Point	June 1, 1991	American values of freedom, self- reliance and service/Racial equality
CalTech	June 14, 1991	21 st Century: free market, technological and scientific advances, community involvement

1992

Florida International University	April 27, 1992	Globalization/ Democracy in Latin America
Southern Methodist University, Dallas TX	May 16, 1992	Economic growth and opportunity / Pan for New America
Notre Dame	May 17, 1992	Strengthening freedom and American Family Values
United States Naval Academy	May 27, 1992	Globalization/ Strong military/Free market reform

Reagan

1981

Notre Dame	May 17, 1981	Human relations, end excessive government intervention, strengthen national pride
United States Military Academy	May 27, 1981	Military in domestic security

1982

Eureka College, IL	May 9, 1982	East-West relations
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1983

Seton Hall University, South Orange NJ
University of South Carolina at Columbia

May 21, 1983
September 20, 1983

Youth civic involvement
Great human advances/National
education agenda

1984

United States Air Force Academy

May 30, 1984

U.S. role in the world/
Technological and scientific
advancements, human creativity

1985

United States Naval Academy

May 22, 1985

Foreign affairs: World Peace

1987

Tuskegee University

May 10, 1987

Minority equality/ Human progress

Ohio State University

June 10, 1987

Graduation Proclamation

1988

United States Coast Guard Academy

May 18, 1988

Foreign affairs: narcotic
intervention/ Reduce violent crime/
Arms reduction in USSR

Carter

1977

Notre Dame

May 22, 1977

Foreign affairs: U.S. power and
influence to strengthen civil/human
rights, spread of democracy

1978

United States Naval Academy

June 7, 1978

US-Soviet Relations

1979

Cheyney State College

May 20, 1979

Racial Equality/ Civil rights
progress / Importance of voting

Ford

1974

Ohio State University

August 30, 1974

Citizen-Govt. Relations

1975

University of Pennsylvania

May 18, 1975

Economic goals/Increase citizen
participation/Strengthen defense
Foreign affairs: Commitment to
freedom, NATO's progress,
strengthening defense budget,

United States Military Academy

June 4, 1975

Chicago State University	July 12, 1975	strengthening European allies, energy policy Community service
<i>1976</i> University of Nebraska at Lincoln	May 8, 1976	National optimism: recession recovery, more peaceful world, farm production increase, improved education
Warner Pacific College, OR	May 23, 1976	Individualism: importance of creativity and originality, era of achievements
Nixon		
<i>1969</i> United States Air Force Academy	June 4, 1969	Foreign affairs: Role of military, Cold War
<i>1973</i> Florida Technological University	June 8, 1973	U.S. world leadership
<i>1974</i> Oklahoma State University	May 11, 1974	Inflation/ Energy development/ Improving agriculture and healthcare
United States Naval Academy	June 5, 1974	Foreign affairs: Navy's role in post Cold War hotspots
Johnson		
<i>1964</i> University of Michigan	May 22, 1964	Great Society: improving cities, countryside, and classrooms
University of Texas	May 30, 1964	Improving Education
United States Coast Guard Academy	June 3, 1964	Military Strength: deter atomic attack, ability to fight less than all- out war, struggle against subversion
Swarthmore College	June 8, 1964	General Agenda: improve Education, civil rights, citizen participation
Holy Cross College	June 10, 1964	Post cold war challenges: poverty, disease, decrease natural resources
Brown University	September 28, 1964	Education: Strengthen science and humanities, equal opportunity

<i>1965</i> Baylor University, Waco TX Howard University Catholic University	May 28, 1965 June 4, 1965 June 6, 1965	Dominican Republic peace Racial equality/ Civil rights Foreign affairs: working towards world peace
<i>1968</i> Texas Christian University	May 29, 1968	General agenda: education, poverty, healthcare, transportation, world peace
Glassboro State College	June 4, 1968	Foreign affairs: peace efforts in Middle East, Soviet Union, and Vietnam
Southwest Texas State College	August 24, 1968	Education: Improve standards, increase funding
Kennedy		
<i>1962</i> Yale	June 1962	Public confidence in government/ Government reduction
<i>1963</i> United States Air Force Academy	June 5, 1963	Relationship between government and private industry
San Diego State College	June 6, 1963	Education: economic and racial equality of opportunity, improve quality, increase literacy
American University	June 10, 1963	Foreign affairs: world peace, ban nuclear tests, spend less on war and more on poverty and disease
Eisenhower		
<i>1953</i> Dartmouth College	June 14, 1953	Personal leadership, courage, protect basic American freedoms
<i>1954</i> Washington College	June 7, 1954	Role of government in citizen's lives, importance of public service
<i>1955</i> West Point	June 7, 1955	Changing role of military, importance of peace and military readiness, spiritual values in military service
Pennsylvania State	June 11, 1955	Nuclear Energy: importance of new

scientific achievements increase
skills and understanding, peaceful
reactors

1956

Baylor University

May 25, 1956

Foreign affairs: fighting
communism, liberty and free
government, international
cooperation with NATO and UN

1957

FBI National Academy

November 8, 1957

Growing importance of FBI

1958

Mary's College

June 2, 1958

General Agenda: crime, racial
equality, anti-communism,
economic development, protecting
American freedoms

U.S. Naval Academy

June 4, 1958

Foreign affairs: Navy's role in
achieving peace, ways to improve
individually as servicemen

1959

Air Force Academy

Foreign Service Institute

University of Notre Dame

May 16, 1959

June 12, 1959

June 5, 1960

General good luck
Importance of Foreign Service
Importance of public service and
citizen participation in government
and leadership

Truman

1947

Princeton University

June 17, 1947

Need for trained public service
agents, importance of U.S. role in
world peace

1948

University of California

June 12, 1948

Foreign affairs: UN, economic
recovery, relations with USSR,
policy of recovery, reconstruction,
and prosperity

1950

University of Missouri

June 9, 1950

Foreign affairs: U.S. peace
program, global economy

1952 Howard University	June 13, 1952	Racial equality/ Civil rights
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Franklin D. Roosevelt

1933 United States Naval Academy	June 1, 1933	Civic Responsibility
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1938 United States Naval Academy	June 2, 1938	Combining education with life experiences
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1939 West Point	June 12, 1939	Leadership and cooperation in armed services
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1940 University of Virginia	June 10, 1940	Foreign affairs: importance of world peace, problems with Italy and Germany
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Hoover Howard University	June 10, 1932	Racial equality/ natural rights of all citizens, importance of integration
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Wilson

1914 United States Naval Academy	June 5, 1914	Importance of education and social responsibility
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1916 United States Naval Academy	June 2, 1916	Importance of naval duties and American unity
West Point	June 14, 1916	Military role: preparedness, American pride, U.S. military power

THE WHITE HOUSE
WASHINGTON

February 23, 2000

MEMORANDUM FOR JOHN PODESTA
 MARIA ECHAVESTE
 STEVE RICCHETTI
 KAREN TRAMONTANO
 JOE LOCKHART
 JOEL JOHNSON
 STEPHANIE STREETT

THROUGH: LORETTA UCELLI
 TERRY EDMONDS

FROM: JOSH GOTTHEIMER
 MICHAEL GEHRKE

SUBJECT: COMMENCEMENT ADDRESSES:
 AN HISTORICAL ANALYSIS

FINAL YEAR COMMENCEMENT ADDRESSES

Our analysis of presidential commencement addresses dating back to Woodrow Wilson revealed the following: 1) Before the Truman administration, most presidents did not regularly deliver commencement addresses at universities other than military academies. 2) With regard to the topic or location of commencement addresses, there is no clear pattern for two term presidents in their final year. It is worth noting, however, that all of those speeches do tout the particular administration's accomplishments and related policy proposals – but do not introduce any new, sweeping initiatives or ideas.

Presidents Hoover and Truman both spoke about civil rights at Howard University in 1932 and 1952 respectively. In 1968, President Johnson addressed three graduating classes of Texas universities. He spoke about education, his domestic agenda and the Cold War. In 1960 President Eisenhower addressed Notre Dame University, focusing on citizenship and the role of government. President Reagan addressed the Coast Guard Academy during his final year. He discussed his administration's anti-drug policy and programs.

We have included a synopsis of President Clinton's commencement addresses as well as a table with the dates, locations and topics of all commencement addresses dating back to President Wilson.

PRESIDENT CLINTON: COMMENCEMENT THEMES

1993

President Clinton's 1993 Commencement addresses focused on the importance of revitalizing the nation's economy and creating investments through which the American worker could effectively compete in the global economy. These addresses focused heavily on the economy, Administration accomplishments and the responsibilities of the government. Both the New Hampshire and Northeastern speeches touched on the administration's economic accomplishments -- lower interest rates and job creations. All three speeches cited the importance of implementing a deficit reduction package and investing in education, training and technology.

1994

The President's 1994 addresses touched on the themes of personal responsibility and commitment. Both the Gallaudet and UCLA speeches mentioned AmeriCorps and the importance of embracing diversity. The Naval Academy speech was largely concerned with foreign policy matters and the transformations taking place in the world arena. It emphasized the need for an effective military force and discussed US policy vis a vis Bosnia.

1995

In the wake of the Oklahoma City bombing and the Tokyo subway nerve gas attack, the President's 1995 commencement addresses focused on the importance of international security and anti-terrorism initiatives at home and abroad. At Michigan State, Dartmouth and the Air Force Academy, the President discussed his anti-terrorism legislation, decried the militia movement and cited the importance of striking a balance between political speech and personal safety.

1996

The President's 1996 commencement remarks, delivered on the heels of the upcoming election, centered on the pillars first introduced in his 1992 New Covenant speeches at Georgetown: opportunity, community and responsibility. The first speech, at Penn State, focused on personal responsibility, including welfare reform, education, crime, and community service. At the Coast Guard Academy, the President focused on America's responsibilities in the global community -- specifically trade and security. At Princeton, the President addressed economic and educational opportunities in the United States.

1997

The President's 1997 commencement speeches addressed the issues facing America in the 21st Century. In his Morgan State speech, the President discussed the challenges posed by science and technological developments in the new millennium. His speech at UC-San Diego addressed lasting challenges posed by race and diversity in the United States -- and introduced the President's Initiative on Race. The President's speech at the Military Academy discussed the importance of cooperative military efforts (NATO) and the rise of new security threats.

1998

Similar in theme to the 1997 commencement addresses, the President's 1998 speeches also discussed the major challenges of the 21st Century. His speech at MIT focused on the information age and related challenges -- particularly the growing digital divide. The President's remarks at Portland State addressed diversity in the new millennium and the challenges posed by immigration. His remarks at the US Naval Academy addressed new security threats in the 21st century -- terrorism and nuclear proliferation.

1999

The President's 1999 commencement addresses also reflected the theme of 21st Century challenges. At Grambling, the President stressed the importance of building strong families in the 21st Century. He proposed new childcare, family leave and education initiatives. In his University of Chicago speech, the President discussed the importance of putting a human face on the global economy. At the Airforce Academy, he addressed both the traditional and non-traditional threats facing our military in the new century -- including biological and chemical weapons and terrorism.

COMMENCEMENT ADDRESSES: PRESIDENT WILSON TO PRESIDENT CLINTON

Clinton

1993

New Hampshire Technical College	May 22, 1993	Revitalizing the economy: Lower interest rates, job creation, deficit reduction, investing in education, training and technology
United States Military Academy	May 29, 1993	Revitalizing the economy/Military Security
Northeastern University	June 19, 1993	Revitalizing the economy: Lower interest rates, job creation, deficit reduction, investing in education, training and technology

1994

Gallaudet University	May 13, 1994	Celebrate diversity/AmeriCorps Strengthening America's future
University of California at Los Angeles	May 20, 1994	Celebrate diversity/AmeriCorps Strengthening America's future
United States Naval Academy	May 25, 1994	Foreign Policy: Bosnia

1995

Michigan State University	May 5, 1995	Foreign affairs: Global security
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U.S. Air Force	May 31, 1995	Foreign affairs/Diplomacy, security Foreign/Domestic policy: America in the 21 st Century
Dartmouth College	June 11, 1995	

1996

Pennsylvania State University	May 10, 1996	America's future: Community Responsibility America's military: strength, decrease of major threats Opportunity and education
United States Coast Guard Academy	May 22, 1996	
Princeton University	June 4, 1996	

1997

Morgan State University	May 18, 1997	21 st Century: science and technology American 21 st Century: foreign affairs and U.S. military America's Future: Personal responsibility in 21 st Century Diversity/Racial equality
U.S. Military Academy	May 31, 1997	
Sidwell Friends School	June 6, 1997	
University of California at San Diego	June 14, 1997	

1998

U.S. Naval Academy	May 22, 1998	21 st Century: U.S. Military Challenges of the Information Age National Cohesion
Massachusetts Institute of Technology	June 5, 1998	
Portland State University	June 13, 1998	

1999

Grambling State University	May 23, 1999	Working families in the New Economy Foreign affairs: Kosovo Globalization/Economy
U.S. Air Force Academy	June 2, 1999	
University of Chicago	June 12, 1999	

Bush

1989

Texas A&M	May 12, 1989	Post Cold War challenges: integrating USSR, reduce nuclear threat, broaden economy American family values/ Public service/ Opportunity Foreign Affairs: Economic future in Europe, NATO's influence Foreign Affairs: Relations with USSR, spread of democracy, arms reduction, strong military deterrence
Alcorn State University, Lorman MS	May 13, 1989	
Boston University	May 21, 1989	
United States Coast Guard Academy	May 24, 1989	

1990

Oklahoma State University	May 4, 1990	Foreign Affairs: Peaceful, stable, free Europe
Texas A&I University	May 11, 1990	America as Economic Role Model
University of South Carolina	May 12, 1990	Freedom in Eastern Europe
Liberty University, Lynchburg VA	May 12, 1990	Individual Empowerment
University of Texas at Austin	May 19, 1990	Democracies & Freedom

1991

University of Michigan Ann Arbor	May 4, 1991	Protecting basic freedoms: enterprise, speech and spirit
Hampton University, Hampton VA	May 12, 1991	Global opportunity: economy, trade, education
Yale	May 27, 1991	Foreign Affairs: Spread of democracy, globalization, free and fair trade, MFN status to China
United States Air Force Academy	May 29, 1991	Gulf War lessons: Importance of military technology and personnel, need to maintain strong military
West Point	June 1, 1991	American values of freedom, self- reliance and service/Racial equality
CalTech	June 14, 1991	21 st Century: free market, technological and scientific advances, community involvement

1992

Florida International University	April 27, 1992	Globalization/ Democracy in Latin America
Southern Methodist University, Dallas TX	May 16, 1992	Economic growth and opportunity / Pan for New America
Notre Dame	May 17, 1992	Strengthening freedom and American Family Values
United States Naval Academy	May 27, 1992	Globalization/ Strong military/Free market reform

Reagan

1981

Notre Dame	May 17, 1981	Human relations, end excessive government intervention, strengthen national pride
United States Military Academy	May 27, 1981	Military in domestic security

1982

Eureka College, IL	May 9, 1982	East-West relations
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1983

Seton Hall University, South Orange NJ
University of South Carolina at Columbia

May 21, 1983
September 20, 1983

Youth civic involvement
Great human advances/National
education agenda

1984

United States Air Force Academy

May 30, 1984

U.S. role in the world/
Technological and scientific
advancements, human creativity

1985

United States Naval Academy

May 22, 1985

Foreign affairs: World Peace

1987

Tuskegee University

May 10, 1987

Minority equality/ Human progress

Ohio State University

June 10, 1987

Graduation Proclamation

1988

United States Coast Guard Academy

May 18, 1988

Foreign affairs: narcotic
intervention/ Reduce violent crime/
Arms reduction in USSR

Carter

1977

Notre Dame

May 22, 1977

Foreign affairs: U.S. power and
influence to strengthen civil/human
rights, spread of democracy

1978

United States Naval Academy

June 7, 1978

US-Soviet Relations

1979

Cheyney State College

May 20, 1979

Racial Equality/ Civil rights
progress / Importance of voting

Ford

1974

Ohio State University

August 30, 1974

Citizen-Govt. Relations

1975

University of Pennsylvania

May 18, 1975

Economic goals/Increase citizen
participation/Strengthen defense
Foreign affairs: Commitment to
freedom, NATO's progress,
strengthening defense budget,

United States Military Academy

June 4, 1975

Chicago State University	July 12, 1975	strengthening European allies, energy policy Community service
<i>1976</i> University of Nebraska at Lincoln	May 8, 1976	National optimism: recession recovery, more peaceful world, farm production increase, improved education
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Brown University	September 28, 1964	Education: Strengthen science and humanities, equal opportunity

1965

Baylor University, Waco TX
Howard University
Catholic University

May 28, 1965
June 4, 1965
June 6, 1965

Dominican Republic peace
Racial equality/ Civil rights
Foreign affairs: working towards
world peace

1968

Texas Christian University

May 29, 1968

General agenda: education,
poverty, healthcare, transportation,
world peace

Glassboro State College

June 4, 1968

Foreign affairs: peace efforts in
Middle East, Soviet Union, and
Vietnam

Southwest Texas State College

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Education: Improve standards,
increase funding

Kennedy

1962

Yale

June 1962

Public confidence in government/
Government reduction

1963

United States Air Force Academy

June 5, 1963

Relationship between government
and private industry

San Diego State College

June 6, 1963

Education: economic and racial
equality of opportunity, improve
quality, increase literacy

American University

June 10, 1963

Foreign affairs: world peace, ban
nuclear tests, spend less on war and
more on poverty and disease

Eisenhower

1953

Dartmouth College

June 14, 1953

Personal leadership, courage,
protect basic American freedoms

1954

Washington College

June 7, 1954

Role of government in citizen's
lives, importance of public service

1955

West Point

June 7, 1955

Changing role of military,
importance of peace and military
readiness, spiritual values in
military service

Pennsylvania State

June 11, 1955

Nuclear Energy: importance of new

scientific achievements increase
skills and understanding, peaceful
reactors

1956

Baylor University

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Foreign affairs: fighting
communism, liberty and free
government, international
cooperation with NATO and UN

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individually as servicemen

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world peace

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recovery, relations with USSR,
policy of recovery, reconstruction,
and prosperity

1950

University of Missouri

June 9, 1950

Foreign affairs: U.S. peace
program, global economy

1952

Howard University

June 13, 1952

Racial equality/ Civil rights

Franklin D. Roosevelt

1933

United States Naval Academy

June 1, 1933

Civic Responsibility

1938

United States Naval Academy

June 2, 1938

Combining education with life experiences

1939

West Point

June 12, 1939

Leadership and cooperation in armed services

1940

University of Virginia

June 10, 1940

Foreign affairs: importance of world peace, problems with Italy and Germany

Hoover

Howard University

June 10, 1932

Racial equality/ natural rights of all citizens, importance of integration

Wilson

1914

United States Naval Academy

June 5, 1914

Importance of education and social responsibility

1916

United States Naval Academy

June 2, 1916

Importance of naval duties and American unity

West Point

June 14, 1916

Military role: preparedness, American pride, U.S. military power